Proposal title: Academic & Information Literacy Development Program & Longitudinal Study

Submitted by: Elizabeth Kleinfeld

Date: September 17, 2010

Type: One Course Reassigned Time X OR Start Up Funds □

Total requested for Start Up Funds Option: $

Application Instructions for One Course Reassigned Time Request:
☐ Complete and attach this cover sheet.
☐ Provide a brief (1 page max) description of the project for which you plan to request external funds.
☐ Respond briefly (1 page max) to the criteria enumerated in this Request for Proposals.
☐ Attach a copy of the external funding agency's RFP.
☐ Indicate (a) whether you have applied elsewhere for funds to support this project; (b) if that application was funded and by how much; and (c) whether you have received grant writing support from Academic Affairs in the past, and if so, what the outcomes were.
☐ Attach a current copy of your Curriculum Vitae.

Application Instructions for Start Up Funds Request:
☐ Complete and attach this cover sheet.
☐ Provide a brief (1 page max) description of the project for which you plan to request external funds.
☐ Respond briefly (1 page max) to the criteria enumerated in this Request for Proposals.
☐ Provide a budget showing how the funds will be spent
• Note that salary supplements are taxable income
• Any personnel requests must include payroll taxes (faculty rate is 21%, affiliate rate is 14.5%, classified staff rate is 25%)
☐ Indicate (a) whether you have applied elsewhere for funds to support this project; (b) if that application was funded and by how much; and (c) whether you have received grant writing support from Academic Affairs in the past, and if so, what the outcomes were.
☐ Attach a current copy of your Curriculum Vitae.

Please do NOT include any additional attachments. Applications with additional documents will not be considered for funding.

Signatures

Chair

Date

Dean

Date

CFD Advisory Council Recommendation
Highly Recommend X
Recommend □
Not Recommended □
Description of the project:

In fall 2009, I submitted a grant proposal to the Institute for Education Science for a plan to develop four workshops on academic literacy for students in MSCD's College Assistance to Migrants Program (CAMP) and Veterans Upward Bound (VUB) program, along with a 3-year longitudinal study of how academic literacy developed in the students in those programs. The grant was not funded; however, the detailed commentary of the reviewers combined with my involvement as a contributing researcher on The Citation Project, a nationwide study of students' source citation practices, helped me realize that my original plan could be significantly revised to not only be more attractive to a funding agency but to take into account the preliminary findings of The Citation Project.

I intend to submit this grant proposal to the Institute for Education Science (EIS). The EIS has two competitions a year, one in spring and one in fall. I intend to submit in fall 2011, which gives me spring and summer 2011 to develop my new program.

The project I seek grant funding for has multiple parts:

1. A workshop series for students who are first-generation college students, to be delivered during the students' first, second, and third semesters at MSCD. Workshops will utilize Writing Center methods, including role-playing and small group work, and will be facilitated by Writing Center tutors.
   a. The workshops to be delivered during the first semester will focus on academic literacy. For first-generation college students, academia is a new culture. The first semester workshops will help students understand the values, customs, and language of the culture they are entering. (Note: these are not study skills workshops; the emphasis is on understanding the culture of academia.)
   b. The workshops to be delivered during the second semester will be based in part on a model I helped create with my colleague, Dr. Luis Rivas, for the College Assistance to Migrant Program (CAMP). The workshop series we created focuses on helping acclimate students who come from underprivileged/underprepared backgrounds to academic discourse. The workshops aim to assist students in negotiating language in academic settings while retaining their original cultural and linguistic values. The program Dr. Rivas and I developed was for students who typically spoke Spanish as a first or second language; I believe that students who grew up speaking English can also benefit from learning more about retaining their linguistic values while learning academic discourse.
   c. The workshops to be delivered during the third semester will address information literacy and respond to the preliminary findings of The Citation Project. The most significant of the findings are that students tend to use sources that are 1-3 pages long in their research and that regardless of how long a source is, students tend to cite from the first page of the source.

2. Writing tutoring through the Writing Center that is tailored to the special needs of first-generation college students.

