Grant Title: INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT PROGRAM: READING, WRITING, AND LANGUAGE DEVELOPMENT 84.324A

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


Area of Research: Reading, Writing, and Language Development.


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 Reading, Writing, and Language Development (Reading/Language) special education research program, the Institute intends to contribute to the improvement of reading, writing, and language skills for students with identified disabilities and to prevent the development of disabilities among students at risk for disabilities by (1) exploring malleable factors (e.g., children's skills, instructional practices, curricula) that are associated with better reading, writing, or language outcomes for students with disabilities or students at risk for disabilities, 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 curricula, instructional approaches, or strategies for teaching reading, writing, or language skills for students with identified disabilities or students at risk for disabilities; (3) evaluating the efficacy of fully developed curricula, instructional approaches, or strategies for teaching reading, writing, or language skills for students with identified disabilities or students at risk for disabilities; (4) evaluating the effectiveness of curricula, instructional approaches, or strategies for teaching reading, writing, or language skills for students with disabilities or at risk for disabilities when implemented at scale; and (5) developing and validating reading, writing, or language assessments for students with disabilities or at risk for disabilities that are intended for use by practitioners in instructional settings. The long-term outcome of this program will be an array of tools and strategies (e.g., assessments, instructional approaches) that have been documented to be effective for improving reading, writing, or language outcomes for students with identified disabilities and students at risk for disabilities from kindergarten through Grade 12.

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