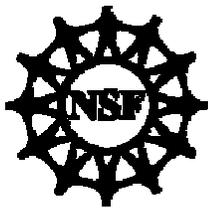


INTERAGENCY EDUCATION RESEARCH INITIATIVE (IERI)

Program Announcement
NSF 99-84

THE NATIONAL SCIENCE FOUNDATION IN PARTNERSHIP WITH THE DEPARTMENT OF EDUCATION (OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT) AND THE NATIONAL INSTITUTES OF HEALTH (NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT)

LETTERS OF INTENT (OPTIONAL), APRIL 1, 1999
PROPOSAL DEADLINE DATE: MAY 14, 1999



The National Science Foundation promotes and advances scientific progress in the United States by competitively awarding grants for research and education in the sciences, mathematics and engineering.

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<http://www.nsf.gov>

☐ **Location:** 4201 Wilson Blvd., Arlington, VA 22230

___ For General Information (NSF Information Center): (703) 306-1234

☐ **TDD (for the hearing-impaired):** (703) 306-0090

☐ **To Order Publications or Forms:** Send an e-mail to: pubs@nsf.gov or telephone: (301) 947-2722

☐ **To Locate NSF Employees:** (703) 306-1234

SUMMARY OF PROGRAM REQUIREMENTS

GENERAL INFORMATION

Program Name: Interagency Education Research Initiative (IERI)

Short Description/Synopsis of Program:

This interagency (National Science Foundation, Department of Education, National Institutes of Health) Initiative will build a knowledge base for improving educational practice by:

- (a) Fostering innovative research on basic learning, teaching, and organizational mechanisms; and,
- (b) Developing and studying sustainable and scalable interventions in education.

The long-term goal of the IERI is to develop the knowledge and experimental methods that will allow for the implementation and evaluation of large-scale educational interventions, which will, in turn, inform educational policy and practice. To best utilize the available resources and to address the interest areas of the participating agencies, the focus areas for Fiscal Year 1999 IERI proposals will be research directed toward understanding how to make substantial improvements in:

- school readiness for learning reading and mathematics,
- K-3 learning in reading, mathematics, and science, and
- education of preK-12 mathematics, reading, and science teachers in content knowledge and science underlying cognitive development and learning

A particular area of interest is the use of information and computer technologies (ICT) as supports for reaching these goals, both for the initial exploration of ICT for teaching and learning, as well as the innovative use of existing ICT in homes, schools, and other learning environments.

Cognizant Program Officer(s): Program Director, Education Research Initiative, Room 855, Division of Research, Evaluation, and Communication. telephone 703. 306.1650, e-mail: eripd@nsf.gov.

Applicable Catalog of Federal Domestic Assistance (CFDA) No.: 47.076 — Education

Research Grants

ELIGIBILITY

→ Limitation on the categories of organizations that are eligible to submit proposals:

Proposals may be submitted only by individual investigators or by small groups of investigators from colleges, universities or other non-profit organizations including local and state agencies.

→ PI eligibility limitations: **None**

→ Limitation on the number of proposals that may be submitted by an organization:

A Principal Investigator may submit only one proposal, and he/she may only collaborate in one other proposal as a co-Investigator.

AWARD INFORMATION

→ Type of award anticipated: **Standard and Continuing Grants**

→ Number of awards anticipated in FY 99: **50 awards**

→ Amount of funds available: **Approximately \$30 million will be available for this initiative in FY 1999. \$22 million from NSF and \$8 million from ED.**

→ Anticipated date of award: **September 1999**

<h4>PROPOSAL PREPARATION & SUBMISSION INSTRUCTIONS</h4>
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→ **Proposal Preparation Instructions**

_ Letter of Intent requirements: **Optional letters of Intent Due April 1**

_ Preproposal requirements: **None**

_ Proposal preparation instructions: **Standard NSF Grant Proposal Guide instructions**

