

Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: EARLY LEARNING PROGRAMS AND POLICIES 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: Early Learning Programs and Policies.

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 Early Learning Programs and Policies (Early Learning) research program contributes to the improvement of school readiness skills of prekindergarten children. The long-term outcome of this program will be an array of tools and strategies that have been documented to be effective for improving school readiness skills for prekindergarten children in center-based prekindergarten settings. The Institute encourages applications to develop and validate measures of kindergarten readiness that can be easily and reliably administered by practitioners and address the variety of skills necessary for success in kindergarten. The Institute is interested in measures that will cover multiple domains, reliably predict school success, and yet be reliably and easily administered by practitioners. The Institute solicits applications to develop and/or validate measures that are linked to State early learning guidelines and program quality standards. The Institute encourages applicants to collaborate with States to develop standards-based measures of school readiness outcomes for use in state early childhood accountability systems. The Institute supports the development and validation of early childhood screening measures that could be used by parents or early childhood educators to identify young children who might benefit from intervention services and with early screening. Examples of applications appropriate include (a) proposals to develop new assessments; (b) proposals to modify, adapt, or combine existing assessments so that the revised instrument covers multiple domains and is easy for practitioners to use; and (c) proposals to adapt assessments originally designed and used for research purposes for broader use in instructional settings. The Institute solicits research on curricula, instructional practices, and teacher professional development intended to improve young children's pre-reading, pre-writing, language and vocabulary, early science and mathematics skills, and social and emotional competence. The Institute encourages research on those skills that are predictive of later school performance. The Institute also requests applications for rigorous research on early childhood policies and their relation to improving school readiness.

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