3. A longitudinal study of how academic literacy and academic writing skills develop over a three year period among first-generation college students at MSCD.

4. A faculty development workshop, growing out of the results of the longitudinal study, to promote awareness of and sensitivity to the cultural and language differences non-mainstream students bring to the classroom.
Response to criteria:
The grant project under development aligns with the College and relevant school and department missions and strategic plans.

The workshops for students will cover academic discourses, rhetorical conventions of college-level writing, theories of language and discourse, and language/identity negotiation, providing students with a richer understanding of discourse conventions; helping them recognize how to negotiate fuller linguistic identities will enrich participating students both culturally and academically. This is very much in line with the College’s mission to support students from diverse backgrounds.

Expected outcomes include improved retention among first-generation college students; participating students will have a higher level of academic literacy; and faculty participating in the faculty workshop will have a better understanding of how to help underprivileged students develop academic literacy.

Together the various components of the program (student workshops, tutoring, a faculty workshop, a longitudinal study of the development of academic literacy in first-generation college students) are in line with MSCD’s mission of a multicultural focus and encouragement of scholarly inquiry and mutual respect within a diverse campus community. The program will also help foster partnerships among the Writing Center and CAMP, VUB, and the First Year Success Program, among others.

The application clearly demonstrates that this is the appropriate source of funds for the project.

The IES Education Research Programs (84.305A) competition is appropriate for my proposal. The Education Research Programs competition includes a category for postsecondary education and looks for applications that “develop innovative programs, practices, or policies that are intended to improve access to, persistence in, or completion of postsecondary education” and “explore malleable factors (e.g., programs, practices, policies) that are associated with improving access to, persistence in, or completion of postsecondary education, as well as mediators and moderators of the relations between these factors and student outcomes, for the purpose of identifying potential targets of intervention” which is exactly what my proposed program aims to do.

The application demonstrates clear plans, including a timeline, for grant proposal submission to an external funding agency.

I will spend my reassigned time on the following activities:

- January 2011: Talk with Sandra Posey to get a better understanding of the First Year Success program to ensure that the program I develop works in concert with FYS rather than duplicating or contradicting the FYS program. (Note: I have already met with Dr. Posey to begin this process.)
- January 2011: Continue to work with CAMP and VUB to understand the needs of the students in these programs (these two groups represent important recruitment populations for MSCD and the students in these programs tend to be first-generation college students).
- February - March 2011: Conduct a literature review on first-generation college students, motivation, and academic culture.
- March – April 2011: Research similar programs at other institutions.
- May 2011: Develop budget.
- September 2011: Submit proposal.
(a) whether you have applied elsewhere for funds to support this project. I have not applied elsewhere for funds to support this project.

(b) if that application was funded and by how much. N/A

(c) whether you have received grant writing support from Academic Affairs in the past, and if so, what the outcomes were. I have not received grant writing support from Academic Affairs in the past. I did receive assistance from the Office of Supported Programs and Research through the Grant Mentoring Program to produce the grant proposal I submitted in fall 2009; however, as I explained above, the program I am proposing now is significantly different from the program I proposed last fall and represents a considerable amount of new research and development.
by the Paperwork Reduction Act of 1995.

DATES: Interested persons are invited to submit comments on or before March 8, 2010.

ADDRESSES: Written comments should be addressed to the Office of Information and Regulatory Affairs, Attention: Education Desk Officer, Office of Management and Budget, 725 17th Street, NW., Room 10222, New Executive Office Building, Washington, DC 20503, be faxed to (202) 395-5806 or send e-mail to oira_submittal@omb.eop.gov.

SUPPLEMENTARY INFORMATION: Section 3506 of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35) requires that the Office of Management and Budget (OMB) provide interested Federal agencies and the public an early opportunity to comment on information collection requests. OMB may amend or waive the requirement for public consultation to the extent that public participation in the approval process would defeat the purpose of the information collection, violate State or Federal law, or substantially interfere with any agency’s ability to perform its statutory obligations. The Acting Director, Information Collection Clearance Division, Regulatory Information Management Services, Office of Management, publishes that notice containing proposed information collection requests prior to submission of these requests to OMB. Each proposed information collection, grouped by office, contains the following: (1) Type of review requested, e.g., new, revision, extension, existing or reinstatement; (2) Title; (3) Summary of the collection; (4) Description of the need for, and proposed use of, the information; (5) Respondents and frequency of collection; and (6) Reporting and/or Recordkeeping burden. OMB invites public comment.

