



# Get the Facts

## The Research Partnerships Program (RPP) 2026 Call for Proposals

### Research Priorities

Research projects eligible for this call must be directly relevant to one or more of the following research priorities and must focus on some or all grades from early childhood to Grade 12:

1. Impact of Violent Incidents on Teacher Retention and Recruitment
2. Quantifying Instructional Time Lost to Behavioural Management
3. Long term Remediation Rates of K-3 Literacy Screening
4. Efficacy of Disciplinary Policies on Recidivism
5. Quantifiable Benefits of Mobile Device Restrictions

Please see page 5 for detailed requirements for each priority.

### Grant Funding

#### Amount of grant funding available to each research project

The amount will be project-dependent and differs based on the intended grant. It is expected that the duration of a study and its budget will be positively correlated. The following grant funding options are available:

- **Strategic Opportunity Grant:** a \$20,000 to \$50,000 grant for small- to medium-scale studies with shorter timelines (up to two years) including, but not limited to:
  - secondary data analysis;
  - environmental scan;
  - evaluation of an existing program; or
  - single-cycle, single-informant, and/or single-site investigation.
- **Comprehensive Grant:** a \$50,000 to \$80,000 grant for large-scale studies with longer timelines (up to three years) including, but not limited to:
  - design-based investigation;
  - capacity-building initiative; or
  - multi-cycle, multi-informant, and/or multi-site investigation.

#### Eligible grant fund expenses associated with knowledge mobilization activities

Grant funds can be used to facilitate knowledge mobilization (e.g., conference fees, travel costs, publication expenses) if the activities occur before the contract end date. These knowledge mobilization expenses must be included in the proposal's budget. Wide dissemination of findings is encouraged. However, funding for knowledge mobilization activities outside of Canada is not an eligible expense. Registration fees and travel expenses for conferences within Canada are eligible expenses.

#### Difference between in-kind support and matching funds

In-kind supports are non-monetary resources donated by partner organizations, such as a portion of a research team member's time to conduct tasks related to the research project or technology that the organization already owns and that will be used by the research team (e.g., software, computer equipment).

Funding provided by one or more organizations to cover some of the research project costs (e.g., meeting room booking expenses, portion of a research team member's salary, funding of knowledge mobilization) is considered matching funds. Use of a partner organization's spaces for research activities should be considered in-kind support.

## Research Partners

### Primary investigator

The primary investigator must be a faculty member at an Alberta post-secondary institution, and the post-secondary institution must be one that conducts educational research. Doctoral students can be valued members of the research team but cannot be designated as primary investigators. Research assistant salaries are an eligible grant expense.

### Appropriate school authority representatives

Appropriateness of school authority representatives will be dependent on the size of the school authority and on the focus of the proposed study. School authority representatives on the research team should:

- be knowledgeable about the research priority;
- be knowledgeable about their organization's research approval process and protocols; and
- have authority to speak on behalf of their organization on research matters.

Most often, this means that the appropriate school authority representative will be at the level of superintendent or assistant superintendent.

### Research partner organizations

Applications must be submitted on behalf of the research partnership by a school authority or the principal investigator or their designate. The person submitting the application on behalf of the partnership will be the key contact for future correspondence from Alberta Education and Childcare's Research and Policy Branch. The key contact does not need to be the primary investigator. The submitting organization must be a member of the Alberta Research Network (ARN) as per the Member Organizations List. At least one partner must be an ARN member, but not all partners have to be ARN members.

Multiple perspectives are encouraged, and collaborating with research partners with knowledge or expertise on the research topic is beneficial. For example, the inclusion of First Nations, Métis, and Inuit team members is strongly encouraged for Indigenous-related topics.

Organizations that are recipients of previous Research Partnerships Program grants are eligible for the current grant program.

## Submission Requirements

### Number of submissions

Organizations are not limited to one submission. However, Alberta Education and Childcare expects a strong response to this call, and we recommend focusing on quality research proposals over quantity.

Please note that individual researchers are limited to involvement on one research team.

### Length and format for proposals

This call is for research proposals, not complete research plans. However, all the requirements noted in the Research Partnerships Program: 2026 Call for Proposals must be addressed. The maximum length for the Research Project Description section of the proposal is 5,000 words, excluding references.

APA (7th edition) formatting is expected for citations and references. Proposals may be submitted in either Word or PDF format. There are no other prescribed formats for proposals. To preserve equity, draft proposals will not be reviewed before submission.

### Proposed budget

The itemized budget must clearly indicate the anticipated overall cost of the research project and a reasonable cost estimation for each item. Possible uses of grant funds include supporting collaborative planning, conducting the research, hiring research assistants, participating in research meetings hosted by Alberta Education and Childcare's Research and Policy Branch, creating knowledge mobilization materials, and disseminating findings within Canada (e.g., conference fees, travel costs, publication expenses).

The budget must clearly identify the research expenses for which grant funds are being requested as well as the expenses for which there are in-kind supports and/or matching funds.

