Grant Title: INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT
PROGRAM: COGNITION AND STUDENT LEARNING IN SPECIAL EDUCATION 84.324A

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


Area of Research: Cognition and Student Learning.


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 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 Cognition and Student Learning in Special Education (Cognition) research program is to improve developmental outcomes for infants and toddlers with disabilities and learning for students with disabilities by bringing recent advances in cognitive science to (1) explore malleable factors (e.g., instructional practices, children's skills) that are associated with better child outcomes for children with disabilities or children at risk for disabilities, as well as mediators or moderators of the relations between these factors and child outcomes, for the purpose of identifying potential targets of intervention; (2) develop innovative interventions - instructional approaches, practices, and curricula - to improve developmental outcomes for infants and toddlers with disabilities and for improving student learning for children with disabilities or at risk for disabilities; (3) establish the efficacy of existing interventions and approaches for improving student learning with efficacy or replication trials for infants and toddlers with disabilities and children with disabilities or at risk for disabilities; and (4) develop measurement tools that can be used to improve developmental outcomes for infants and toddlers with disabilities and student learning and achievement for children with disabilities or at risk for disabilities and that are intended for use by practitioners. The long-term outcome of this program will be an array of tools and strategies (e.g., instructional approaches, computer tutors) that are based on principles of learning and information processing gained from cognitive science and that have been documented to be efficacious for improving developmental outcomes for infants and toddlers with disabilities and learning for students with disabilities or at risk for disabilities in preschool through Grade 12.

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