Burden Hours: 16,994.

Abstract: This is a re-clearance of the on-line reporting system, International Resource Information System (IRIS), that IEPS uses to collect annual performance reports from Title VI and Fulbright-Hays grantees. The system is also used by IES to disseminate program information to the public.

Requests for copies of the information collection submission for OMB review may be accessed from http://edisweb.ed.gov, by selecting the "Browse Pending Collections" link and by clicking on link number 4151. When you access the information collection, click on “Download Attachments” to view. Written requests for information should be addressed to U.S. Department of Education, 400 Maryland Avenue, SW., LBJ, Washington DC 20202-4537. Requests may also be electronically mailed to the Federal Information Relay Service (FIRS) at 1-800-877-8339. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Register Help Desk at 1-800-877-8339. Comments regarding burden and/or collection activity requirements should be electronically mailed to ICDocketMgr@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

DEPARTMENT OF EDUCATION

Institute of Education Sciences; Overview Information; Education Research and Special Education Research Grant Programs; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2011

Catalog of Federal Domestic Assistance (CFDA) Numbers: 84.305A, 84.305B, 84.305C, 84.305D, 84.305E, 84.324A, 84.324B, and 84.324C.

Summary: The Director of the Institute of Education Sciences (Institute) announces the Institute’s FY 2011 competitions for grants to support education research and special education research. The Director takes this action under the Education Sciences Reform Act of 2002, title J of Public Law 107-210. The intent of these grants is to provide national leadership in expanding fundamental knowledge and understanding of education from early childhood education through postsecondary and adult education.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The central purpose of the Institute’s research grant programs is to provide parents, educators, students, researchers, policymakers, and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need.

Competitions in this Notice: The Institute will conduct 12 research competitions in FY 2011 through two of its National Education Centers.

The National Center for Education Research (NCER) will hold eight competitions: Two competitions for education research; one competition for education research training; one competition for education research and development centers; one competition for research on statistical and research methodology in education; and three competitions for evaluation of State and local education programs and policies.

The National Center for Special Education Research (NCSER) will hold four competitions: Two competitions for special education research, one competition for special education research training, and one competition for special education research and development centers.

NCER Competitions

Education Research. Under the two education research competitions, NCER will consider only applications that address one of the following education research topics:

• Reading and Writing.
• Mathematics and Science Education.
• Cognition and Student Learning.
• Teacher Quality—Reading and Writing.
• Teacher Quality—Mathematics and Science Education.
• Social and Behavioral Context for Academic Learning.
• Education Leadership.
• Education Policy, Finance, and Systems.
• Organization and Management of Schools and Districts.
• Analysis of Longitudinal Data to Support State and Local Education Reform.
• Early Learning Programs and Policies.
• English Learners.
• Postsecondary Education.
the following research topic:
consider only applications that address
Under the special
centers competition, NCSER will
consider only applications for
Under the special education research
applications that address one of the
education research topics:
- Cognition and Adult Literacy.
- State and Local Education Policy.
- Postsecondary Education and
Employment.

Research on Statistical and Research
Methodology in Education. Under the
research on statistical and research
methodology in education competition,
NCER will consider only applications
that address research on statistical and
research methodology in education.

Evaluation of State and Local
Education Programs and Policies. Under
the three Evaluation of State and Local
Education Programs and Policies
competitions, NCER will consider only
applications that address the evaluation
of State and local education programs
and policies.

NCER Competitions

Special Education Research. Under
the two special education research
competitions, NCER will consider only
applications that address one of the
following special education research
topics:
- Early Intervention and Early
Learning in Special Education.
- Reading, Writing, and Language
Development.
- Mathematics and Science
Education.
- Social and Behavioral Outcomes to
Support Learning.
- Transition Outcomes for Special
Education Secondary Students.
- Cognition and Student Learning in
Special Education.
- Professional Development for
Teachers and Related Services
Providers.
- Special Education Policy, Finance,
and Systems.
- Autism Spectrum Disorders.

