Grant Title: INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT
PROGRAM: SPECIAL EDUCATION POLICY, FINANCE, AND SYSTEMS 84.324A

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


Area of Research: Special Education Policy, Finance, and Systems.


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 the research program on Special Education Policy, Finance, and Systems (Policy/Systems), the Institute intends to contribute to the improvement of education for students with disabilities or at risk for disabilities by: (1) exploring malleable factors (e.g., procedures for allocating resources, education finance practices, school organization and structure) that are correlated with outcomes 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 systems or policies that are intended to improve student outcomes either directly or indirectly by improving the education environment for students with or at risk for disabilities; (3) evaluating the efficacy of systemic practices or policies that are intended to improve student outcomes either directly or indirectly by improving the education environment for students with or at risk for disabilities; (4) evaluating the impact of systemic practices and policies that are implemented at scale and are intended to improve student outcomes either directly or indirectly by improving the education environment; and (5) developing assessments that can be used to evaluate organization, management, or implementation of systems-level programs or policies and validating these or existing assessments against student outcomes, as well as developing and validating accommodations for large-scale assessments (i.e., assessments used for accountability purposes) that would permit measurement of the proficiency and growth of students with disabilities. The long-term outcome of this program will be an array of systems-level practices and policies that have been documented to be effective for improving the education or intervention environment and thereby improving outcomes for students with or at risk for disabilities from kindergarten through Grade 12.

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