

Archived Information

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Office of Educational Research and Improvement
Washington, DC 20208

Application for the Field-Initiated Studies Educational Research Grant Program

Supported by the National Research Institutes

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Paperwork Burden Statement

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

THE ASSISTANT SECRETARY

Dear Colleague:

We are very pleased to announce the Field-Initiated Studies (FIS) competition for 1999. The Field-Initiated Studies Education Research Grant Program supports research proposals that come from researchers and practitioners in universities, schools, and other institutions around the country, reflecting their sense of what is important and constructive to study. For 1999, approximately \$8 million is available for these research grants.

This competition, always important to the education research community, comes at a unique moment in American education. For much of this century, schools have been asked to turn out a "normal distribution" of achievement in their graduates, where only a relatively small proportion reach truly high levels of performance. Our economy seemed to accommodate a distribution of achievement where only a relatively small proportion reached truly high levels of performance. Colleges got the students they wanted. Employers could find workers across this distribution of achievement as well. However, as this century comes to a close, we are starting to realize that this system no longer fits our needs. Both as a matter of equity and as a matter of economic and social necessity, we need a system that pays more attention to the absolute level of learning of each student and creates learning opportunities over that person's lifetime.

In effect, two fundamental challenges face American education today: raising overall achievement levels and making opportunities for achievement more equitable. This is, perhaps, the first time in our history that our prospects for general economic and social well being have been so tightly linked to the skills and abilities of the population.

In confronting these challenges, we must embrace new and remarkable diversity in students, by age, gender, language, income, race, and circumstance. Schools, and to a growing degree colleges and universities, understand this and are under considerable pressure to improve the quality of teaching and to demonstrate their effectiveness in contributing to student learning and success. But we have not yet fully faced how much we need to learn about how to help students reach levels of understanding and ability to apply their knowledge that only a few reached in the past. We will need to work harder and smarter if we are to realize this goal because it suggests dramatic changes in education policy and practice. There is no reason to believe that our schools, colleges, and universities will be improved or reformed in the ways required absent a deliberate, focused, and sustained research, development, and capacity building effort.

We think this context speaks volumes about the importance of the FIS competition, particularly when you consider that the FIS is a long-term research initiative. What the nation needs are research efforts that build on what we currently know and that are more cumulative in nature. In no other way can we support the massive redesign effort that is required if our education system is to realize quality and equity as a single outcome. Given the purpose of the FIS -- to encourage and support ideas about new research from the field -- it would not be appropriate for OERI to specify the kinds of work it expects to be proposed. Yet to place the competition in the context of the major challenges we face is both appropriate and necessary. There is plenty of work to be done. We need deeper understandings of how children learn to read and compute. As new understanding of the development of subject matter knowledge and skill is worked out, ways have to be found to communicate this knowledge to teachers and the teachers of teachers. We need to understand a great deal more about the role that new technologies play, both as instructional resources and as tools in assessment, administration, and management. There are, of course, significant questions to be addressed related to how to organize, fund, and govern schools and school systems to leverage this knowledge on behalf of the vast majority of children.

In this regard, it is important to note that OERI's work unfolds in the midst of a strong orientation toward results. Policy makers and practitioners in and outside Washington, D.C., want solutions to practical problems. There is

growing frustration with research that does not readily inform our understanding of a number of enduring problems of practice. This frustration, it is important to add, fuels a continuing debate about relevance and rigor of research in education, and the FIS is necessarily caught up in this discourse.

