



Understanding the U.S. Department of Education (more accurately, Demystifying)

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Overview and Learning Objectives

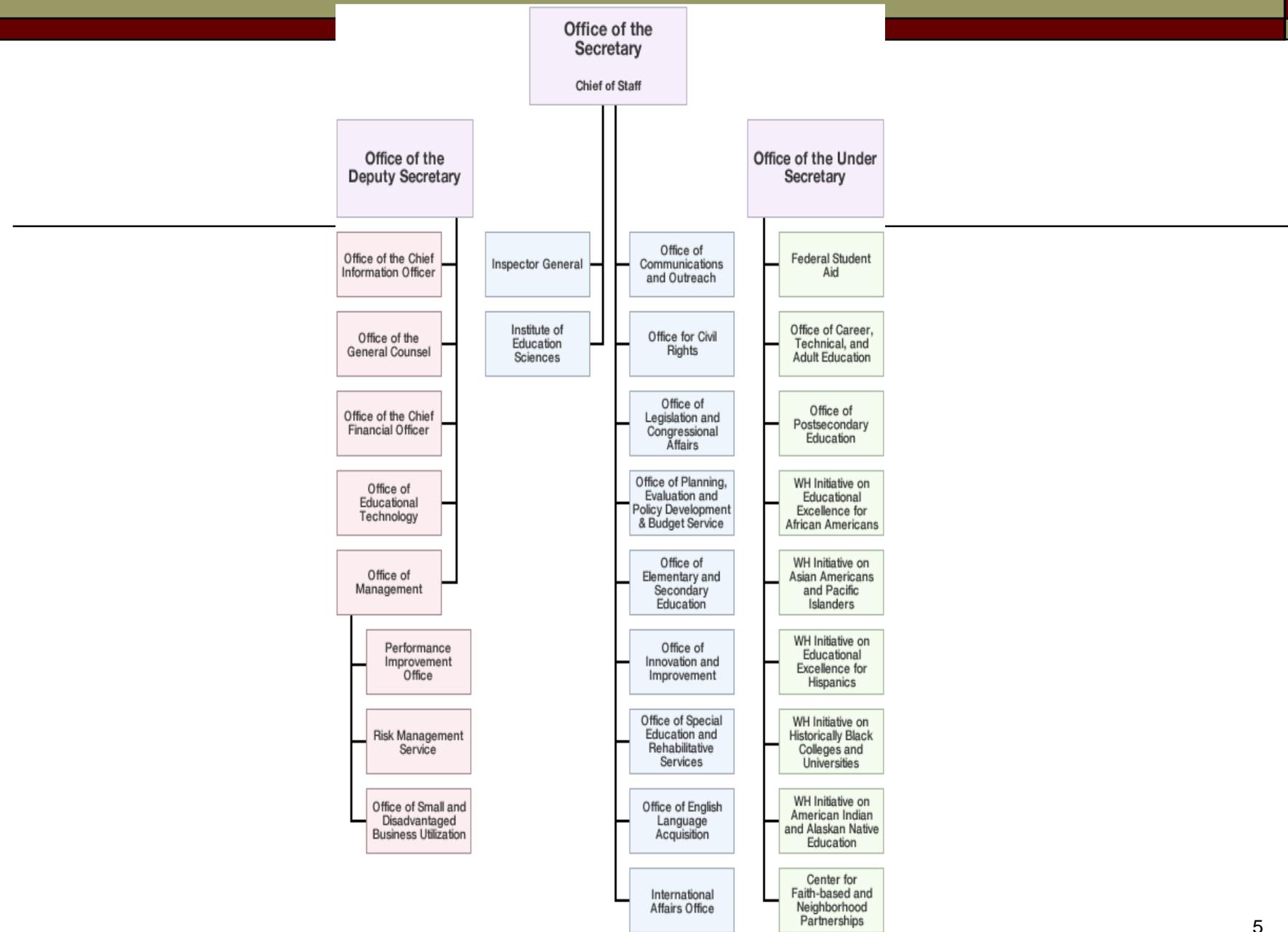
- ❑ Understand the purpose and structure of the U.S. Department of Education (ED)
- ❑ Learn about the many competitive grant programs available to higher education
- ❑ Become familiar with the ED review process and scoring system
- ❑ Describe proposal components and components typical or unique to ED

ED Quick Facts and why they matter

- ED a **mission** agency, **not** a research or academic agency
- ED funds projects that improve education at **all** levels
- ED **not** discipline-specific
- ED also collects and analyzes data
- ED subject to politics in many ways
- ED a relatively new federal agency

