

U.S. Department of Education  
Office of Educational Research and Improvement  
Washington, DC 20208

**Application for the  
American Indian & Alaska Native Education  
Research Grant Program**

**Managed by the National Institute on the Education of At-Risk Students**

**CFDA Number 84.306N**

**Deadline for Transmittal of Applications: July 30, 2001**

**Approved OMB Number 1850-0601  
Expiration Date: 5/31/2003**

## Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information is 1850-0601. The time required to complete this information is estimated to average 15 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** U.S. Department of Education, Office of Educational Research and Improvement, 555 New Jersey Avenue NW, Washington, DC 20208-5530.

## Table of Contents

The American Indian and Alaska Native Education Research Grant Program.....	1
Federal Register Notices.....	3
Notice Inviting Applications	
Notice of Final Priority	
Selection Criteria.....	15
How to Apply.....	17
Instructions for Completing the Title Page Form.....	21
Protection of Human Subjects in Research.....	23
Instructions for Completing the Budget Summary Form.....	26
Title Page Form.....	27
Budget Summary.....	28
Government Performance and Results Act (GPRA).....	29
Assurances and Certifications.....	30
Instructions for Transmitting Applications.....	31
Contacts for the AIAN Education Research Grant Program.....	32
Things to Check Before You Mail Your Application.....	33
Important Notice to Prospective Participants in the U.S. Department of Education Grant and Contract Programs.....	34
Grant Application Receipt Acknowledgement.....	35



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## **The American Indian and Alaska Native Education Research Grant Program**

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### **What is the purpose of the program?**

The American Indian and Alaska Native (AIAN) Education Research Grant Program funds research, evaluation, and data collection to provide information on the status of education for the Indian population and on the effectiveness of educational programs serving either American Indian or Alaska Native students.

### **What is the program priority? What research projects will be funded?**

During Fiscal Year 2001, the Secretary of Education proposes to fund only applicants that propose to expand the current research base for pre-kindergarten through secondary level education of American Indian and Alaska Native students, in rural or urban settings (or both).

Applicants must address the following research question: To what extent and in what ways does incorporating Native language or culture (or both) in educational strategies affect either academic achievement or social development of American Indian and Alaska Native students (or both)? In addressing this question, applicants must take into account other factors that may affect these outcomes, such as curriculum and instruction, standards and assessment, school and classroom settings, educational leadership, teacher professional development, and family and community collaboration with schools.

The Secretary takes this action pursuant to public rulemaking and in response to Executive Order 13096, which requires the development of a comprehensive education research agenda and which specifies Native language and culture as one of three broad research agenda goals. Thus, only applications that address this priority will be eligible for funding for this year's competition.

### **Who can apply for an Indian Education Research Grant?**

Eligible applicants are: Indian Tribes, Indian organizations, state and local educational agencies, institutions of higher education, including Indian institutions of higher education; and other public and private agencies and institutions.

The Secretary encourages collaboration in the conduct of research. Examples of such collaborations include: public and private research institutions collaborating with Indian organizations; and tribal colleges collaborating with major research universities and local educational agencies in areas serving high concentrations of Indian children.

### **Is there a statutory preference for Indian applicants?**

The statute requires the Secretary to give a preference to Indian Tribes, Indian organizations, and Indian institutions of higher education in awarding research grants authorized under section 9141 of the Elementary and Secondary Education Act, the national research activities authority, (20 USC 7861). The Secretary will award 5 extra points to applications submitted by the entities entitled to the statutory preference. A consortium application of eligible entities that meets the requirements of 34 CFR 75.127-129 of the Education Department General Administrative Requirements (EDGAR) and that includes an Indian Tribe, Indian organization, or Indian institution of higher education shall be considered eligible to receive the 5 extra points.

### **What are the size and duration of awards?**

The total amount of funding is an estimated \$1.4 million. The project period of the grant may be from 1 to 3 years. The length of projects and the size of awards will be commensurate with the nature and scope of the work proposed.

### **What are the applicable regulations?**

The following regulations apply: (1) The Education Department General Administrative Regulations (EDGAR) in 34 CFR 74, 75, 77, 80, 81, 82, 85, 86, 97, 98, and 99; and (2) 34 CFR 700. (NOTE: Part 86 applies only to institutions of higher education.)

**CONTACTS FOR THE AIAN EDUCATION RESEARCH GRANT PROGRAM  
ARE LISTED AT THE BACK OF THIS BOOKLET.**

[Federal Register: June 15, 2001 (Volume 66, Number 116)]  
[Notices]  
[Page 32707-32708]  
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[[Page 32707]]

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## Part IV

Department of Education

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Office of Educational Research and Improvement; American Indian and  
Alaska Native Education Research Grant Program; Notice Inviting  
Applications for New Awards for Fiscal Year (FY) 2001

[[Page 32708]]

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DEPARTMENT OF EDUCATION

[CFDA No.: 84.306N]

Office of Educational Research and Improvement; American Indian  
and Alaska Native Education Research Grant Program; Notice Inviting  
Applications for New Awards for Fiscal Year (FY) 2001

Purpose of Program: The purpose of the American Indian and Alaska  
Native (AIAN) Education Research Grant Program is to fund research,

evaluation, and data collection to provide information on the status of education for the Indian population and on the effectiveness of Indian Education Programs. For FY 2001 the competition for new awards focuses on projects designed to meet the absolute priority published elsewhere in this issue of the Federal Register.

Eligible Applicants: Indian Tribes, Indian organizations, State education agencies, local education agencies, institutions of higher education, including Indian institutions of higher education, and other public and private agencies and institutions, or a consortium of these institutions that meet the requirements of 34 CFR 75.127 through 75.129 of EDGAR.

