Grant Title: INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT
PROGRAM: AUTISM SPECTRUM DISORDERS 84.324A

Funding Opportunity Number: CFDA Number(s): 84.324A.


Area of Research: Autism Spectrum Disorders.


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: The purpose of the Autism Spectrum Disorders Research (ASD) program is to contribute to the improvement of developmental, cognitive, communicative, academic, social, behavioral, and functional outcomes of students identified with autism spectrum disorder (ASD) from preschool through Grade 12 by (1) exploring malleable factors relevant to comprehensive preschool and school-based interventions (e.g., intervention practices) that are associated with better developmental, cognitive, communicative, academic, social, behavioral, and functional outcomes for students identified with ASD, as well as mediators or moderators of the relations between these factors and student outcomes, for the purpose of identifying potential targets of intervention; (2) developing innovative comprehensive preschool and school-based interventions or modifying existing interventions to make them comprehensive to address the developmental, cognitive, communicative, academic, social, behavioral, and functional needs of students identified with ASD; (3) establishing the efficacy of fully developed comprehensive preschool and school-based interventions for students identified with ASD; (4) evaluating the effectiveness of comprehensive preschool and school-based interventions for student with ASD when implemented at scale; and (5) developing and validating measures of developmental, cognitive, communicative, academic, social, behavioral, or functional outcomes that can be used by practitioners to monitor progress and evaluate outcomes for students identified with ASD. The long-term outcome of this program will be an array of comprehensive programs and assessments that have been documented to be effective for improving the developmental, cognitive, communicative, academic, social, behavioral, and functional outcomes of students identified with ASD from preschool through Grade 12.