My colleagues in the research institutes, the members of the National Educational Research Policy and Priorities Board, and I all believe the FIS is an essential component of OERI's complement of research, development, and dissemination authorities. We have given considerable attention this year to ways of improving the quality of submissions to the FIS as well as to the process by which prospective research projects are reviewed and funded. As you consider whether and how to respond to this research announcement, let me offer the following:

- We have been careful not to specify or predetermine a maximum grant size.
- We will be open to proposals that focus on issues that span the themes of the institutes, particularly given that some of the most enduring questions do not fall neatly or uniquely into a single substantive domain.
- We are also interested in investigations aimed at building new theories or testing and applying new methodologies. Indeed, we hope we can encourage greater attention to the theoretical perspectives associated with the proposed research. This is one useful way of balancing the need for solving problems with the need to advance our understanding of things that are not immediately useful to decision makers and opinion leaders.
- We are hopeful that some of the proposed research efforts will include new collaborations and partnerships with the field, both to broaden the perspectives brought to bear on the research and to increase the odds that the knowledge gleaned from these research activities is valued and used.
- Collaborations across disciplines are also encouraged, as we believe these interactions will pay dividends in terms of the contributions different research traditions and theoretical perspectives can make to investigation of specific questions.
- New technologies and the world-wide web dramatically increase our capacity to collect, analyze, and share data. The prospects for developing and using very robust, distributed databases are great. We encourage the consideration of a wide range of data, as a great deal of it is now available at the state and local levels, given the enhanced capacity to collect such information and the relatively greater interest at these levels in data as a resource for program implementation. We sincerely hope that proposers will take maximum advantage of the power that new information and computer technologies offer as tools for research.

On behalf of the staff and the Board, let me extend in advance our thanks for your thoughtful responses to this research announcement. We are all optimistic that this will prove to be our strongest field-initiated studies competition ever.

Sincerely,

C. Kent McGuire

National Research Institutes: Mission Statements

National Institute on Student Achievement, Curriculum, and Assessment

The mission of the **National Institute on Student Achievement, Curriculum, and Assessment** is to support research, development, and evaluation activities to provide research-based leadership for improving student achievement. The Institute supports work to identify, develop, and evaluate innovative and exemplary methods to improve student achievement at the kindergarten through grade 12 level. The Institute also supports basic and applied research in the areas of cognition, learning, and student achievement, including research on the educational contexts that promote excellence in teaching and learning, and research and development in the core content areas.

National Institute for the Education of At-Risk Students

The mission of the **National Institute for the Education of At-Risk Students** is to expand research-based knowledge and strategies that will promote excellence and equity in the education of children and youth placed at risk of educational failure. The Institute supports applied and basic research at the K—12 level in key areas such as teaching and learning in core academic areas, school and classroom organization, student motivation, professional development, student assessment, and coordinated school, family, and community approaches to achieving the educational success of students placed at risk. The term "at-risk" means a student who, because of limited English proficiency, poverty, race, geographic location, or economic disadvantage, faces a greater risk of low educational achievement or reduced academic expectations.

National Institute on Early Childhood Development and Education

The mission of the **National Institute on Early Childhood Development and Education** is to identify, develop, and evaluate and assist others to replicate methods and approaches that improve early childhood development and education. The Institute is to carry out a program of research and development for young children in areas such as social and emotional development; topics relating to school readiness, including prenatal care, health services, and nutrition; emergent and family literacy; the role of parental involvement in their children's learning; effective learning methods and curriculum for young children; methods for integrating learning in settings other than the classroom; the impact of outside influences, such as television, violence, and drug abuse; and instruction that considers the cultural environment of children.

National Institute on Educational Governance, Finance, Policymaking, and Management

The mission of the **National Institute on Educational Governance, Finance, Policymaking, and Management** is to develop and disseminate research-based information that helps guide the design and implementation of governance arrangements, finance systems, policy approaches, and management strategies that will support high levels of learning by all students. By law, the Institute supports work which promises to improve education equity and excellence at the state, local, tribal, school building and classroom levels of elementary and secondary education in the United States.

National Institute on Postsecondary Education, Libraries, and Lifelong Learning

The mission of the **National Institute on Postsecondary Education, Libraries, and Lifelong Learning** is to carry out a program of research and development to help improve post-compulsory learning in all settings (including postsecondary institutions, work-based and community-based institutions) as well as in virtual settings. The research may focus on such topics as methods of assessing and evaluating individual program and institutional performance; uses and applications of new technologies to improve program effectiveness and enhance student learning; opportunities for adults to continue their education in the context of lifelong learning and information-finding skills; and effective teaching for the preparation and continuing education of teachers.