Applications Available: June 29, 2001 for hardcopies.

On the date of publication of this notice application packages will also be available electronically on the World Wide Web at the following site: [www.ed.gov/GrantApps/](http://www.ed.gov/GrantApps/)

Deadline for Transmittal of Applications: July 30, 2001.

Estimated Available Funds: Approximately \$1.4 million.

Estimated Range of Awards: The size of the awards will be commensurate with the nature and scope of the work proposed.

Estimated Number of Awards: 5.

Note: The Department is not bound by any estimates in this notice.

Budget Period: 12 months.

Project Period: 12 to 36 months.

Page Limit: The application narrative may not exceed the equivalent of 20 double-spaced pages, with printing on only one side of 8 1/2 x 11-inch paper. Our reviewers will not read any pages of your application that--

Exceed the page limit if you apply these standards; or

Exceed the equivalent of the page limit if you apply other standards.

Note: We have found that reviewers are able to conduct the highest quality review when applications are concise and easy to read. We strongly encourage applicants to use a 12-point or larger size font, one-inch margins at the top, bottom, and both sides, and pages numbered consecutively.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 80, 81, 82, 85, 86 (part 86 applies to IHEs only), 97, 98, and 99. (b) The regulations in 34 CFR part 700.

Priority: This competition focuses on projects designed to meet the

absolute priority in the notice of final priority for this program, published elsewhere in this issue of the Federal Register.

Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

**SUPPLEMENTARY INFORMATION: Collaboration:** The Secretary encourages collaboration in the conduct of this research. Examples of collaboration include: public and private research institutions collaborating with Indian organizations, including schools funded by the Bureau of Indian Affairs; and tribal colleges collaborating with major research universities and local educational agencies in urban areas serving high concentrations of Indian children.

For Applications Contact: Education Publications Center (ED Pubs), PO Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), you may call (toll free): 1-877-576-7734.

You may also contact ED Pubs at its web site: <http://www.ed.gov/pubs/edpubs.html>. Or you may contact ED Pubs at its E-mail address: [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov).

If you request an application from ED Pubs, be sure to identify this competition as follows: CFDA Number 84.306N.

**FOR FURTHER INFORMATION CONTACT:** Karen Suagee, American Indian and Alaska Native Research Grant Program, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, NW., Room 610B, Washington, DC 20208-5521. Telephone: (202) 219-2244 or via Internet: [karen.suagee@ed.gov](mailto:karen.suagee@ed.gov) or you may contact Eileen O'Brien, at the same program and address. Telephone: (202) 208-2978 or via Internet: [eileen.o'brien@ed.gov](mailto:eileen.o'brien@ed.gov).

If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the program contact persons listed under FOR FURTHER INFORMATION CONTACT.

Individuals with disabilities may obtain a copy of the application package in an alternative format by contacting that person. However, the Department is not able to reproduce in an alternative format the standard forms included in the application package.

#### Electronic Access to This Document

You may view this document, as well as all other Department of Education documents published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/legislation/FedRegister>.

To use PDF, you must have Adobe Acrobat Reader, which is available

free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: <http://www.access.gpo.gov/nara/index.html>.

Program Authority: (20 U.S.C. 6031(c)(2)(B); 20 U.S.C. 7873 and 20 U.S.C. 7881(4)).

Dated: June 12, 2001.

Sue Betka,  
Deputy Assistant Secretary, Office of Educational Research and Improvement.

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DEPARTMENT OF EDUCATION

American Indian and Alaska Native Education Research Grant  
Program

AGENCY: Office of Educational Research and Improvement, Department of  
Education.

ACTION: Notice of final priority.

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SUMMARY: The Secretary announces a priority for the American Indian and  
Alaska Native Education Research Grant Program to fund research that  
will evaluate the role of Native language and culture in the  
development of educational strategies for improving achievement and  
academic progress of American Indian and Alaska Native students. The  
Secretary uses this particular priority for a competition in fiscal  
year (FY) 2001 and may use this priority in later fiscal years.

EFFECTIVE DATE: This priority is effective July 16, 2001.

[[Page 32709]]

FOR FURTHER INFORMATION CONTACT: Karen Suagee, U.S. Department of  
Education, 555 New Jersey Avenue, NW., room 610B, Washington, DC 20208-  
5521. Telephone: (202) 219-2244 or via Internet: karen.suagee@ed.gov.

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call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an  
alternative format (e.g., Braille, large print, audiotape, or computer  
diskette) on request to the contact person listed under FOR FURTHER  
INFORMATION CONTACT.

SUPPLEMENTARY INFORMATION:

Background

The Office of Educational Research and Improvement (OERI) and the Office of Indian Education (OIE), within the Office of Elementary and Secondary Education (OESE), support educational research and development activities that improve the educational achievement and academic progress of American Indian and Alaska Native students. Under section 9141 of the Elementary and Secondary Education Act (the national research activities authority), the Department is authorized to fund research, evaluation, and data collection to provide information on the status of education for the Indian population and on the effectiveness of Indian Education Programs. Section 9141 further provides that the research activities funded under this authority shall be carried out in consultation with OERI.

Pursuant to this authority and in response to Executive Order 13096, entitled "American Indian and Alaska Native Education", OIE and OERI are collaborating on their first grant competition. Moreover, pursuant to a Memorandum of Understanding between OESE and OERI, OERI will administer the competition.

