**Grant Title:** INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT
**PROGRAM:** EARLY INTERVENTION AND EARLY LEARNING IN SPECIAL EDUCATION 84.324A

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

**Agency/Department:** U.S. Department of Education, Institute of Education Sciences (IES).

**Area of Research:** Early Intervention and Early Childhood Special Education.

**Release and Expiration:**
- Release date: March 1, 2010.

**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 research program on Early Intervention and Early Learning in Special Education, the Institute intends to support research that contributes to the improvement of developmental outcomes and school readiness of infants, toddlers, and young children (from birth through preschool) with disabilities or at risk for disabilities by: (1) exploring malleable factors (e.g., children's skills, instructional practices, curricula) that are associated with better developmental and school readiness 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) developing innovative curricula, instructional approaches, programs, or professional development training to improve developmental outcomes and school readiness for children with disabilities or children at risk for disabilities; (3) evaluating the efficacy of fully developed interventions, programs, curricula, and professional development programs to improve developmental outcomes and school readiness for children with disabilities or children at risk for disabilities; (4) evaluating the effectiveness of interventions, programs, curricula, or professional development programs that are implemented at scale and designed to improve developmental outcomes and school readiness; and (5) developing and validating measurement tools to assess infants, toddlers, and young children with disabilities or at risk for disabilities, assess the performance of early intervention and early childhood special education practitioners, or assess systemic practices or policies. Developmental outcomes that may be addressed through this program are cognitive, communicative, linguistic, social, emotional, adaptive, functional, and physical outcomes. The long-term outcome of this program will be an array of tools and strategies that have been documented to be effective for improving developmental outcomes or school readiness of infants, toddlers, and young children with disabilities or at risk for disabilities.

**Detail Information:**