Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: EARLY LEARNING PROGRAMS AND POLICIES 84.305A


Area of Research: Early Learning Programs and Policies.


Amount: Range of awards: $100,000-$1,200,000. Exploration Goal: Secondary data analysis or meta-analysis typically $100,000 to $350,000 (total cost = direct + indirect costs) per year. Data collection - typically $100,000 to $400,000 per year. Development and Innovation Goal: Typical awards for projects at this level are $150,000 to $500,000 per year. No more than 30 percent of the total funds may be used for collection of pilot data to demonstrate the promise of the intervention for achieving the desired outcomes. Efficacy and Replication Goal: Efficacy and replication evaluations are typically $250,000 to $750,000 per year, follow up studies are $150,000 to $400,000. Scale-up Evaluations Goal: Scale-up Evaluation projects are typically $500,000 to $1,200,000 per year. Follow-up studies are typically $250,000 to $600,000 per year. Measurement Goal: Typically $150,000 to $400,000 per year.

Length of Support: Exploration Goal: Secondary data analysis or meta-analysis - up to 2 years, data collection - up to 4 years, but must justify the need for the number of years requested. Development and Innovation Goal: Up to 3 years. Efficacy and Replication Goal: Up to 4 years, follow-up studies - up to 3 years. Scale-up Evaluation Goal: Scale-up Evaluation projects - up to 5 years, follow-up studies - up to 3 years. Measurement Goal: Up to 4 years.

Eligible Applicants: 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.

Summary: Through its Early Learning Programs and Policies (Early Learning) research program, the Institute intends to contribute to improvement of school readiness skills (e.g., pre-reading, language, vocabulary, early science and mathematics knowledge, social skills) of prekindergarten children (i.e., three- to five-year-olds) by: (1) exploring malleable factors (e.g., children's skills, instructional practices, policies) that are associated with better child outcomes, as well as mediators and moderators of the relations between these factors and child outcomes, for the purpose of identifying potential targets of intervention; (2) developing innovative early childhood curricula, instructional practices, programs, and policies for improving school readiness; (3) evaluating fully developed early childhood curricula, instructional practices, programs, and policies for improving school readiness through efficacy or replication trials; (4) evaluating the impact of early childhood curricula, instructional practices, programs, and policies that are implemented at scale; and (5) developing and validating assessments for use in early childhood instructional settings. The long-term outcome of this program will be an array of tools and strategies (e.g., assessments, instructional approaches, programs, and policies) that have been documented to be effective for improving school readiness skills for prekindergarten (three- to five-year-old) children in center-based prekindergarten settings.

Detail Information: http://ies.ed.gov/funding/11rfas.asp