Selection Criteria

The following criteria are used to evaluate each proposal. Each criterion is weighted equally.

(1) The National Significance.

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 educational problems, issues, or effective strategies.

(2) The Quality of the Project Design.

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

- 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.

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;
 - b) key project personnel; and
 - c) any proposed consultants or subcontractors

Who Can Apply for a Field-Initiated Studies Research Grant?

Eligible applicants are: institutions of higher education; state and local education agencies; public and private organizations, institutions, and agencies; and individuals.

The Secretary encourages collaboration in the conduct of research. For example, major research universities and institutions may collaborate with historically underrepresented institutions, such as Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities.

What are the size and duration of awards?

The project period of the grant may be from one to three years. In the past, the total amount of the grant for the entire project period has ranged from \$450,000 to \$1,000,000. 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 Parts 74, 75, 77, 78, 80, 81, 82, 84 and 86, and (2) 34 CFR 700. (Note: Part 86 applies only to Institutions of Higher Education.)

How to Apply

Application Receipt Date in 1999: March 26

Applications submitted under the Field-Initiated Studies Educational 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 one of the five National Research Institutes.

Applicants should carefully review all the instructions in this application and the selection criteria. **Applications are evaluated solely on the basis of these criteria.** Experience shows that high-scoring applications propose a strong research project of national significance and that the applications themselves address each selection criterion fully.

Strong applications make a reasoned and compelling case for the national significance of the problem or issues that will be the subject of the proposed research. The design of the work to be carried out is complete and clearly delineated, incorporating sound research methods and appropriate statistical techniques. The personnel descriptions included in the application make apparent that the project director, principal investigator and other key personnel possess training and experience commensurate with their duties. The requested budget is also clearly delineated and justified in terms of the proposed activities, and key personnel's time commitment to the project.

Application Format and Length

All applications must include: title page form, narrative, vitae for principal investigators 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 FIS 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 must not exceed a total of 20 double-spaced pages, with printing on only one side of the paper, on 8 1/2 x 11-inch paper. All pages in excess of the 20-page narrative maximum will be removed unread and returned to the applicant.

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

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 attached title page form 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. 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 research question and its significance;
- A brief review of the pertinent literature that provides a rationale for what is proposed;
- Description of the methodology and analytical techniques; and
- Importance of findings.

- **Personnel**

Be sure to include vitae of principal investigator(s) and other key personnel. Provide descriptions of relevant qualifications of proposed personnel commensurate with project responsibilities.

- **GEPA 427**

Provide a brief description separate from the 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 attached Budget Summary form or a suitable facsimile). Projects may be funded for 1-3 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. Please include key personnel's time commitment to the project.

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

Number of Copies

All applicants are *required* to submit one (1) signed original and two (2) copies of the application. Applicants are *requested* to submit five (5) additional copies of the entire application. The reviewers will use these copies. Each copy of the application must include a Title Page Form.

Instructions for Completing Title Page Form

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. The form can be obtained via the Internet at the following URL:

<http://www.dnd.com/dbis/about/intlduns.htm>

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 which will be responsible for budget control. NOTE: Acknowledgments of grant awards are sent to this address. Remember to complete this section fully.

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. Remember to complete this section fully.

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.

ITEM 8. Human Subjects. Check "Yes" or "No". 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 **all** 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 in item 8a, are appropriate. **Provide this narrative information in an "Item 8/Protection of Human Subjects Attachment" and insert this attachment immediately following the Title Page Form. Skip the remaining parts of item 8.**