_ Supplemental proposal preparation instructions: **None**

_ Deviations from standard (GPG) proposal preparation instructions: **None**

→ **Budgetary Information**

_ Cost sharing/matching requirements: **No special cost sharing requirements**

_ Indirect cost (F&A) limitations: **None**

_ Other budgetary limitations: **None**

→ **FastLane Requirements**

_ FastLane proposal preparation requirements: **FastLane use required**

_ FastLane point of contact: **DeMonica Parks, REC FastLane Coordinator,**
telephone: 703. 306.1650x5839, e-mail: <dparks@nsf.gov>

→ **Deadline/Target Dates FULL PROPOSAL DEADLINE 5:00 PM, LOCAL TIME, MAY**
14, 1999

PROPOSAL REVIEW INFORMATION

→ Merit Review Criteria: **Standard National Science Board approved criteria and additional criteria listed in the announcement**

AWARD ADMINISTRATION INFORMATION

→ Grant Award Conditions

→ Special grant conditions anticipated: **None anticipated**

→ Special reporting requirements anticipated: **None**

INTRODUCTION

The National Science Foundation (NSF), in partnership with the Office of Educational Research and Improvement (OERI) in the Department of Education (ED), and the National Institute of Child Health and Human Development (NICHD) in the National Institutes of Health (NIH), announce an Interagency Education Research Initiative (IERI). This Initiative will build a knowledge base for improving educational practice by:

- (a) fostering innovative research on basic learning, teaching, and organizational mechanisms; and,
- (b) developing sustainable and scalable interventions in education.

The long-term goal of the IERI is to develop the knowledge and experimental methods that will allow for the implementation and evaluation of large-scale educational interventions, which will, in turn, inform educational policy and practice. A particular area of interest is the use of information and computer technologies (ICT) as supports for reaching these goals, both for the initial exploration of ICT for teaching and learning, as well as the innovative use of existing ICT in homes, schools, and other learning environments.

The long-term goal of this initiative derives, in part, from the President's Committee of Advisors on Science and Technology (PCAST) *Report to the President on the Use of Technology to Strengthen K-12 Education in the United States* (March, 1997). As a first step towards implementing the PCAST recommendations for addressing the most pressing issues of preK-12 education, the focus areas for Fiscal Year 1999 IERI proposals will be research directed toward understanding how to make substantial improvements in:

- school readiness for learning reading and mathematics,
- K-3 learning in reading, mathematics, and science, and
- education of preK-12 mathematics, reading, and science teachers in content knowledge and science underlying cognitive development and learning

Background information on this initiative can be found at the web site: <http://www.ehr.nsf.gov/eri-ed-nsf>. Potential applicants are strongly encouraged to review these materials.

PROGRAM DESCRIPTION

The primary focus of research proposals for FY 1999 must be in the above three areas, but should also be informed by overall developmental needs of students and teachers and the systemic context of learning environments. Information and computer technologies should play a role as tools that will enable large scale studies, simulations, and the analysis of massive data sets, and as supports for innovative, empirically driven, educational interventions. Collaborations across disciplines (e.g., cognitive scientists, developmental psychologists, educational researchers, information technologists, organizational scientists, economists, psychometricians, mathematicians, and practitioners, and scientists developing educational content) are strongly encouraged.

Experimental research in education is made especially challenging by the complexities of designing experiments for establishing cause and effect relationships between educational inputs and student and teacher outputs; the small effects that most controllable variables have on outcomes; the challenges of linking educational practice to scientific principles grounded in biology, neural science, developmental studies, or cognitive science; the high costs of large-scale intervention studies; and the general inability to extrapolate from small population studies of educational effectiveness to effectiveness for large populations. The IERI encourages proposals that address the above challenges in the context of the three focus areas described above. Some possible research topics include:

For early childhood and K-3 reading, mathematics, and science:

- strategies for learning in reading, mathematics, and science;
- understanding the fundamental processes (cognitive, biological, perceptual, neural, linguistic, etc) underlying the learning of reading, mathematics, and science;
- the design and implementation of experimental studies that demonstrate the effectiveness, sustainability, and scalability of specific educational interventions - in particular either technology driven interventions or the use of technology in experimental study validation; and,
- aspects of reading, mathematics, and science learning that generalize to other learning domains;

For education of preK-12 teachers in mathematics, reading, and science:

- the incorporation of content, pedagogy, technology, and cognitive science applied to teacher education;
- the identification of factors and conditions for effective use of technology by teachers in mathematics, science, and reading instruction;
- understanding the practice of great teaching through credible observational studies and understanding the motivational factors for attracting and retaining great teachers; and,
- the identification and analysis of systemic factors at national, state, district, school, and classroom levels that influence reading, mathematics, and science instructional practices.