Special Education Research Training.
Under the special education research
training competition, NCER will
consider only applications for
Postdoctoral Research Training.

Special Education Research and
Development Centers. Under the special
department research and development
centers competition, NCER will
consider only applications that address
the following research topic:
- School-Based Interventions for
Secondary Students with Autism
Spectrum Disorders.

Program Authority: 20 U.S.C. 9001 et seq.

Applicable Regulations: The
Education Department General
Administrative Regulations (EDGAR) in
34 CFR parts 74, 77, 80, 81, 82, 84, 85,
86, 97, 98, and 99. In addition, 34 CFR
part 75 is applicable, except for the
provisions in 34 CFR 75.100, 75.101(b),
75.102, 75.103, 75.105, 75.109(a),
75.200, 75.201, 75.202, 75.310, 75.211,
75.217, 75.219, 75.220, 75.221, 75.222,
and 75.230.

Note: The regulations in 34 CFR part 96
apply to institutions of higher education
only.

II. Award Information

Type of Award: Discretionary grants and
cooperative agreements

Fiscal Information: Although the
Administration has not yet submitted a
detailed budget request to Congress for
FY 2011, the Institute is inviting
applications for these competitions now
so that it may give applicants adequate
time to prepare their applications before
the first round of competitions takes
place this spring. The Department may
announce additional topics later in
2010. The actual award of grants will
depend on the availability of funds. The
number of awards made under each
competition will depend on the quality
of the applications received for that
competition. The size of the awards will
depend on the scope of the projects
proposed.

III. Eligibility Information

1. Eligible Applicants: Applicants that
have the ability and capacity to conduct
scientifically valid research are eligible
to apply. Eligible applicants include,
but are not limited to, non-profit and
for-profit organizations and public and
private agencies and institutions, such
as colleges and universities.
2. Cost Sharing or Matching: These
programs do not require cost sharing or
matching.

IV. Application and Submission
Information

1. Request for Applications and Other
Information: Information regarding
program and application requirements
for the competitions will be contained
in the NCFR and NCER Request for
Applications (RFA) packages, which
will be available at the following Web
sites: http://ies.ed.gov/funding/ and
http://www.ed.gov/about/offices/list/ies/
programs.html.
2. RFA Packages Available: The RFA
packages for the education research
training, special education research
training, educational research
and development centers, special education
research and development centers,
research on statistical and research
methodology in education, and
evaluation of State and local education
programs and policies competitions will
be available at the Web sites listed
above on or before February 1, 2010.
The RFA packages for the education
research and special education research
competitions will be available at the
Web sites listed above on or before
February 22, 2010. The dates on which
the RFA packages for these competitions
will be available are also indicated in
the chart at the end of this notice.

Information regarding special
education and related services
competitions will be available
electronically using the Grants.gov
Apply site (http://Grants.gov). For
information (including dates and times)
about how to submit your application
electronically, or in paper format by
mail or hand delivery if you qualify for
an exception to the electronic
submission requirement, please refer to
section V.1. Electronic Submission of
Applications in this notice.

We do not consider an application
that does not comply with the deadline
requirements.

Individuals with disabilities who
need an accommodation or auxiliary aid
in connection with the application
process should contact the person listed
under For Further Information Contact
in section VII of this notice. If the
Department provides an accommodation
or auxiliary aid to an individual with
disability in connection with the
application process, the individual's
application remains subject to all other
requirements and limitations in this
notice.