The Executive Order requires the Department to develop and implement a comprehensive research agenda designed to improve the academic achievement and school retention of American Indian and Alaska Native students. The research agenda is to address three goals: (1) To establish baseline data on academic achievement and retention of American Indian and Alaska Native students in order to monitor improvements; (2) to evaluate promising practices used with those students; and (3) to evaluate the role of native language and culture in the development of educational strategies. Work on the research agenda is in progress. When the agenda is completed, the Secretary may establish additional priorities for grant competitions under this authority in FY 2002 and later years. During the interim period, the Secretary provides an absolute priority to address one of the agenda goals: evaluating the role of language and culture in developing educational strategies.

We published a notice of proposed priority for the American Indian and Alaska Native Education Research Grant Program in the Federal Register on April 19, 2001 (66 FR 20180). As noted in the proposed priority, recent research points to the degree of fit, or congruence, between the cultural contexts of home and school as a factor influencing academic and social development outcomes of students. These outcomes include, but are not limited to, academic achievement, reduced dropout rate, school engagement, responsible behavior (taking into account tribal values), attendance, and high school completion. The research suggests that achieving positive academic and social outcomes for students from diverse linguistic and cultural backgrounds may be enhanced by incorporating native language and culture in the development of educational strategies.

Family and community involvement in education is also vital to the

academic and social development of students. For schools serving students from diverse linguistic and cultural backgrounds, the research also suggests that strong family and community collaboration with schools that reflects the language and culture of the community may support the efforts of schools to enhance student achievement and social development. The Secretary wishes to determine the extent to which, and the ways in which, incorporating native language and culture in educational strategies (including strong family and community collaboration with schools) contributes to the attainment of these positive academic and social outcomes for American Indian and Alaska Native students.

### Analysis of Comments and Changes

In response to our invitation in the notice of proposed priority, 10 parties submitted comments on the proposed priority. Three comments indicated broad support for the purpose and content of the priority. Other comments can be grouped into the following general areas: recommendations to add a particular focus to the scope of the final priority and recommendations for technical or procedural changes or definitional clarity. An analysis of the comments and the changes to the priority since publication of the notice of proposed priority follow. Program administrative changes and changes the Secretary is not authorized to make under the applicable statutory authority are not addressed.

**Comment:** One comment noted that the majority of American Indians now live in urban areas and recommended that the absolute priority should focus the research on the educational needs of Indian children in urban areas. This comment also noted the loss of native languages in multi-tribal urban Indian environments and advised that the priority include research on the reintroduction of native languages into the curriculum in urban schools.

**Discussion:** Research on urban Indian educational needs is within the scope of the final priority. The text of the priority recognizes this by using the phrase, ``\* \* \* in both rural and urban settings." However, the Secretary intends for applicants to have flexibility to focus on either rural or urban settings, or both. Regarding the second recommendation to include research on the reintroduction of native languages, the Secretary wishes to allow for flexibility in selecting topics rather than specifying particular topics, so no change will be made.

**Change:** The final priority has been revised to permit applicants to address research on either rural or urban settings, or both.

**Comment:** Two comments recommended making a distinction in the final priority between the role of language and culture in developing educational strategies. One comment emphasized that family and community support is essential for school-based approaches to language

revitalization, and further noted the difficulties in many communities of securing such joint commitment. According to this comment, only a minority of Indian parents and community members supports native language programs in the schools. The same comment indicated that for the majority of tribes, incorporating tribal culture (as opposed to language) into educational strategies may therefore produce a more powerful effect on achievement. The second comment indicated that a distinction should be made in the final priority between total language immersion approaches and approaches that treat language and culture as a supplement to the mainstream curriculum.

Discussion: Research supports the position that language and culture are complementary elements insofar as language is a primary vehicle through which culturally embedded concepts

[[Page 32710]]

are expressed. The final priority for funding research on both Native language and culture reflects this position and in addition, responds to the language of the Executive Order goal, ``\* \* \* to evaluate the role of native language and culture in the development of educational strategies." However, the Secretary wishes to allow for flexibility in conducting research on this broad subject and recognizes that it may be feasible to address only one element at a time.

The Secretary also recognizes that total language immersion is a distinct approach in contrast to the supplemental nature of many instructional approaches to teaching language and culture. However, the Secretary does not wish to specify particular approaches, preferring that researchers identify approaches for study. Thus, no change has been made to distinguish total language immersion from the array of approaches to teaching language and culture.

Change: The final priority has been revised to allow applicants to address language or culture, or both elements.

Comment: One comment suggested that educational leadership be added to the listing of factors from among which applicants must consider in addressing the final priority.

Discussion: The factors stated in the final priority were intended to be illustrative of a range of factors, as opposed to an exhaustive listing. The Secretary intends for the applicant to identify and justify the factors that may affect either academic achievement or social development (or both) of students. Notwithstanding this intention, the Secretary agrees that educational leadership may be a significant factor in establishing a climate for enhancing teaching and learning and thus, adding educational leadership adds clarity.

Change: Educational Leadership will be added to the listing of factors that may contribute to positive academic achievement or social development.

Comment: Two comments indicated the need to add a specific focus to

the statement of priority. One comment emphasized the need to integrate mental health approaches in conjunction with cultural strategies for educational and social success. This comment emphasized the need to have the issues of self-esteem, fear of failure, and discrimination incorporated into the cultural strategies. A second comment indicated that access to quality on-reservation instruction for deaf and hard of hearing Indian students was critically important.

Discussion: Regarding the first comment, the term "social development" as used in the priority statement is intended to encompass a number of factors, including healthy emotional development. The Secretary intends for applicants to identify these factors, if applicable to their proposed research. The second comment is directed to the provision of specialized instructional services and is thus not applicable to the research focus of the final priority.