For all focus areas:

- initial exploration of cutting edge Information and Computer Technology (ICT) for teaching and learning, as well as the integration of existing ICT into innovative home, school, and other learning environments supporting the three focus areas.

All research studies should be informed by practice, and studies across disciplines resulting in new areas of inquiry are especially encouraged.

Because the IERI is a long-term initiative oriented toward specific educational issues, the coordination of research projects is particularly important. Principal investigators will be asked to meet (perhaps virtually) at least twice each year with agency staff and consultants to review

results within their areas, discuss methodologies, and identify additional research needed to reach the area goals. Investigators will also participate in the identification of measurable indicators for evaluating progress toward area goals, and of the instruments to be used for assessing these indicators. Where interventions are studied, investigators will be asked to develop a core of common methodologies, instruments, and data analysis procedures so that different interventions can be compared. Where appropriate, the IERI may fund a data collection center (DCC) to develop measurement instruments, facilitate research and evaluation designs, and perform data analysis for projects within an area.

In addition, IERI proposals will be accepted for planning studies responsive to the long term goals of the IERI. Examples include

- the design of intervention studies across large populations;
- the development of methodologies that support the IERI goals, such as new quasi-experimental designs for evaluating the impact of instructional interventions;
- development of assessment techniques for early childhood development; and,
- plans for a DCC.

Proposals will be accepted for reviews of research methodologies and goals conducted by multidisciplinary teams that provide a clear and coherent distillation of knowledge for a given topic area or field.

ELIGIBILITY

Proposals may be submitted by individual investigators or by small groups of investigators from colleges, universities or other non-profit organizations including local and state agencies. Proposal teams should reflect synergistic collaborations among researchers and practitioners. Collaboration or partnerships with industry or government laboratories is encouraged when appropriate. A principal investigator may submit only one proposal and he/she may collaborate in one other proposal as a co-investigator. Group and collaborative proposals involving more than one institution must be submitted as a single administrative package from one of the institutions involved. Prospective applicants are strongly urged to contact one of the program officers listed at the end of this document for guidance.

AWARD INFORMATION

Under this announcement, NSF and its partners solicit proposals to include a range of investigations from targeted smaller studies of limited scope, but significant utility, in a larger national effort to intermediate and larger studies. While projects of shorter duration may be proposed, awards will typically be for 36 months duration. Funding for smaller studies is expected to be in the range of \$150,000 to \$250,000 for the life of the award and for large studies in the range of \$1 to \$3 million for the life of the award. One or two awards of up to \$6 million for 60 months will be considered for exceptional projects. Pending the availability of funds, the total funds available under this initiative will be \$30 million with \$22 million from NSF and \$8 million from ED. NICHD will participate in the evaluation of proposals and will,

budget permitting, participate in the funding of recommended proposals that are relevant to NICHD's mission through existing NICHD programs.

PROPOSAL PREPARATION & SUBMISSION INSTRUCTIONS

A. Proposal Preparation Instructions.

Proposals submitted in response to this program announcement should be prepared and submitted in accordance with the general guidelines contained in the *Grant Proposal Guide* (GPG), NSF 99-2. The complete text of the GPG (including electronic forms) is available electronically on the NSF Web site at: <<http://www.nsf.gov/bfa/cpo/policy/grants.htm>>. Paper copies of the GPG may be obtained from the NSF Publications Clearinghouse, telephone 301.947.2722 or by e-mail from pubs@nsf.gov.

Proposers are reminded to identify the program announcement number (nsf99-84) in the program announcement/solicitation block on the NSF Form 1207, "*Cover Sheet for Proposal to the National Science Foundation.*" Compliance with this requirement is critical to determining the relevant proposal processing guidelines. Failure to submit this information may delay processing.

