

Grant Title: INSTITUTE OF EDUCATION SCIENCES - EVALUATION OF STATE AND LOCAL EDUCATION PROGRAMS AND POLICIES 84.305E

Funding Opportunity Number: CFDA Number: 84.305E.

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

Area of Research: Evaluation of State and Local Education Programs and Policies.

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

Application Deadline: September 22, 2011. Letter of Intent Due Dates: July 21, 2011.

Amount: Typical awards for projects are \$500,000 to \$1,000,000 (total cost = direct + indirect costs) per year for up to 5 years. The maximum duration of the award is 5 years and the maximum award for a 5-year project is \$5,000,000 (total cost). The size of the award depends on the scope of the project. The Institute does not have plans to award a specific number of grants under this competition.

Length of Support: Up to five years.

Eligible Applicants: Applicants that have the ability and capacity to conduct scientifically valid research are eligible to apply. 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. Applicants are reminded that a representative from either a State or local education agency with oversight or responsibility for the policy or program must be included on the team that is submitting the application.

Summary: The Institute intends to fund rigorous evaluations to determine the overall impact of fully developed education programs or policies implemented under conditions of routine practice by a State, district, or consortium of States or districts and to determine the impact across a variety of conditions (e.g., different student populations, different types of schools). By overall impact, the Institute means the degree to which an intervention on average has a net positive impact on the outcomes of interest in relation to the program or practice to which it is being compared. By referring to impact across a variety of conditions, the Institute conveys the expectation that subgroup analyses of different student populations, types of schools, and other potential moderating conditions will be conducted to determine if interventions produce positive impacts for some groups or under some conditions. By fully developed, the Institute means interventions that are ready to be implemented by schools or districts-that is, all of the materials, manuals, and other supports are ready to be distributed to and used by schools or districts. By conditions of routine practice, the Institute means that the program or policy is implemented without special support by developers of the intervention or the research team, to improve, for example, the fidelity of the implementation of the intervention.

Detail Information: http://ies.ed.gov/funding/pdf/2012_84305E.pdf
http://ies.ed.gov/funding/ncer_rfas/stateandlocal.asp