Change: None.

Comment: One comment recommended certain additions to the items that the priority statement indicates should be included in a research application. This comment recommended that the following be added: (1) evidence that tribal protocols are followed to ensure access and support for the proposed research project; (2) the active involvement of American Indians and Alaska Natives in the conceptualization and conduct of the research; and (3) language explaining that "a rigorous design" can be one that uses many methods and creative approaches, including Native Ways of Knowing designs.

Discussion: In listing the components of a research application, the Secretary intended to identify the technical attributes of high quality research. While the Secretary acknowledges that the first two recommendations regarding proper protocol and active involvement of stakeholders may clearly enhance the quality of the research, the Secretary believes that high quality research may encompass additional attributes, and thus does not believe it necessary to make the two recommended changes. However, the third recommendation, to add multiple methods, including quantitative and qualitative methods, as well as innovative and creative approaches, does enhance understanding of what constitutes a rigorous design. Finally, as there are many high quality designs, the Secretary does not wish to specify examples.

Change: The listing of components of a high quality application will include language regarding multiple methodologies.

Comment: One comment recommended that the term "Indian organization" be defined for eligibility purposes and that tribal colleges and universities be specifically mentioned as qualified members of the applicant pool.

Discussion: The Secretary wishes to advise that there is no statutory or regulatory definition of "Indian organization." However, the term, "Indian", which modifies organization, is a defined term and is contained in section 9161(4) of Title IX of the Elementary and Secondary Education Act (ESEA). In addition, there is no separate

definition of "Indian IHE". However, as just noted, there is a statutory definition of "Indian" and the definition of "IHE" is contained by reference in section 14101(17) of Title XIV of the ESEA. Whether a particular tribal community college is an eligible applicant will be determined on a case-by-case basis.

Change: None.

Comment: One comment stated that projects should be funded for five years, and that the priority statement should include development and pilot testing of instructional strategies in the list of factors that may affect student outcomes.

Discussion: The Secretary believes that a project period of up to three years is adequate to conduct this type of research. The Field-Initiated Studies Education Research Grant Program, administered by OERI, is an example of such research. Concerning the second recommendation to add development and pilot testing of instructional strategies, the list of factors was intended to be illustrative of a range of factors, as opposed to an exhaustive listing. Thus, the Secretary does not believe it is necessary to add more examples.

Change: None.

Comment: A comment recommended that the term "evaluate" be replaced with "investigate" or "examine," in order to reflect research language.

Discussion: The Secretary acknowledges that the term "evaluate" often connotes an activity to judge the merit or worth of a specific program or approach and may therefore be narrow in focus. However, Executive Order 13096 (to which this priority responds) utilizes the phrase, "evaluate the role of native language and culture \* \* \*", which the Secretary interprets in the broader sense of systematic study.

Change: No change.

Comment: One comment recommended that in order to avoid confusion, the words, "in later years", be deleted from the Background section that precedes the priority statement.

Discussion: The Background section is intended to distinguish the single proposed priority on language and culture for this fiscal year from priorities in future years. Once the Research Agenda is completed and priority research questions are identified, the Secretary may elect to propose absolute, competitive, or invitational priorities from among the

[[Page 32711]]

priority research questions in any given year, commencing in 2002.

Change: None

Absolute Priority: Under 34 CFR 75.105(c)(3), the Secretary gives an absolute preference to applications that meet the priority in the next paragraph. Funding this priority will depend on the availability

of funds and the quality of applications received. There will be only one grant competition addressing this priority. Therefore, each applicant will compete against all applicants under this competition.

The Secretary funds only applicants that propose to expand the current research base for pre-kindergarten through secondary level education of American Indian and Alaska Native students, in both rural and urban settings, by addressing the following research question:

To what extent and in what ways does incorporating native language and culture in educational strategies affect either academic achievement or social development of American Indian and Alaska Native students, or both? In addressing this question applicants may choose to address only native language or culture (or both). In addition, applicants may choose to address only rural or urban settings (or both).

Applicants must take into account other factors that may affect these outcomes, such as curriculum and instruction, standards and assessment, school and classroom settings, educational leadership, teacher professional development, and family and community collaboration with schools.

The research proposed in the application should--

- a. Incorporate a well-conceptualized and theoretically sound framework;
- b. Incorporate a rigorous design (that utilizes multiple methods such as qualitative and quantitative as well as innovative and creative approaches, as appropriate) that is capable of generating findings that contribute substantially to understanding in the field;
- c. Link previous research, theory, and findings to the proposed study;
- d. Conduct work of sufficient size, scope, and duration to produce generalizable results;
- e. Contribute to the advancement of knowledge; and
- f. Provide for a dissemination plan that will facilitate effective use of the research by educators, community members, policy makers, and other interested parties.

### Preference for Indian Applicants

Eligible entities for the national research program authorized under section 9141 of the Elementary and Secondary Education Act (20 U.S.C. 7861) are Indian Tribes, Indian organizations, State educational agencies, local educational agencies, institutions of higher education, including Indian institutions of higher education, and other public and private agencies and institutions. We want to advise the public that the statute requires the Secretary to give a preference to Indian Tribes, Indian organizations, and Indian institutions of higher education in awarding research grants authorized under section 9141.

(Section 9153; 20 U.S.C. 7873.)

The Secretary will award 5 extra points to applications submitted by the entities entitled to the statutory preference. We want to advise the public that a consortium application of eligible entities that includes an Indian Tribe, Indian organization or Indian institution of higher education would be considered eligible to receive the extra 5 points.

#### Electronic Access to This Document

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Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: <http://www.access.gpo.gov/nara/index.html>.