ED Organization Chart

- Note divisions and subdivisions:
 - Office of ...
 - White House Initiatives on ...
 - Institute of ...
- Pink boxes = grant programs
- Other boxes = administrative
 - Except Institute of Education, a new research component of ED



ED and the Budget

- ED's budget is allocated in two ways:
 - Formula grants
 - Recipients: states, municipalities, local school systems, tribes, higher education (student financial aid)
 - Discretionary grants ***
 - Recipients: individuals and institutions (higher, secondary, elementary education, community organizations, faith-based organizations, tribes, etc.)

ED and Your Institution

- Many relevant programs available for higher education
 - Institutional grants
 - Program grants
 - Group grants
 - Individual-led project grants
 - Research
 - Programs
 - Re-grants

Office of Postsecondary Education (OPE)

- OPE both formulates policy for higher education and administers grant programs
- Higher Education Preparation and Support Service
 - administers eight TRIO outreach and support programs to help disadvantaged students progress from middle school to postbaccalaureate programs, and programs related to preparation for postsecondary education.
 - Upward Bound, Talent Search, Student Support Services, McNair, etc. --well established at many institutions
 - Target population: first-generation, low-income college students and low institutional student expenditures

OPE: Institutional Development and Undergraduate Education Programs (IDUES)

- IDUES administers
 - Title III, Strengthening Institution Programs, to help higher education institutions that serve a large proportion of disadvantaged students improve their academic programs and administrative capabilities.
 - Title V, Developing Hispanic-Serving Institutions Program--
 - assist eligible Hispanic-serving institutions of higher education to expand their capacity to serve Hispanic **and** low-income students.
 - Undergraduate incentive programs

Title III Programs, continued...

- Separate programs for special populations:
 - American Indian Tribally Controlled Colleges and Universities
 - Alaska Native and Native Hawaiian-Serving Institutions
 - Asian-American and Native American Pacific Islander-Serving Institutions
 - Native American-Serving Nontribal Institutions
 - Historically Black Colleges and Universities
 - Predominantly Black Institutions
 - Minority Science and Engineering Improvement

OPE: International Education Programs

- Title VI (HEA) domestic international education programs, and programs authorized by the Fulbright-Hays Act.
 - strengthen the capability and performance of American education in **foreign languages** and in **area and international studies**. Overseas programs are intended to **improve secondary and postsecondary teaching and research concerning other cultures and languages**, training of specialists, and the American public's general understanding of the peoples of other countries.

International Education Grants

- American Overseas Research Centers
- Business and International Education
 - Improving the **business and international education curriculum** of institutions to serve the needs of the business community, including the development of new programs for mid-career or part-time students;
 - Developing programs to inform the public of increasing international economic interdependence and the role of U.S. businesses within the international economic system;
 - **Internationalizing curricula** at the junior and community college level and at **undergraduate and graduate** schools of business;



More International Education Grants

- Developing **area studies and interdisciplinary international programs**;
- Establishing export education programs;
- Conducting research and developing specialized teaching materials appropriate to business-oriented students;
- Establishing student and **faculty fellowships** and internships or other training or **research opportunities**;
- Creating opportunities for **business and professional faculty to strengthen international skills**;

Business and International Education

- Developing **research programs** on issues of common interest to Institutions of Higher Education (IHEs) and private sector organizations and associations engaged in or promoting **international economic activity**;
- Establishing **internships overseas** to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies;
- Establishing links overseas with IHEs and organizations that contribute to the education objectives of this program; and
- Establishing **summer institutes in international business**, foreign areas, and other international studies designed to carry out the purposes of this program.



Business and International Education

- Centers for International Business Education funds business schools for
 - curriculum development, research, and training on issues of importance to U.S. trade and competitiveness.
- Foreign Language and Area Studies Fellowships (FLAS)
 - academic year and summer fellowships to institutions of higher education or consortia of institutions of higher education to assist meritorious undergraduate students and graduate students undergoing training in modern foreign languages and related area or international studies.

