

Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: SOCIAL AND BEHAVIORAL CONTEXT FOR ACADEMIC LEARNING 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: Social and Behavioral Context for Academic Learning.

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: Through its research program on Social and Behavioral Context for Academic Learning (Social/Behavioral), the Institute supports research on interventions designed to improve social skills, dispositions, and behaviors that support academic and other important school-related outcomes (e.g., attendance, high school graduation rates) in typically developing students from kindergarten through high school. The long-term outcome of this program will be an array of tools and strategies (e.g., assessment tools and behavioral interventions) that have been documented to be effective for improving or assessing social skills, dispositions, and behaviors that support academic and other important school-related outcomes of students from kindergarten through high school. In addition to research on social/behavioral interventions and measures, the Institute supports research to explore the relations between malleable factors (i.e., things that can be changed, such as student competencies and education practices) and education outcomes in order to identify potential targets of interventions. Under the Social/Behavioral research program, malleable factors may be those social skills, dispositions (e.g., conscientiousness), and behaviors (e.g., self-regulation) that support student learning and would be correlated with education outcomes (e.g., grades, test scores, graduation rates). Although dispositions may include traits that may not be seen as being malleable, the Institute is interested in those dispositions or characteristics that may be changeable and are related to education outcomes. To date, the Institute has funded three projects under the Exploration goal to explore malleable factors that are associated with better social skills and behaviors to support academic learning, as well as mediators and moderators of the relations between these factors and student outcomes, for the purpose of identifying potential targets of intervention. The Institute encourages researchers to consider applications to conduct secondary data analyses using the longitudinal data set resulting from the Institute's Social and Character Development (SACD) multi-program evaluation.

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