Grant Title: INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT
PROGRAM: SOCIAL AND BEHAVIORAL OUTCOMES TO SUPPORT LEARNING 84.324A

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


Area of Research: Social and Behavioral Outcomes to Support 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 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 Social and Behavioral Outcomes to Support Learning (Social/Behavioral) research grant program is to contribute to the prevention or amelioration of behavior problems in students with or at-risk for disabilities and concomitantly, improve their academic outcomes by: (1) exploring malleable factors (e.g., children's skills, classroom management practices) that are associated with better behavioral, social, functional, or emotional competencies that support learning for students with or 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 programs that are intended to improve behavioral, social, or emotional outcomes of students with or at risk for disabilities; (3) evaluating the efficacy of fully developed interventions that are intended to improve behavioral, social, or emotional outcomes of students with or at risk for disabilities; (4) evaluating the effectiveness of interventions intended to improve behavioral, social, or emotional outcomes of students with or at risk for disabilities that are implemented at scale; and (5) developing and validating social and behavioral assessment tools and procedures for students with or at risk for disabilities. The long-term outcome of this program will be an array of tools and strategies (e.g., assessments, interventions) that have been documented to be effective for preventing behavior problems and improving the behavioral, emotional, social skills, and likewise, the academic performance of students with or at risk for disabilities from kindergarten through Grade 12.

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