Letters of Intent are optional but encouraged for all proposals except planning studies. The letters of intent should be submitted by email to <eri@nsf.gov> by April 1, 1999. The letters should be one page in length and identify the PI and known co-PIs, the institution affiliations of the PI and the co-PIs, expected budget request, and a brief description of the proposed project. The Letters of Intent are for planning purposes and will not be used in proposal evaluation. The Letters of Intent will be acknowledged by email.

B. Proposal Due Dates.

The proposal **MUST** be submitted by 5:00 PM, local time, May 14, 1999 using NSF's FastLane system. Copies of the signed proposal cover sheet must be submitted in accordance with the instructions identified below.

Submission of Signed Cover Sheets. For all proposals submitted electronically via the NSF FastLane Project, the signed proposal Cover Sheet (NSF Form 1207) should be forwarded to the following address and received by NSF by May 21, 1999.

National Science Foundation
DIS-FastLane Cover Sheet
4201 Wilson Blvd.
Arlington, VA 22230

A proposal may not be processed until NSF has received the complete proposal (including signed Cover Sheet).

C. FastLane Requirements.

The NSF FastLane system is available for electronic preparation and submission of a proposal through the Web at the FastLane Web site at <<http://www.fastlane.nsf.gov>>. The Sponsored Research Office (SRO or equivalent) at the submitting institution must provide a FastLane Personal Identification Number (PIN) to each Principal Investigator (PI) to gain access to the FastLane "Proposal Preparation" application. PIs that have not submitted a proposal to NSF in the past must contact their SRO to be added to the NSF PI database. This should be done as soon as the decision to prepare a proposal is made.

In order to use NSF FastLane to prepare and submit a proposal, the following are required:

Browser (must support multiple buttons and file upload)

- _ Netscape 3.0 or greater
- _ Microsoft Internet Explorer 4.0 or greater

PDF Reader (needed to view/print forms)

- _ Adobe Reader 3.0 or greater

PDF Generator (needed to create project description)

- _ Adobe Acrobat 3.01 or greater
- _ Aladdin Ghostscript 5.10 or greater

A list of registered institutions and the FastLane registration form are located on the FastLane Web page.

PROPOSAL REVIEW INFORMATION

A. Merit Review Criteria.

Review of proposals submitted to NSF is solicited from peers with expertise in the substantive area of the proposed research or education project. Program Officers charged with the oversight of the review process select these reviewers. NSF invites the proposer to suggest, at the time of submission, the names of appropriate or inappropriate reviewers. Special care is taken to ensure that reviewers have no immediate and obvious conflicts with the proposer. Special efforts are made to recruit reviewers from non-academic institutions, minority serving institutions, and adjacent disciplines to that principally addressed in the proposal.

Proposals will be reviewed against the following general merit review criteria established by the National Science Board. Following each criterion are potential considerations that the reviewer may employ in the evaluation. These are suggestions and not all will apply to any given proposal. Each reviewer will be asked to address only those that are relevant to the proposal and for which he/she is qualified to make judgments.

What is the intellectual merit of the proposed activity?

How important is the proposed activity to advancing knowledge and understanding within its own field or across different fields? How well qualified is the proposer (individual or team) to conduct the project? (If appropriate, the reviewer will comment on the quality of prior work.) To what extent does the proposed activity suggest and explore creative and original concepts? How well conceived and organized is the proposed activity? Is there sufficient access to resources?

What are the broader impacts of the proposed activity?

How well does the activity advance discovery and understanding while promoting teaching, training, and learning? How well does the proposed activity broaden the participation of underrepresented groups (e.g., gender, ethnicity, disability, geographic, etc.)? To what extent will it enhance the infrastructure for research and education, such as facilities, instrumentation, networks, and partnerships? Will the results be disseminated broadly to enhance scientific and technological understanding? What may be the benefits of the proposed activity to society?