V. Submission of Applications

1. Electronic Submission of
Applications

Applications for grants under the
Education Research, Educational Research
Training, Education Research and
Development Centers, Research on
Statistical and Research Methodology in
Education, and Evaluation of State and
Local Education Programs and Policies competitions, CFDA Numbers 84.305A, 84.305B, 84.305C, 84.305D, and 84.305E, and for grants under the Special Education Research, Special Education Research Training, and Special Education Research and Development Centers competitions, CFDA Numbers 84.324A, 84.324B, and 84.324C must be submitted electronically using the Governmentwide Grants.gov Apply site at http://www.Grant.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding the calculation of the date that is two weeks before the application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

You may access the electronic grant applications for the Education Research, Education Research Training, Education Research and Development Centers, Research on Statistical and Research Methodology in Education, Evaluation of State and Local Education Programs and Policies, Special Education Research, Special Education Research Training, and Special Education Research and Development Centers competitions at www.Grant.gov. You must search for the downloadable application package for each competition by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.324, not 84.324A).

Please note the following:

• When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

• Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted, and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received—that is, date and time stamped by the Grants.gov system—after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.

• The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

• You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for the competition to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at http://e-Grants.ed.gov/help/GrantgovSubmissionProcedures.pdf.

• To submit your application via Grants.gov, you must complete all steps in the Grants.gov registration process (see http://www.grants.gov/applicants/get_registered.jsp). These steps include (1) registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR), and (3) getting authorized in your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see http://www.grants.gov/section910/Grants.govRegistrationBrochure.pdf). You also must provide on your application the same D-U-N-S Number used with the Central Contractor Registry (CCR) as you were when you registered your organization. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to submit successfully an application via Grants.gov. In addition you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

• You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

• You must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424 Research & Related (R&R)) and the other R&R forms including, Project Performance Site Locations, Other Project Information, Grantor Key Person Profile (Expanded), Research and Related Budget (Total Federal and Non-Federal), and all necessary assurances and certifications.

• You must attach any narrative sections of your application as files in a .PDF (Portable Document) format. If you upload a file type other than the file type specified in this paragraph or submit a password-protected file, the Institute may choose not to review that material.

• Your electronic application must comply with any page-limit requirements described in this notice.

• After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. This notification indicates receipt by Grants.gov, not receipt by the Department. The Department then will retrieve your application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).

• We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues with the Grants.gov System: If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it. If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under For Further Information Contact in section...
VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because—

• You do not have access to the Internet; or
• You do not have the capacity to upload large documents to the Grants.gov system; and

• No later than two weeks before the application deadline date (14 calendar days), if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Elizabeth Payer, U.S. Department of Education, 555 New Jersey Avenue, NW., room 602C, Washington, DC 20208. FAX: (202) 219-1496.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

2. Submission of Paper Applications by Mail

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number: [Identify the CFDA number, including suffix letter, if any, for the competition under which you are submitting an application].) LBJ Basement Level 1, 400 Maryland Avenue, SW.
Washington, DC 20202–4260.

You must show proof of mailing consisting of one of the following:

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.
4. Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

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

1. A private metered postmark.
2. A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

3. Submission of Paper Applications by Hand Delivery

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number: [Identify the CFDA number, including suffix letter, if any, for the competition under which you are submitting an application].) 550 12th Street, SW., Room 7041, Potomac Center Plaza, Washington, DC 20202–4260.

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department—

1. You must indicate on the envelope and—if not provided by the Department—in item 10 of the SF 424 (R&R), the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

2. The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 401-6288.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senator and send you a Grant Award Notification (GAN). We may notify you informally, also.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice. We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Grant Administration: Applicants should budget for a three-day meeting for project directors to be held in Washington, DC.

4. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.116. The Secretary may also require frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to http://www.ed.gov/fund/grant/apply/appforms/appforms.html.

5. Performance Measures: To evaluate the overall success of its education research program, the Institute annually assesses the number of IES-supported interventions with evidence of efficacy in improving student outcomes in
reading or writing, and mathematics or science. The data for this annual measure are based on What Works Clearinghouse (WWC) reviews of initial findings on interventions from IES research grants, such as findings that will have been presented as papers at a convention or working papers provided to IES by its grantees. The WWC reviews these reports and rates them using the WWC published standards to determine whether the evidence from these research grants meets evidence standards of the WWC and demonstrates a statistically significant positive effect in improving achievement outcomes in reading, writing, mathematics, or science.