If **some or all** of the planned research activities involving human subjects are covered (not exempt), skip item 8a and continue with the remaining parts of item 8 as noted below. In addition, follow the instructions in "PROTECTION OF HUMAN SUBJECTS IN RESEARCH" attached to this form to prepare the six-point narrative about the nonexempt activities. **Provide this six-point narrative in an "item 8/Protection of Human Subjects Attachment" and insert this attachment immediately following the Title Page 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, 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 (4) digit year (e.g., 2000). Check the type of IRB review in the appropriate box. An IRB may use an expedited review procedure if it complies with the requirements of 34 CFR 97.110. If the IRB review is delayed beyond the submission of the application, enter "**Pending**" in item 8c. If your application is recommended/selected for funding, a follow-up certification of IRB approval from an official signing for the applicant organization must be sent to and received by the designated ED official within 30 days of a specific formal request from the designated ED official. **If the applicant organization does not have on file with GPOS or OPRR an approved Assurance of Compliance** that covers the proposed research activities, enter "**None**" in item 8b and skip 8c. 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 the Assurance(s) and IRB certifications.

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.

Instructions for Completing Budget Summary Form

A. Direct Costs

1. Salaries (professional & clerical): Show salaries and wages to be paid to personnel employed in the project. Fees and expenses for consultants must be included in item A.6.
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. **Please include round-trip travel to Washington, DC for a project director's meeting each year.**
4. Equipment (purchase): Indicate the cost of non-expendable 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 (equipment rental, printing, etc.): 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.

Required Forms

The following forms are not included in this application. They are in a separate attachment and are available at:

<http://www.ed.gov/offices/OERI/FIS/fisapps.html>

- Title Page Form
- Protection of Human Subjects in Research (Attachment to Title Page Form)
- Budget Summary Form

Assurances and Certifications

Applicants selected for funding will be required to submit the following **before** a grant is issued:

- 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").

Grant awards cannot be made until these signed forms are received.

Submission of Applications

The deadline for receipt of applications is March 26, 1999. All applications must be received on or before that date. The closing date and procedures for guaranteeing timely submission will be strictly observed.

Mailing Address for Applications

Mail applications to:

U.S. Department of Education
Application Control Center
Room 3633
ATTN: (Specify CFDA 84.305T)
Washington, DC 20202-4725

Applications sent by mail must be RECEIVED no later than March 26, 1999. Applications received after the deadline date will not be considered for funding unless the applicant can show proof that the application was (1) sent by registered or certified mail not later than five days before the deadline date; or (2) sent by a commercial carrier not later than two days before the deadline date. The following are acceptable 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.

Applications delivered by hand must be received before 4:30 p.m., March 26, 1999. Applications delivered by hand before the deadline date will be accepted daily between the hours of 8:00 a.m. and 4:30 p.m., Eastern Standard Time except Saturdays, Sundays, or federal holidays at the Application Control Center, U.S. Department of Education, Regional Office Building 3, Room 3633, 7th & D Streets, SW, Washington, DC.

Contacts for the Field-Initiated Studies Research Grant Program

If you have questions about this application, please contact any of the following:

Clara Lawson-Holmes
(202) 219-2079, Clara_Lawson-Holmes@ed.gov

Beth Fine
(202) 219-1323, Beth_Fine@ed.gov

Veda Bright
(202) 219-1935, Veda_Bright@ed.gov

Norma Fleischman
(202) 208-3749, Norma_Fleischman@ed.gov

Delores Monroe
(202) 219-2229, Delores_Monroe@ed.gov

Things to Check Before You Mail Your Application

Make sure that:

- ◀ Title page form has been completed according to the instructions in this package.
- ◀
- ◀ The human subjects (item #8 of the title page form) is complete.
- ◀ Title page form has been signed and dated by the certifying representative and the signed original has been included in your submission to the Department.

Your application package should include:

- ◀ One original plus two copies. (Five additional copies are requested, but are not required.) Each copy should be organized as follows:
 - the title page form (application cover page);
 - the narrative;
 - vitae of principal investigator(s) and key personnel
 - GEPA 427 Statement
 - the 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; ATTN: (Specify CFDA 84.305T); 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, US Government Printing Office, Washington, DC 202402-9371.

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 fifteen (15) days from the closing date, call

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

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page <http://www.ed.gov/> (WWW address)

ED Grant Applications Page <http://www.ed.gov/GrantApps/> (WWW address)

OCFO Web Internet Page <http://ocfo.ed.gov/> (WWW address)