## Completing the Application for Conditional Grant Funding Form

Only the research partner organization that is submitting the research proposal needs to complete the Application for Conditional Grant Funding form. If the research proposal is selected for funding, the research partner organization that submits the research proposal will be required to sign a Conditional Grant Agreement before receiving the funding requested.

The Research Partnerships Program has specific proposal requirements clearly outlined in the Call for Proposals. The research proposal must be submitted as a separate document. Do not add content to Section E of the Application for Conditional Grant Funding form.

### Submission process

The proposal, letters of support, and the complete and signed application form for Conditional Grant Funding form must be submitted as separate attachments in a single email to [EDC.RPP@gov.ab.ca](mailto:EDC.RPP@gov.ab.ca).

Please use the subject line **RPP CFP9 Submission**. Email confirmation will be sent upon receipt of the proposal.

The Research and Policy Branch is not responsible for issues (technical or otherwise) that may result in a proposal not being received by the closing date and time for this Call for Proposals. Early submissions are encouraged. Only research proposals that meet all four eligibility requirements (as per the Call for Proposals) and are submitted on time will be considered for funding.

### Submission deadline

Complete submission packages are due by 4:30 p.m. MST on Wednesday, March 4, 2026. Late and/or incomplete submissions will not be considered for funding.

### Notification of successful applicants

The primary contact for teams whose applications are successful will be notified by March 31, 2026, via an email from [EDC.RPP@gov.ab.ca](mailto:EDC.RPP@gov.ab.ca).

## Grant Recipients

### Contract

Before funds are released, the research partner organization that submitted the research proposal on behalf of the partnership will be required to sign a Conditional Grant Agreement.

### Expectations and Deliverables

The following is a list of requirements for successful grant recipients for each of the grant options:

EXPECTATIONS AND DELIVERABLES	STRATEGIC OPPORTUNITY GRANT	COMPREHENSIVE GRANT
Participate in check-ins and feedback conversations with the Research and Policy Branch.	✓	✓
Provide timely communication to the Research and Policy Branch throughout the term of the contract, including 6-month updates.	✓	✓
Make presentations at Alberta Education and Childcare meetings.	✓	✓
Submit a research plan.	✓	✓
Submit an interim research report.		✓
Submit a draft final report (Research and Policy Branch will provide feedback to research team).	✓	✓
Submit a final research report.	✓	✓
Submit a final financial statement and a research brief.	✓	✓

Deadlines for the above items will be informed by the timelines of successful proposals.

## Questions

For clarification or questions about the Research Partnerships Program's 2026 Call for Proposals, contact Aruna Augustine, Research and Grant Analyst, Research and Policy Branch, at [EDC.RPP@gov.ab.ca](mailto:EDC.RPP@gov.ab.ca).

Please include "**RPP CFP9 Information Request**" in the email's subject line. Responses can be expected within five business days. It is strongly recommended that clarifications be sought well in advance of the submission deadline.

### Before Hitting "Send" on Your Submission

Have you:

- addressed the email to Aruna Augustine via [EDC.RPP@gov.ab.ca](mailto:EDC.RPP@gov.ab.ca)?
- entered the subject line **RPP CFP9 Submission**?
- attached all required documents?
  - Application for Conditional Grant Funding
  - Proposal
  - Letters of Support

### **1. Impact of Violent Incidents on Teacher Retention and Recruitment**

Analyze the correlation between the frequency of classroom aggression reported in the 2025 Aggression and Complexity report and the attrition rates of early career teachers. The research would specifically measure how occupational safety concerns rank against compensation as a primary driver for educators leaving the profession or the province.

### **2. Quantifying Instructional Time Lost to Behavioural Management**

Conduct a time use study to calculate the exact percentage of instructional time teachers in standard classrooms spend managing disruptive behavior rather than teaching curriculum. This data is essential to understand how the inclusion of high behavior needs in general classrooms may impact the mastery of academic content for the majority of students.

### **3. Long term Remediation Rates of K-3 Literacy Screening**

With the implementation of mandatory K-3 screening under Bill 6, research must track whether identification leads to actual mastery of phonics and reading comprehension by Grade 4. This priority focuses on the effectiveness of the interventions provided after screening to ensure that data collection is not mistaken for actual remediation of literacy deficits.

### **4. Efficacy of Disciplinary Policies on Recidivism**

Analyse the current school authority disciplinary matrices to determine if restorative justice models are effectively reducing repeat offenses for violent behaviour. The research would compare schools with strict exclusionary discipline policies against those using restorative practices to see which yields safer overall school environments.

### **5. Quantifiable Benefits of Mobile Device Restrictions**

Following the full implementation of the personal mobile device ban in September 2024, measure the resulting improvements in student cognitive focus and mental well-being. This study would specifically quantify reductions in class cyberbullying, increases in face-to-face social interaction during breaks, and correlated gains in academic attention spans across junior and senior high cohorts.