VII. Agency Contact

For Further Information Contact: The contact person associated with a particular research competition is listed in the chart at the end of this notice and in the RFA package. The date on which applications will be available, the deadline for transmittal of applications, the estimated range of awards, and the project period are also listed in the chart and in the RFA package that are posted at the following Web sites:

http://ies.ed.gov/funding/.
http://www.ed.gov/about/offices/list/ies/programs.html.

Accessible Format: Individuals with disabilities can obtain this document and a copy of the RFA package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed in the chart at the end of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: http://www.ed.gov/news/fedregister. To use PDF you must have Adobe Acrobat Reader, which is available free at this site.


John Q. Easton,
Director, Institute of Education Sciences.

BILLING CODE 4000-01-P
## INSTITUTE OF EDUCATION SCIENCES

**FY 2011 Grant Competitions to Support Education Research and Special Education Research**

<table>
<thead>
<tr>
<th>CFDA NUMBER AND NAME</th>
<th>REQUEST FOR APPLICATIONS PACKAGE AVAILABLE</th>
<th>DEADLINE FOR TRANSMITTAL OF APPLICATIONS</th>
<th>ESTIMATED RANGE OF AWARDS</th>
<th>PROJECT PERIOD</th>
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<tbody>
<tr>
<td><strong>84.305A.1 Education Research</strong>&lt;br&gt;• Reading and Writing&lt;br&gt;• Mathematics and Science Education&lt;br&gt;• Cognition and Student Learning&lt;br&gt;• Teacher Quality - Reading and Writing&lt;br&gt;• Teacher Quality - Mathematics and Science Education&lt;br&gt;• Social and Behavioral Context for Academic Learning&lt;br&gt;• Education Leadership&lt;br&gt;• Education Policy, Finance, and Systems&lt;br&gt;• Organization and Management of Schools and Districts&lt;br&gt;• Analysis of Longitudinal Data to Support State and Local Education Reform&lt;br&gt;• Early Learning Programs and Policies&lt;br&gt;• English Learners&lt;br&gt;• Postsecondary Education&lt;br&gt;• Adult Education&lt;br&gt;• Education Technology</td>
<td>February 22, 2010</td>
<td>June 24, 2010</td>
<td>$100,000 to $1,200,000</td>
<td>Up to 5 years</td>
<td>Emily Doolittle&lt;br&gt;<a href="mailto:Emily.Doolittle@ed.gov">Emily.Doolittle@ed.gov</a></td>
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<td><strong>84.305A.2 Education Research</strong>&lt;br&gt;• Reading and Writing&lt;br&gt;• Mathematics and Science Education&lt;br&gt;• Cognition and Student Learning&lt;br&gt;• Teacher Quality - Reading and Writing&lt;br&gt;• Teacher Quality - Mathematics and Science Education&lt;br&gt;• Social and Behavioral Context for Academic Learning&lt;br&gt;• Education Leadership&lt;br&gt;• Education Policy, Finance, and Systems&lt;br&gt;• Organization and Management of Schools and Districts&lt;br&gt;• Analysis of Longitudinal Data to Support State and Local Education Reform&lt;br&gt;• Early Learning Programs and Policies&lt;br&gt;• English Learners&lt;br&gt;• Postsecondary Education&lt;br&gt;• Adult Education&lt;br&gt;• Education Technology</td>
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<td>Emily Doolittle&lt;br&gt;<a href="mailto:Emily.Doolittle@ed.gov">Emily.Doolittle@ed.gov</a></td>
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<td><strong>84.305F Education Research Training</strong>&lt;br&gt;• Postdoctoral Research Training Program in the Education Sciences</td>
