Grant Title: INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT PROGRAM: TRANSITION OUTCOMES FOR SPECIAL EDUCATION SECONDARY STUDENTS 84.324A

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


Area of Research: Transition Outcomes for Special Education Secondary Students.


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 research program on Transition Outcomes for Special Education Secondary Students (Transition) is to contribute to the improvement of transition outcomes of secondary students with disabilities. Transition outcomes include the behavioral, social, communicative, functional, occupational, and academic skills that enable young adults with disabilities to obtain and hold meaningful employment, live independently, and obtain further training and education (e.g., postsecondary education, vocational education programs). Through the Transition program, the Institute intends to support research to: (1) explore malleable factors (e.g., transition services, students' competencies) that are associated with better transition outcomes for secondary students with disabilities, as well as mediators or moderators of the effects of these practices, for the purpose of identifying potential targets of intervention; (2) develop innovative interventions to improve the transition outcomes of secondary students with disabilities; (3) establish the efficacy of fully developed interventions for improving the transition outcomes of secondary students with disabilities; (4) provide evidence on the effectiveness of interventions for improving the transition outcomes of secondary students with disabilities when implemented at scale; and (5) develop and validate measures that assess skills predictive of successful transition outcomes for secondary students with disabilities. The long-term outcome of this program will be an array of tools and strategies (e.g., assessments, intervention programs) that have been documented to be effective in improving transition outcomes for secondary students with disabilities.