Integration of Research and Education

One of the principal strategies in support of all three agencies' goals is to foster integration of research and education through the programs, projects and activities it supports at academic and research institutions. These institutions provide abundant opportunities where individuals may concurrently assume responsibilities as researchers, educators, and students and where all can engage in joint efforts that infuse education with the excitement of discovery and enrich research through the diversity of learner perspectives. PIs should address this issue in their proposal to provide reviewers with the information necessary to respond fully to merit review criteria. Staff from the three partner agencies will give it careful consideration in making funding decisions.

Integrating Diversity into Agency Programs, Projects, and Activities

Broadening opportunities and enabling the participation of all citizens -- women and men, underrepresented minorities, and persons with disabilities -- is essential to the health and vitality of science and engineering. All three partner agencies are committed to this principle of diversity and deem it central to the programs, projects, and activities they consider and support. PIs should address this issue in their proposal to provide reviewers with the information necessary to respond fully to merit review criteria. Staff from the three partner agencies will give it careful consideration in making funding decisions.

Review Factors Specific to IERI

The IERI is intended to foster synergistic research satisfying goals for improving learning in grades preK-12. Towards that end, priority will be given to IERI proposals that involve:

- Productive interactions not only between research and practice but also between two or more research areas.

- Construction of models or frameworks that allow the generation of testable predictions about teaching and learning and that improve our understanding of basic learning functions.
- Measurement and analysis of learning occurring over time for different curricular subjects and different types of learners across critical age or grade levels.
- Involvement of postdoctoral, undergraduate or graduate students with the aim of developing a cadre of researchers in these new research areas.

B. Merit Review Process

Most of the proposals submitted to NSF are reviewed by mail review, panel review, or some combination of mail and panel review. Proposals submitted to this announcement will be reviewed by panel.

All proposals are carefully reviewed by at least three other persons outside of the sponsoring agencies who are experts in the particular field represented by the proposal. Reviewers will be asked to formulate a recommendation to either support or decline each proposal. A program officer assigned to manage the proposal's review will consider the advice of reviewers and will formulate a recommendation. Since IERI is a joint agency initiative, Program Officers from the Department of Education will participate with the NSF program officer in formulating a recommendation. In most cases, the Program Officer will contact proposers after his or her recommendation to award or his or her supervisor, the Division Director, has approved or declined funding. This informal notification is not a guarantee of an eventual award. NSF will be able to tell applicants whether their proposals have been declined or recommended for funding within six months for 95 percent of proposals in this category. In those cases where a proposal is being considered for joint funding by separate divisions, directorates, or agencies, NSF will be able to notify applicants within nine months in 95 percent of proposals. The time interval begins on the proposal deadline or target date or from the date of receipt, if deadlines or target dates are not used by the program. The interval ends when the division director accepts the program officer's recommendation.

In all cases, after final programmatic approval has been obtained, the recommendation then goes to the Division of Grants and Agreements for review of business, financial and policy implications and the processing and issuance of a grant or other agreement. Proposers are cautioned that only a Grants Officer may make commitments, obligations or awards on behalf of NSF or authorize the expenditure of funds. No commitment on the part of NSF should be inferred from technical or budgetary discussions with an NSF program officer. A principal investigator or organization that makes financial or personnel commitments in the absence of a grant or cooperative agreement signed by the NSF Grants Officer does so at its own risk.

AWARD ADMINISTRATION INFORMATION

A. Notification of the Award.

Notification of the award is made *to the submitting organization* by a Grants Officer in the Division of Grants and Agreements. Organizations whose proposals are declined will be advised as promptly as possible by the cognizant NSF Program Division administering the program.

Verbatim copies of reviews, not including the identity of the reviewer, will be provided automatically to the Principal Investigator.

B. Grant Award Conditions.

An NSF grant consists of: (1) the award letter, which includes any special provisions applicable to the grant and any numbered amendments thereto; (2) the budget, which indicates the amounts, by categories of expense, on which NSF has based its support (or otherwise communicates any specific approvals or disapprovals of proposed expenditures); (3) the proposal referenced in the award letter; (4) the applicable grant conditions, such as Grant General Conditions (NSF GC-1)* or Federal Demonstration Partnership Phase III (FDP) Terms and Conditions* and (5) any NSF brochure, program guide, announcement or other NSF issuance that may be incorporated by reference in the award letter. Electronic mail notification is the preferred way to transmit NSF grants to organizations that have electronic mail capabilities and have requested such notification from the Division of Grants and Agreements.