<td>February 1, 2010</td>
<td>June 24, 2010</td>
<td>$94,500 to $137,400</td>
<td>Up to 5 years</td>
<td>Edward Metz&lt;br&gt;<a href="mailto:Edward.Metz@ed.gov">Edward.Metz@ed.gov</a></td>
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| 84.305C National Research and Development Centers  
  * Cognition and Adult Literacy  
  * State and Local Education Policy  
  * Postsecondary Education and Employment | February 1, 2010 | September 16, 2010 | $1,000,000 to $2,000,000 | Up to 5 years | Elizabeth Allio  
  Elizabeth.Allio@ed.gov |
| 84.305D Research on Statistical and Research Methodology in Education | February 1, 2010 | June 24, 2010 | $75,000 to $400,000 | Up to 3 years | Allen Ruby  
  Allen.Ruby@ed.gov |
| 84.305E.1 Evaluation of State and Local Education Programs and Policies | February 1, 2010 | April 1, 2010 | $500,000 to $1,200,000 | Up to 5 years | Allen Ruby  
  Allen.Ruby@ed.gov |
| 84.305E.2 Evaluation of State and Local Education Programs and Policies | February 1, 2010 | June 24, 2010 | $500,000 to $1,200,000 | Up to 5 years | Allen Ruby  
  Allen.Ruby@ed.gov |
| 84.305F.3 Evaluation of State and Local Education Programs and Policies | February 1, 2010 | September 16, 2010 | $500,000 to $1,200,000 | Up to 5 years | Allen Ruby  
  Allen.Ruby@ed.gov |
| National Center for Special Education Research (NCSER) |
| 84.351A.1 Special Education Research  
  * Early Intervention and Early Learning in Special Education  
  * Reading, Writing, and Language Development  
  * Mathematics and Science Education  
  * Social and Behavioral Outcomes to Support Learning  
  * Transition Outcomes for Special Education Secondary Students  
  * Cognition and Student Learning in Special Education  
  * Professional Development for Teachers and Related Services Providers  
  * Special Education Policy, Finance, and Systems  
  * Autism Spectrum Disorders | February 22, 2010 | June 24, 2010 | $100,000 to $1,200,000 | Up to 5 years | Robert Ochsendorf  
  Robert.Ochsendorf@ed.gov |
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<td>84.334A.2 Special Education Research</td>
<td>February 22, 2010</td>
<td>September 16, 2010</td>
<td>$100,000 to $1,200,000</td>
<td>Up to 5 years</td>
<td>Robert Ochsendorf</td>
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<td>Training</td>
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<td>84.334D Special Education Research</td>
<td>February 1, 2010</td>
<td>June 24, 2010</td>
<td>$91,300 to $137,400</td>
<td>Up to 5 years</td>
<td>Celia Rosenquist</td>
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<td>Training</td>
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<tr>
<td>* Postdoctoral Research Training Program in Special Education</td>
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<td>84.344C Special Education Research</td>
<td>February 1, 2010</td>
<td>September 16, 2010</td>
<td>$1,000,000 to $2,000,000</td>
<td>Up to 5 years</td>
<td>Celia Rosenquist</td>
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<td>and Development Centers</td>
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<td>* School-Based Interventions for Secondary Students with Autism Spectrum Disorders</td>
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*These estimates are annual amounts.

