

Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: ENGLISH LEARNERS 84.305A

Funding Opportunity Number: CFDA Number(s): 84.305A.

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

Area of Research: English Learners.

Release and Expiration: Release date: February 28, 2011.

Application Deadline: June 23, 2011; September 22, 2011. Letter of Intent Due Date: April 21, 2011; July 21, 2011.

Amount: Exploration Goal: Secondary data analysis or meta-analysis \$100,000 to \$300,000 (total cost = direct + indirect costs) per year. Data collection - \$100,000 to \$400,000 per year. Development and Innovation Goal: \$150,000 to \$400,000 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 \$250,000 to \$650,000 per year, follow up studies are \$150,000 to \$300,000. Scale-up Evaluations Goal: Scale-up Evaluation projects are typically \$350,000 to \$900,000 per year. Follow-up studies are typically \$250,000 to \$400,000 per year. Measurement Goal: \$150,000 to \$300,000 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 Institute intends to contribute to improvement of academic achievement in reading, writing, mathematics, or science, as well as other school outcomes for students in grades K-12 who are English learners. The long-term outcome of this program will be an array of tools and strategies (e.g., assessments, instructional approaches, programs, and policies) that have been documented to be effective for improving academic outcomes for EL students. Appropriate interventions include curricula and instructional approaches, teacher professional development training, and other programs to support academic learning for English learners. The Institute is interested in the development of innovative programs and practices intended to improve EL students' reading, writing, mathematics, and science achievement, as well as programs and practices to improve graduation rates and promote transition to postsecondary education. The Institute supports research to evaluate the impact of programs and practices to determine if they improve student outcomes. Researchers interested in developing or evaluating interventions are encouraged to consider how the different conditions under which EL students receive their schooling affect the implementation and impact of various strategies. The Institute solicits applications for research on older EL students in middle or high school, including those students who entered the U.S. school system as adolescents and those students who continue to need services. The Institute encourages researchers to conduct exploratory research to identify malleable factors that are associated with better school outcomes. The Institute also encourages research to develop and/or validate assessments for EL students. Applications that would be appropriate for consideration include (a) proposals to develop new assessments that teachers could use to inform classroom instruction; (b) proposals to modify or adapt existing assessments so that teachers can use them to inform daily or weekly instructional plans for students; and (c) proposals to adapt assessments originally designed and used for research purposes for broader use in instructional settings.

Detail Information: http://ies.ed.gov/funding/pdf/2012_84305A.pdf
http://ies.ed.gov/funding/ncer_rfas/ell.asp