* These documents may be accessed electronically on NSF's Web site at: <<http://www.nsf.gov/>>. Paper copies may be obtained from the NSF Publications Clearinghouse, telephone 301.947.2722 or by e-mail from pubs@nsf.gov.

Cooperative agreement awards also are administered in accordance with NSF Cooperative Agreement Terms and Conditions (CA-1). More comprehensive information on NSF Award Conditions is contained in the NSF *Grant Policy Manual* (GPM) Chapter II, (NSF 95-26) available electronically on the NSF Web site. The GPM also is available in paper copy by subscription from the Superintendent of Documents, Government Printing Office, Washington, DC 20402. The GPM may be ordered through the GPO Web site at: <<http://www.gpo.gov/>>.

C. Reporting Requirements.

For all multi-year grants (including both standard and continuing grants), the PI must submit an annual project report to the cognizant Program Officer at least 90 days before the end of the current budget period.

Within 90 days after expiration of a grant, the PI also is required to submit a final project report. Approximately 30 days before expiration, NSF will send a notice to remind the PI of the requirement to file the final project report. Failure to provide final technical reports delays NSF review and processing of pending proposals for that PI. PIs should examine the formats of the required reports in advance to assure availability of required data.

NSF has implemented a new electronic project reporting system, available through FastLane, which permits electronic submission and updating of project reports, including information on: project participants (individual and organizational); activities and findings; publications; and, other specific products and contributions. Reports will continue to be required annually and after the expiration of the grant, but PIs will not need to re-enter information previously provided, either with the proposal or in earlier updates using the electronic system.

Effective October 1, 1998, PIs are required to use the new reporting format for annual and final project reports. PIs are strongly encouraged to submit reports electronically via FastLane. For those PIs who cannot access FastLane, paper copies of the new report formats may be obtained from the NSF Clearinghouse as specified above. NSF expects to require electronic submission of all annual and final project reports via FastLane beginning in October, 1999.

D. New Awardee Information.

If the submitting organization has never received an NSF award, it is recommended that the organization's appropriate administrative officials become familiar with the policies and procedures in the *NSF Grant Policy Manual* which are applicable to most NSF awards. The "Prospective New Awardee Guide" (NSF 97-100) includes information on: Administration and Management Information; Accounting System Requirements and Auditing Information; and Payments to Organizations with Awards. This information will assist an organization in preparing documents that NSF requires to conduct administrative and financial reviews of an organization. The guide also serves as a means of highlighting the accountability requirements associated with Federal awards. This document is available electronically on NSF's Web site at: <http://www.nsf.gov>.

CONTACTS FOR ADDITIONAL INFORMATION

General inquiries should be made to the **Interagency Education Research Initiative**, IERI Program Officer, Room 855, Division of Research, Evaluation, and Communication, National Science Foundation, Arlington, VA 22230, telephone 703. 306.1650, e-mail: eripd@nsf.gov. For questions related to use of FastLane, contact, DeMonica Parks, REC FastLane Coordinator, telephone: 703.306.1650x5839, e-mail: dparks@nsf.gov

OTHER PROGRAMS OF INTEREST

The NSF Guide to Programs is a compilation of funding opportunities for research and education in science, mathematics, and engineering. General descriptions of NSF programs, research areas, and eligibility information for proposal submission are provided in each chapter. Beginning in Fiscal Year 1999, the NSF Guide to Programs only will be available electronically. Many NSF programs offer announcements concerning specific proposal requirements. To obtain additional information about these requirements, contact the appropriate NSF program offices listed in Appendix A of the GPG.

Specific programs of interest to IERI applicants include:

Child Learning and Development, NSF 99-42.

Knowledge and Distributed Intelligence, NSF 99-29.