Business and International Education

- Each fellowship includes subsistence allowance and institutional payment:
 - Subsistence allowance 2015-2016:
 - \$15,000 graduate student, \$5,000 undergraduate
 - Summer: \$5,000 graduate and undergraduate
 - Institutional payment 2015-2016:
 - \$18,000 graduate student, \$10,000 undergraduate
 - Summer: \$5,000 graduate and undergraduate



Business and International Education

- ❑ U.S.-Brazil Higher Education Consortia Program
- ❑ European Union-United States Atlantis Program
- ❑ Program for North American Mobility in Higher Education
- ❑ United States-Russia Program: Improving Research and Educational Activities in Higher Education
- ❑ Fulbright-Hays Training Grants--Doctoral Dissertation Research Abroad
- ❑ Fulbright-Hays Seminars Abroad: Bilateral Projects
Fulbright-Hays Training Grants: Faculty Research Abroad

Business and International Education

- Fulbright-Hays Training Grants—Group Projects Abroad
 - overseas projects in training, research, and curriculum development in modern foreign languages and area studies for teachers, students, and faculty engaged in a common endeavor.
 - Annual competitions for: short-term seminars, curriculum development, group research or study
 - Every four years: advanced intensive language programs.
 - Projects must focus on the humanities, social sciences and languages and on one or more of the following areas: Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere (Central and South America, Mexico, and the Caribbean), East Central Europe and Eurasia, and the Near East.



Business and International Education

- ❑ Institute for International Public Policy
- ❑ International Research and Studies
- ❑ Language Resource Centers
- ❑ National Resource Centers
- ❑ Technological Innovation/Cooperation for Foreign Information Access
- ❑ Undergraduate International Studies and Foreign Language Program

Teacher and Student Development

- Planning, policy development, and grant administration functions for **teacher preparation programs, graduate fellowship programs, early intervention programs, and minority-serving institutions** programs.
- **Teacher Preparation Programs**
 - Teachers for a Competitive Tomorrow
 - Teacher Quality Enhancement Grants for States and Partnerships
 - Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education

Teacher and Student Development

- Graduate Assistance in Areas of National Need (GAANN) – last competition in 2015; none in 2016
- ED decides the eligible academic areas:
 - Area, Ethnic and Cultural Studies
 - Biological/Life Sciences, Chemistry, Physics, Mathematics
 - Computer and Information Sciences, Engineering
 - Foreign Languages
 - Nursing; Psychology
 - Educational Evaluation, Research and Statistics

Teacher and Student Development

- Graduate Fellowships Programs, continued...
 - Institution/department application: 5-year grant
 - Up to \$30,000 annual fellowship for each student based on demonstrated financial need (based on NSF fellowships)
 - Institutional payment: \$14,959 per fellow for expenses: tuition, travel, supplies
 - 5 or more fellows required per grant
 - **Strong faculty research involvement**
 - U.S. citizenship required for fellows
 - Required cost-sharing (25% of grant amount) and other institutional support

Office of Special Education and Rehabilitative Services (OSERS)

- Goal: improving results and outcomes for people with disabilities of all ages.
- Wide array of support to parents and individuals, school districts and states in three main areas:
 - special education
 - vocational rehabilitation
 - research

National Institute on Disability and Rehabilitation Research (NIDRR)

- Comprehensive and coordinated programs of **research** and related activities to assist in the achievement of the full inclusion, social integration, employment and independent living of people with disabilities.

Funding categories include:

- Rehabilitation Research and Training Centers
- Rehabilitation Engineering Research Centers
- NIDDR Scholars Program

National Institute on Disability and Rehabilitation Research (NIDRR)...

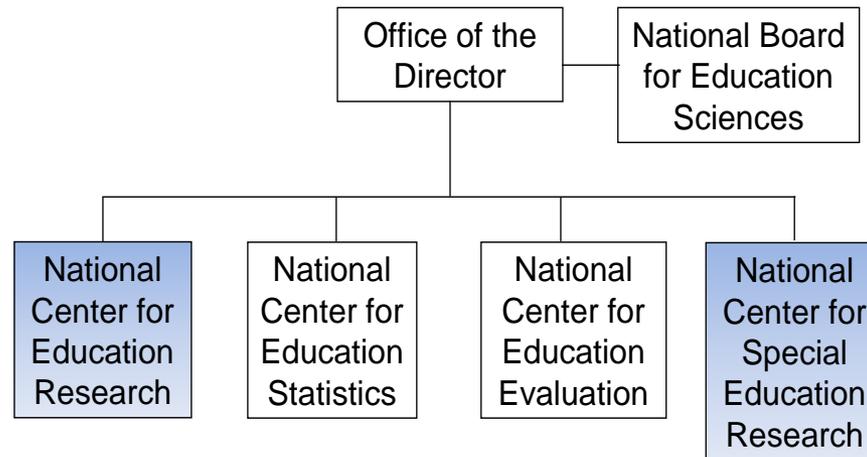
- ❑ Disability and Rehabilitation **Research** Projects
- ❑ **Field-Initiated Projects**
- ❑ Advanced Rehabilitation **Research Training** Projects
- ❑ Mary E. Switzer **Fellowships**
- ❑ Small Business Innovation Research
- ❑ Model Systems of Care