(Catalog of Federal Domestic Assistance Number: 84.306N American Indian and Alaska Native Education Research Grant Program)

Program Authority: 20 U.S.C. 7861 and 7873 and section 931 of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 U.S.C. 6031).

Dated: June 12, 2001.  
Sue Betka,  
Deputy Assistant Secretary, Office of Educational Research and Improvement.  
[FR Doc. 01-15178 Filed 6-14-01; 8:45 am]  
BILLING CODE 4000-01-P

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## Selection Criteria

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All applications will be rated according to the following evaluation criteria:

**(1) The National Significance (30 points).**

In determining the national significance of the proposed project, the Secretary considers the following factors:

- the importance of the problem or issue to be addressed.
- the potential contribution of the project to increased knowledge or understanding of education problems, issues, or effective strategies.
- the potential for generalizing from project findings or results.

**(2) The Quality of the Project Design (30 points).**

In determining the quality of the proposed project design, the Secretary considers the following factors:

- whether there is a conceptual framework underlying the proposed activities and the quality of that framework.
- whether a specific research design has been proposed, and the quality and appropriateness of that design, including the scientific rigor of the studies involved.
- the extent to which the research design includes a thorough, high-quality review of the relevant literature, a high-quality plan for research activities, and the use of appropriate theoretical and methodological tools, including those of a variety of disciplines, where appropriate.

**(3) The Quality and Potential Contributions of Personnel (25 points).**

In determining the quality and potential contribution of the proposed personnel, the Secretary considers the following factors:

- the qualifications, including training and experience, of:
  - (a) the project director or principal investigator;
  - (b) key project personnel; and
  - (c) any proposed consultants or subcontractors.

**(4) The Quality of the Management Plan (15 points).**

In determining the quality of the management plan, the Secretary considers the following factors:

- the adequacy of the management plan to achieve the objectives of the project, including the specification of staff responsibility, timelines, and benchmarks for accomplishing project tasks.
- whether time commitments of the project director or principal investigator and other key personnel are appropriate and adequate to meet project objectives.
- the adequacy of plans for widespread dissemination of project results and products in ways that will assist others to use the information.

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## How to Apply

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*Deadline for Transmittal of Application: July 30 , 2001*

### General Information

Applications submitted under the American Indian and Alaska Native (AIAN) Education Research Grant Program will compete under one general competition. When the peer review process is completed, and grants are awarded, each grant will be assigned to and monitored by a staff member of the National Institute on the Education of At-Risk Students, Office of Educational Research and Improvement.

Applicants should carefully review all the instructions in this application and the selection criteria. **Applications are evaluated solely on the basis of these criteria.** The AIAN Education Research Grant Program will be highly competitive. Strong applications make a well-reasoned and compelling case for the national significance of the problem or issues affecting Indian students that will be the subject of the proposed research. They provide evidence of both the potential for increasing the knowledge base in Indian education and of the potential for generalizing project results to a broader Indian education setting.

Strong applications also include: a well-conceptualized and theoretically sound framework underlying the project activities; a research design that is high quality, specific and appropriate, and that describes the use of appropriate research methods; and a thorough review of the relevant literature. The personnel descriptions in strong applications make it apparent that the principal investigator, key personnel, and consultants possess the training and experience commensurate with their duties. Strong applications also clearly delineate and justify the requested budget, the management plan, time commitments of personnel, and the dissemination plan.

### Application Format and Length

All applications must include: title page form, narrative, vitae for principal investigator(s) and other key personnel, GEPA 427 statement, budget summary form, and budget narrative. ***Applicants must include this information in order to receive funding under the AIAN program.***

Applicants may provide other relevant information, including pertinent exhibits, but each application must be a self-contained document.

**Only the materials included in the application at the time of submission will be sent to the review panel.**

**The application narrative may not exceed the equivalent of 20 double-spaced pages, with printing on only one side of 8 1/2 x 11-inch paper.** Our reviewers will not read any pages of your application that exceed the page limit if you apply these standards; or exceed the equivalent of the page limit if you apply other standards. We will remove all pages in excess of the 20-page narrative maximum or its equivalent.

*NOTE: We have found that reviewers are able to conduct the highest quality review when applications are concise and easy to read. We strongly encourage applicants to use a 12-point or larger size font, and one-inch margins at the top, bottom, and both sides, and pages numbered consecutively.*

**The application should not be bound or enclosed in a folder.** The preferred method is to clip or staple the application. All sections of the application, and all appendices or attachments must be suitable for photocopying in order to be included in the materials given to the reviewers.

## **Content of Each Section of the Application**

All applications for research grants must include:

- **Title Page Form**

Use the Title Page Form (included within this package) as the cover for each copy of your application. Follow the instructions for completing the form included in this application package. Be sure to include an abstract of your proposed research project in the space provided.

Abstracts should include the following: (1) a description of the issue or problem being addressed and why it is important, (2) a summary of the methodology being used and why that approach will yield the intended results, and (3) the intended results or outcomes of the work and a summary of why those results or outcomes are important.

If your application is funded, this abstract may be sent to your congressional representatives as a description of your project. It may also be the basis of a public announcement about the grant awards. **Be sure that the certifying representative of your institution signs this Title Page Form.**

- **Narrative**

A narrative (not to exceed 20 double-spaced pages) that addresses the following:

- The significance of the research question and the potential contribution of the project to increased knowledge or understanding;
- The potential for generalizing from project results to other Indian education settings;
- A conceptual framework and a description of the research design, including the methodology and analytical techniques;
- A review of the pertinent literature that provides a rationale for what is proposed;

- Descriptions of relevant qualifications of proposed personnel commensurate with project responsibilities;
- A management plan for accomplishing the objectives of the project; and
- Dissemination of project results and products.