Any changes in NSF's fiscal year programs occurring after press time for the Guide to Programs will be announced in the NSF Bulletin, available electronically on the NSF Web site at: <http://www.nsf.gov/>. The direct URL for recent issues of the Bulletin is

<<http://www.nsf.gov/od/lpa/news/publicat/bulletin/bulletin.htm>>. Subscribers can also sign up for NSF's Custom News Service to find out what funding opportunities are available.

ABOUT THE NATIONAL SCIENCE FOUNDATION

NSF funds research and education in most fields of science and engineering. Grantees are wholly responsible for conducting their project activities and preparing the results for publication. Thus, the Foundation does not assume responsibility for such findings or their interpretation.

NSF welcomes proposals on behalf of all qualified scientists, engineers and educators. The Foundation strongly encourages women, minorities and persons with disabilities to participate fully in its programs. In accordance with Federal statutes, regulations and NSF policies, no person on grounds of race, color, age, sex, national origin or disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving financial assistance from NSF (some programs may have special requirements that limit eligibility).

Facilitation Awards for Scientists and Engineers with Disabilities provide funding for special assistance or equipment to enable persons with disabilities to work on NSF-supported projects. (For more information, see Section V.G.)

The National Science Foundation has Telephonic Device for the Deaf (TDD) and Federal Information Relay Service (FIRS) capabilities that enable individuals with hearing impairments to communicate with the Foundation about NSF programs, employment or general information. TDD may be accessed at (703) 306-0090, FIRS at 1-800-877-8339.

ABOUT THE DEPARTMENT OF EDUCATION

The U.S. Department of Education's mission is to:

- Strengthen the Federal commitment to assuring access to equal educational opportunity for every individual;
- Supplement and complement the efforts of states, the local school systems and other instrumentalities of the states, the private sector, public and private nonprofit educational research institutions, community-based organizations, parents, and students to improve the quality of education;
- Encourage the increased involvement in the quality and usefulness of education through Federally supported research, evaluation, and sharing of information;
- Improve the coordination of Federal education programs,
- Improve the management of Federal education activities; and
- Increase the accountability of Federal education programs to the President, the Congress, and the public.

Additional information can be found on the Department web site:

<http://www.ed.gov>

Within the Department of Education, the Office of Educational Research and Improvement (OERI) provides national leadership for educational research and statistics. OERI strives to promote excellence and equity in American education by:

- B. Conducting research and demonstration projects funded through grants to help improve education;
- C. Collecting statistics on the status and progress of schools and education throughout the nation; and
- D. Distributing information and providing technical assistance to those working to improve education.

Additional information can be found on OERI's web site:

<http://www.ed.gov/offices/OERI/>

PRIVACY ACT AND PUBLIC BURDEN STATEMENTS

The information requested on proposal forms and project reports is solicited under the authority of the National Science Foundation Act of 1950, as amended. The information on proposal forms will be used in connection with the selection of qualified proposals; and project reports submitted by awardees will be used for program evaluation and reporting within the Executive Branch and to Congress. The information requested may be disclosed to qualified reviewers and staff assistants as part of the proposal review process; to proposer institutions/grantees to provide or obtain data regarding the proposal review process, award decisions, or the administration of awards; to government contractors, experts, volunteers and researchers and educators as necessary to complete assigned work; to other government agencies needing information as part of the review process or in order to coordinate programs; and to another Federal agency, court or party in a court or Federal administrative proceeding if the government is a party. Information about Principal Investigators may be added to the Reviewer file and used to select potential candidates to serve as peer reviewers or advisory committee members. See Systems of Records, NSF-50, "Principal Investigator/Proposal File and Associated Records," 63 *Federal Register* 267 (January 5, 1998), and NSF-51, "Reviewer/Proposal File and Associated Records," 63 *Federal Register* 268 (January 5, 1998). Submission of the information is voluntary. Failure to provide full and complete information, however, may reduce the possibility of receiving an award.

Public reporting burden for this collection of information is estimated to average 120 hours per response, including the time for reviewing instructions. Send comments regarding this burden estimate and any other aspect of this collection of information, including suggestions for reducing this burden, to:

Susanne Plimpton
Reports Clearance Officer
Information Dissemination Branch
Division of Administrative Services
National Science Foundation
Arlington, VA 22230

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NSF 99-84