Office of English Language Acquisition (OELA)

- Foreign Language Assistance Program
 - Funds Local Educational Agencies (LEA) **with** Institutions of Higher Education (IHE)
 - **Innovative model programs** providing for the establishment, improvement, or expansion of foreign language study for elementary and secondary school students **into and through college**
 - 5-year grants, \$200k average per year
 - Goal: more students become competent in English and in other languages

Institute of Education Sciences (IES)

Organizational Structure



ies.ed.gov

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Institute of Education Sciences (IES)

- New unit, modeled on NIH format and review process
- Examples of **competitive research** programs:
 - Education Research Programs
 - Special Education Research Programs
 - Statistical and Research Methodology in Education
 - Special Education Initiative: Accelerating Academic Achievement of Students with Learning Disabilities
 - Evaluation of State and Local Education Programs
 - Researcher-Practitioner Partnerships in Research
 - and...Unsolicited Grant Opportunities



Institute of Education Sciences (IES)

- Research Training Programs:
 - Postdoctoral Training Program in the Education Sciences
 - Researcher and Policymaker Training Program in the Education Sciences
 - Research Training Program in Special Education: Early Career Development and Mentoring Program

So how do you apply to ED?

ED Proposal Process

- ❑ *Federal Register* announcement, followed by
- ❑ Long, legalistic, detailed RFP based on federal statutes and authorizing legislation
- ❑ Proposal components/review criteria/competitive priorities vary with each program and deadline
- ❑ Few established application dates; competitions may be annual or sporadic
- ❑ Minimum 30-day notice required; ED now posting upcoming or anticipated deadlines
- ❑ Submission may be grants.gov or ED's e-grants system

ED Proposal Development

Typical Proposal Components: 100 total points, with separate point values assigned to each section:

- Meeting the authorizing legislation
- Need for project
- Objectives
- Quality of project design
- Quality of project personnel**
- Quality of management plan
- Quality of project evaluation
- Adequacy of resources (budget/budget narrative included in proposal narrative)**

Overview of ED Review Process

- Applicant receives three reviews with individual reviewer scores and comments plus summary score
- Cover letter with reviews shows total score, cut-off score for funding, and funding decision of the proposal
- Awards made in numerical order, starting at 100 + more
- Ties broken by announced formulas or other factors (award amount, geography, politics, demographics, grant history of project or institution, focus of project activities, project director's competence)
- First notice of award may go to politicians

ED Reviewers

- Chosen by ED program officers from ED database
- Each reviewer reads up to 10 proposals, usually over three to five working days, usually at home
- Some panels may also meet in Washington, D.C.
- Usually paid \$100/proposal + \$100 for copying
- Scoring and review process:
 - Each reviewer separately scores each proposal section and assigns points for each, plus total score
 - Each reviewer also must describe both strengths and weaknesses of each section, even for perfect scores
 - Program officer holds panel discussion to reconcile deviations in scores for each section and total points awarded



Why become a Peer Reviewer ?

- ❑ Gain first-hand knowledge of review process
- ❑ Learn insider knowledge how grant agencies work
- ❑ Learn common proposal and budget problems
- ❑ Discover qualities of winning proposals and share these with colleagues and faculty
- ❑ Network with program officers
- ❑ Interact and build new relationships with top colleagues/professional peers
- ❑ Learn latest and best ideas in research and education
- ❑ Bring recognition to your institution

How to Become a Peer Reviewer at ED

- Go to the G5 home page at <http://www.g5.gov>
- Click on “Not Registered? Sign Up” link and follow these steps:
 - Upon logging in, select “My Profile” under the main tab in the top navigation bar
 - Scroll to bottom of page, select “Reviewer” in the Available Type list and click “Continue”
 - Complete your reviewer profile tabs to the left of the page
 - Submit your resume through this online process
 - Maximum 5 pages: include brief career highlights and relevant expertise
- Click “Submit” when finished entering required information
- Wait to be contacted for proposal review



Thanks

For Questions and Follow-up:

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