- **Personnel**

Be sure to include vitae of principal investigator(s) and other key personnel.  
*Vitae do not count against the 20-page limitation of the application narrative.*

- **GEPA 427**

Provide a brief description separate from the narrative.  
*A separate description will not count against the 20-page limitation of the application narrative.*

Section 427 of the General Education Provisions Act (GEPA) requires applicants to include in their proposal a succinct description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. GEPA 427 highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, and other program beneficiaries from such access or participation .

Your description need not be lengthy. However, you must identify barriers to access or participation, and provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. This information should be provided in a statement separate from the research narrative.

GEPA 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. An applicant may use the federal funds awarded to it to eliminate barriers it identifies.

- **Budget and Budget Narrative**

A complete budget for each year of the project must be included (use the Budget Summary Form in this package, or a suitable facsimile). Projects may be funded for 1 to 3 years.

Each 12-month budget should be clearly delineated and justified in terms of the proposed activities. A separate budget narrative must be provided to justify each line item in the

completed Budget Summary form. Be sure to include key personnel's time commitment to the project.

*The budget and budget narrative do not count against the 20-page limitation of the application narrative.*

NOTE: Successful applicants may be asked to provide more detailed budget information.

### **Number of Copies**

All applicants are *required* to submit one signed original and two copies of the application. Applicants are *requested* to submit *three* (3) additional copies of the entire application. The reviewers will use these copies. Each copy of the application must include a Title Page Form.

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## Instructions for Completing the Title Page Form

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**Do not forget to have the Title Page Form signed by the authorized representative.**

**ITEM 1. D-U-N-S NUMBER:** Enter the applicant's D-U-N-S number. If your organization does not have a D-U-N-S number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. This service is free. The form can be obtained via the Internet at the following URL: <http://www.dnb.com/dunsno/whereduns.htm#own>

**ITEM 2. LEGAL APPLICANT:** Enter the name and complete mailing address of the organization, agency, or individual that will serve as the legal applicant. When more than one organization or agency is involved, enter the name of the one responsible for budget control. NOTE: Acknowledgments of grant awards are sent to this address. It is important to provide all requested information.

**ITEM 3. PROJECT DIRECTOR:** Enter the name and complete mailing address of the Project Director or Co-Directors. If no one has been selected, so indicate and enter the name of the person who can be contacted to discuss the programmatic aspects of the project. NOTE: The name and address listed here will be used to mail notifications of application status. Do not forget to include the telephone number. Both this address and the Legal Applicant address should be detailed. Please provide all requested information.

**ITEM 4. FEDERAL FUNDS REQUESTED:** Enter the amount of federal funds being requested in each year of the project. Under "TOTAL" enter the cumulative amount requested for the duration of the project.

**ITEM 5. DURATION OF THE PROJECT:** Enter appropriate starting and ending dates.

**ITEM 6. APPLICATION TITLE:** Self-explanatory.

**ITEM 7. BRIEF ABSTRACT OF APPLICATION:** Keep concise and substantive. Indicate major outcomes of the work and expected contributions to theory or practice.

**ITEM 8. HUMAN SUBJECTS:** If research activities involving human subjects are **not planned at any time** during the proposed project, check "**No.**" The remaining parts of item 8 are then not applicable.

If research activities involving human subjects, whether or not exempt from federal regulations for the protection of human subjects, **are planned at any time** during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution, check "**Yes.**" If the research activities are designated to be exempt under the regulations, enter, in item 8a, the exemption number(s) corresponding to one or more of the six exemption categories listed in "**PROTECTION OF HUMAN SUBJECTS IN RESEARCH**"

attached to this form. Provide sufficient information in the application to allow a determination that the designated exemptions are appropriate.

If the planned research activities involving human subjects are covered (not exempt), complete the remaining parts of item 8 and follow the instructions in **“PROTECTION OF HUMAN SUBJECTS IN RESEARCH”** attached to this form. If the applicant organization has an approved Multiple Project Assurance of Compliance on file with the Grants Policy and Oversight Staff (GPOS), U.S. Department of Education (ED), or with the Office for Protection from Research Risks (OPRR), National Institutes of Health, U.S. Department of Health and Human Services, that covers the specific activity, enter the assurance number in item 8b and the date of approval by the Institutional Review Board (IRB) of the proposed activities in item 8c. This date must be no earlier than one year before the receipt date for which the application is submitted and must include the four digit year (e.g., 2000). Check the type of IRB review in the appropriate box. An IRB may review an application through an expedited review procedure only if it complies with Section 97.110 of the human subjects regulations 34 CFR 97. If the IRB review is unavoidably delayed beyond the submission of the application, enter **“Pending”** in item 8c. A follow-up certification of IRB approval from an official signing for the applicant organization must then be sent to and received by the designated ED official. The certification must be received within 30 days of a specific formal request from the designated ED official. The certification must include: the PR Award number, title of the project from item 6, name of the principal investigator, project director, fellow, or other, institution, Multiple Assurance number, date of IRB approval, and appropriate signatures.

If the applicant organization does not have on file with GPOS or OPRR an approved Assurance of Compliance that covers the proposed research activity, enter **“None”** in item 8b. In this case, the applicant organization, by the signature on the application, is declaring that it will comply with 34 CFR 97 within 30 days of a specific formal request from the designated ED official.

For additional instructions regarding proposals that involve human subjects research, see **“PROTECTION OF HUMAN SUBJECTS IN RESEARCH”** attached to this form.