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

Note: If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service, toll free, at 1-800-877-8339.
A. Name: Elizabeth Kleinfeld

B. Address: 411 Pearl St., Denver, CO 80203

C. Current Position: Assistant Professor of English and Writing Center Director

D. Education (degrees, dates, institutions, disciplines)

E. Employment (reverse chronological order beginning with current position, institution, dates)
- Assistant Professor of English and Writing Center Director, Metropolitan State College of Denver (Denver, CO). August 2008 – present.

F. Scholarship, creative activities

1. Publications
   a. books, book chapters, book reviews

   b. non-refereed publications

2. Presentations and exhibits

a. Refereed

"Beyond Plagiarism: Helping Students Use Digital Sources Responsibly."


"Responding to Student Writing." Developing Communities of Practice at Metropolitan State College of Denver. February 2009.


"Using the Poetry of Emily Dickinson to Teach the Power of Words," at Colorado Community College Conference on Composition, Greeley, Colorado, March 1997.


b. non-refereed


“Grammar... How to Teach It, That is the Question.” Workshop. Red Rocks Community College. October 1999.

3. Research and grants
   a. Research, in progress/completed
      • Citation Project (http://citationproject.net/), site coordinator, spring 2010.
      • Citation Project, contributing researcher, spring 2010-present
b. Grants, written/funded

- Academic Literacy Development Program. Funded through Diversity Initiative Grant, fall 2010.
- Academic Writing and Literacy Development Program. $490,000 grant proposal submitted to the Institute of Education Science on October 1, 2009 (not funded).
- Academic Writing Orientation Program pilot. Funded through Diversity Initiative Grant, fall 2009.
- Academic Writing Orientation Program pilot. Funded through Diversity Initiative Grant, spring 2009.
- Foundation Grant, for development of Website on teaching with new media. Red Rocks Community College. 2007/08.
- Foundation Grant, for development of handbook for part-time English instructors. Red Rocks Community College. 2004/05.
- Foundation Grant, for training of Writing Center tutors. Red Rocks Community College. 2003/04.
- Foundation Grant, for travel to Conference on Composition and Communication. Red Rocks Community College. 2002/03.
- Educational Assessment and Research Grant, for research into Online Writing Center effectiveness. Red Rocks Community College. 2002/03.

5. Conferences attended: title, when, where and involvement

- Conference on College Composition and Communication. Louisville, KY. March 2010.
- Colorado 2:2 Faculty Conference. English representative. 1999.

G. Service (include type of service, e.g., committee, organization, role played, time frame, accomplishments)

- Department
  - Composition committee. MSCD. 2008-present.
  - Hospitality committee. MSCD. 2010.
    - Developed mentoring program for new adjunct instructors, inaugurated monthly department newsletter, wrote handbook for adjuncts.

College
• Facilitated Plagiarism Workshop with Jane Chapman Vigil through Center for Faculty Development. MSCD. October 2009.
• Facilitated “Scholarly Writing Workshop” with Mark Potter through the Center for Faculty Development. MSCD. Summer 2009, Summer 2010.
• Presented “Teaching with Peer Response” with Mark Potter through the Center for Faculty Development. MSCD. Fall 2008.
• Auraria Gay Straight Alliance. Faculty Advisor. MSCD. 2008 – present.
• Endowed Teaching Chair Committee. Red Rocks Community College. Chair, 2007/08; Member, 2006/07, 2003/04, 2002/03.
• Gay/Straight Alliance. Faculty advisor. Red Rocks Community College. 2007/08, 2006/07, 2005/06.
• Learning Support Services Committee. Chair. Red Rocks Community College. 2006/07, 2005/06.
• Curriculum Committee. Red Rocks Community College. Chair, 2002/03; Co-chair, 2001/02; Secretary, 2001. Member, 2000/01, 1999/00.
• Retention Committee. Red Rocks Community College. 2001/02.
• Service Learning Committee. Red Rocks Community College. 2000/01.
• Faculty of the Year Committee. Red Rocks Community College. 2001.
• Learning and Resource Center Leadership Team. Red Rocks Community College. 2001/02, 2000/01.
• Online Writing Center Planning Committee. Red Rocks Community College. 1999/00.
• Credentialing Committee. Community College of Aurora. 2000.
• Faculty In-Service Day Planning Committee. Co-chair. Community College of Aurora. 1999.
• Interdisciplinary Program Planning Committee. Community College of Aurora. 1997/98.
• Student Writers Club. Faculty advisor. Community College of Aurora. 1999/00, 1998/99.
• Faculty judge, Annual Student Speech Contest. Community College of Aurora. 1998.

• Community (local, national, international)
  • Participated in the Colorado AIDS Walk with the Auraria Gay Straight Alliance, 2009.

5. Professional organizations (including positions held)
• eLearning Consortium of Colorado (formerly Telecoop). Secretary. 1998-present.
• Colorado Writing Center Tutors Conference. Chair. 2002.
• Alliance for Computers and Writing
• Conference for College Composition and Communication
• Council of Writing Program Administrators
• Modern Language Association
• National Council of Teachers of English

6. Consulting position(s)
• McGraw-Hill Composition Symposium, fall 2009.

H. Honors/Awards

1. Honors/awards received
• Faculty of the Year. Red Rocks Community College. 2008.
- eLearning Educator of the Year. Telecoop Distance Learning Consortium. 2007.
- Illinois State University Fellowship. 1999.