**ITEM 9. CERTIFICATION BY AUTHORIZING OFFICIAL:** Enter the name, title, and telephone number of the official who has the authority both to commit the legal applicant to accept federal funding and to execute the proposed project. Submit the original ink-signed copy of the authorizing official’s signature.

*NOTE: USE THIS TITLE PAGE FORM AS THE COVER PAGE FOR YOUR APPLICATION.*

## **Protection of Human Subjects in Research (Attachment to Title Page Form)**

### **I. Instructions to Applicants about the Narrative Information that must be provided if research activities involving human subjects are planned.**

If you marked item 8 on the application “Yes” and designated exemptions in 8a (**all research activities are exempt**), provide sufficient information in the application to allow a determination that the designated exemptions are appropriate. Research involving human subjects that is exempt from the regulations is discussed under **II.B. “Exemptions,”** below. The Narrative must be succinct. **Provide this information in an “Item 8/Protection of Human Subjects Attachment” and insert this attachment immediately following the Title Form Page.**

If you marked “Yes” to item 8 on the face page, and designated no exemptions from the regulations (**some or all of the research activities are nonexempt**), address the following six points for each nonexempt activity. In addition, if research involving human subjects will take place at collaborating site(s) or other performance site(s), provide this information before discussing the six points. Although no specific page limitation applies to this section of the application, be succinct. Provide the six-point narrative and discussion of other performance sites in an **“Item 8/Protection of Human Subjects Attachment” and insert this attachment immediately following the Title Form Page.**

(1) Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the

involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.

(2) Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

## **II. Information on Research Activities Involving Human Subjects**

### **A. Definitions.**

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

#### **—Is it a research activity?**

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge, such as an exploratory study or the collection of data to test a hypothesis, it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

#### **—Is it a human subject?**

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” (1) *If an activity involves obtaining information about*

*a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

### **B. Exemptions.**

Research activities in which the only involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers

linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. ***If the subjects are children, this exemption applies only to research involving educational tests or observations of public behavior when the investigator(s) do not participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S Department of Agriculture.

***Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff (GPOS) Office of the Chief Financial and Chief Information Officer, U.S. Department of Education, Washington, DC.; telephone: (202) 708-8263, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site at <http://ocfo.ed.gov/humansub.htm>.***

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## Instructions for Completing the Budget Summary Form

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### A. Direct Costs

1. Salaries (professional and clerical): Show salaries and wages to be paid to personnel employed in the project. Fees and expenses for consultants must be included in item A6.
2. Employee Benefits: Include contributions for Social Security, employee insurance, pension plans, and the like. Leave blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.
3. Employee Travel: Indicate the amount requested for travel of employees. **Include round-trip travel to Washington, DC for a 2-day project director's meeting each project year.**
4. Equipment (purchase): Indicate the cost of nonexpendable personal property which has a useful life of more than 2 years. Provide per unit costs in the budget narrative.
5. Materials and Supplies: Include the cost of consumable supplies and materials to be used in the project.
6. Consultants and Contracts: Show the amount to be used for:
  - (a) subgrants or payments for consultants and secondary recipient organizations such as affiliates and cooperating institutions; and
  - (b) procurement contracts (except those which are included on the lines for supplies and for equipment).
7. Other (such as equipment rental, printing): Indicate all other direct costs not covered in lines 1 through 6.
8. Total Direct Costs: Show totals for lines 1 through 7.

### B. Indirect Costs

Indicate the amount of indirect costs to be charged to the program or project. Explain the indirect cost rate and base in the budget narrative.

- C. **Total**—Add lines A8 and B. Please note that these items should be completed for each year of the budget request. *Use this Budget Summary Form for the budget figures.*

TITLE PAGE FORM  
American Indian and Alaska Native Education Research Grant Program—CFDA 84.306N  
U.S. Department of Education

1. DUNS No.: \_\_\_\_\_

Application No. (For ED use only)
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2. APPLICANT: Name: _____ Address: _____ _____ _____	3. PROJECT DIRECTOR: Name: _____ Title: _____ Address: _____ _____ Telephone: _____ Fax: _____ Email: _____
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4. Federal Funds Requested:	1 <sup>st</sup> Year: \$ _____	5. Duration of Project:
	2 <sup>nd</sup> Year: \$ _____	Starting Date: _____
	3 <sup>rd</sup> Year: \$ _____	Ending Date: _____
	Total: \$ _____	Total Number of Months: _____

6. Application Title: \_\_\_\_\_

7. Brief Abstract of Application: (Use this space only)

8. Are any research activities involving human subjects planned at any time during the proposed project period?  
 Yes  No → a. If "Yes," Exemption(s) #: \_\_\_\_\_ **OR** b. Assurance of Compliance #: \_\_\_\_\_  
c. IRB approval date: \_\_\_\_\_ →  Full IRB **OR**  Expedited Review

9. Certification by Authorizing Official  
The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant.

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Telephone: ( ) \_\_\_\_\_

## Budget Summary

<b>YEAR 1</b>			
<b>BUDGET ITEM</b>	Requested from ED	Support by Other Sources	TOTAL
<b>A. DIRECT COSTS</b>			
1. Salaries (professional & clerical)			
2. Employee Benefits			
3. Employee Travel			
4. Equipment (purchase)			
5. Materials & Supplies			
6. Consultants and Contracts			
7. Other (equip. rental, printing, etc.)			
8. Total Direct Costs			
<b>B. INDIRECT COSTS</b>			
<b>C. TOTAL</b>			
<b>YEAR 2</b>			
<b>BUDGET ITEM</b>	Requested from ED	Support by Other Sources	TOTAL
<b>A. DIRECT COSTS</b>			
1. Salaries (professional & clerical)			
2. Employee Benefits			
3. Employee Travel			
4. Equipment (purchase)			
5. Materials & Supplies			
6. Consultants and Contracts			
7. Other (equip. rental, printing, etc.)			
8. Total Direct Costs			
<b>B. INDIRECT COSTS</b>			
<b>C. TOTAL</b>			
<b>YEAR 3</b>			
<b>BUDGET ITEM</b>	Requested from ED	Support by Other Sources	TOTAL
<b>A. DIRECT COSTS</b>			
1. Salaries (professional & clerical)			
2. Employee Benefits			
3. Employee Travel			
4. Equipment (purchase)			
5. Materials & Supplies			
6. Consultants and Contracts			
7. Other (equip. rental, printing, etc.)			
8. Total Direct Costs			
<b>B. INDIRECT COSTS</b>			
<b>C. TOTAL</b>			

**NOTICE TO ALL APPLICANTS:  
The Government Performance and Results Act (GPRA)**

**WHAT IS GPRA?**

The Government Performance and Results Act of 1993 is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In doing so, it is expected that GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

**How has the United States Department of Education Responded to the GPRA Requirements?**

As required by GPRA, the U.S. Department of Education (the Department) has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the United States. The Department's goals, as listed in the plan, are:

- Goal 1:** Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment.
- Goal 2:** Build a solid foundation for learning for all children.
- Goal 3:** Ensure access to postsecondary education and lifelong learning.
- Goal 4:** Make the U.S. Department of Education a high performance organization by focusing on results, service quality, and customer satisfaction.

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## **Assurances and Certifications**

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**Applicants selected for funding will be required to submit the following forms:**

- A signed Form ED 80-0013 (“Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements”);
- Standard Form SF 424B (“Assurances—Non-Construction Programs”); and
- Standard Form LLL (“Disclosure of Lobbying Activities”).

The above three forms are available at the following site: [www.ed.gov/GrantApps/](http://www.ed.gov/GrantApps/)

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## **Instructions For Transmitting Applications**

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All applications must be postmarked or hand delivered **by July 30, 2001**. The closing date and procedures for guaranteeing timely submission will be strictly observed.

### **Applications Sent by Mail**

Applications must be mailed on or before the deadline date to:

U.S. Department of Education  
Application Control Center  
Room 3633  
ATTN: CFDA 84.306N  
Washington, DC 20202-4725

Applications received after the deadline date will not be considered for funding unless the applicant can show one of the following as proof of mailing:

- (1) a legibly dated U.S. Postal Service Postmark;
- (2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service;
- (3) a dated shipping label, invoice, or receipt from a commercial carrier; or
- (4) any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Each late applicant will be notified that its application will not be considered.

### **If You Deliver Your Application by Hand**

You or your courier must hand deliver your application by 4:30 p.m. (Washington, DC time) on or before the deadline date to:

U.S. Department of Education  
Application Control Center  
Attn: (CFDA #84.306N)  
Regional Office Building 3, Room 3633  
7th and D Streets SW  
Washington, DC 20202-4725

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**Contacts for the  
American Indian and Alaska Native Education Research  
Grant Program**

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If you have questions about this application, please contact:

Karen Suagee  
(202) 219-2244  
E-mail: [karen.suagee@ed.gov](mailto:karen.suagee@ed.gov)

or

Eileen O'Brien  
(202) 208-2978  
E-mail: [eileen.o'brien@ed.gov](mailto:eileen.o'brien@ed.gov)

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## **Things to Check Before You Mail Your Application**

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**Make sure that the Title Page Form:**

- ❖ Has been completed according to the instructions in this package;
- ❖ Has its human subjects section (item #8) completed; and
- ❖ Has been signed and dated by the certifying representative and the signed original has been included in your submission to the U.S. Department of Education.

**Your application package should include:**

- ❖ One original plus two copies. (**Three** additional copies are requested but are not required.) Each copy should be organized as follows:
  - Title page form (application cover page);
  - Narrative;
  - Vitae of principal investigator(s) and key personnel;
  - GEPA 427 statement; and
  - Budget summary form and a detailed budget narrative.

The application should be clipped or stapled, *not* bound, or enclosed in a folder.

**Mail to:**

U.S. Department of Education, Application Control Center, Room 3633, Regional Office  
Building 3, ATTN: CFDA 84.306N; Washington, DC 20202-4725.

**Important Notice to Prospective Participants  
in U.S. Department of Education  
Grant and Contract Programs**

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that.

**Failure to meet a deadline will mean that an application will be rejected without any consideration.**

The rules, including the deadline, for applying for each grant are published individually in the *Federal Register*. A one-year subscription to the Register may be obtained by sending \$555.00 to Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the *Federal Register* must be followed exactly. Do not accept any other advice you may receive. No ED employees are authorized to extend any deadline published in the Federal Register. Questions regarding submission of applications may be addressed to:

U.S. Department of Education  
Application Control Center  
Washington, DC 20202-4725

**Contracts**

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371.

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

ED Form 5348, 8/92

## **GRANT APPLICATION RECEIPT ACKNOWLEDGMENT**

If you fail to receive the notification of application receipt within 15 days from the closing date, contact:

U.S. Department of Education  
Application Control Center  
(202) 708-9493

## **GRANT AND CONTRACT FUNDING INFORMATION**

The U.S. Department of Education provides information about grant and contract opportunities electronically in two ways:

ED Web Site: <http://ed.gov/>

OCFO Web Site: <http://ocfo.ed.gov/>