

Grant Title: INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT PROGRAM: AUTISM SPECTRUM DISORDERS 84.324A

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

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

Area of Research: Autism Spectrum Disorders.

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 per year. The maximum award for a 2-year project is \$700,000. Primary data collection: \$100,000 to \$400,000 per year. The maximum award for a 4-year project: \$1,600,000. Development and Innovation Goal: Development and Innovation projects: \$150,000 to \$400,000 per year. The maximum award for a 3-year project is \$1,500,000. Efficacy and Replication Goal: \$250,000 to \$650,000 per year. The maximum award for a 4-year project is \$3,500,000. Efficacy and Replication follow-up studies: \$150,000 to \$300,000 per year. The maximum award for a 3-year project is \$1,200,000. Scale-Up Evaluation Goal: Measurement projects: \$150,000 to \$300,000 per year. The maximum award for a 4-year project is \$1,600,000.

Length of Support: Exploration Goal: Primarily secondary data analysis or meta-analysis: Up to 2 years. Primary data collection: Up to 4 years. 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: 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 Autism Spectrum Disorders (ASD) research program is to contribute to the improvement of developmental, cognitive, communicative, academic, social, behavioral, and functional outcomes of students identified with autism spectrum disorder from preschool through Grade 12. The long-term outcome of this program will be an array of comprehensive programs and assessments (i.e., designed to address multiple outcomes) that have been documented to be effective for improving the developmental, cognitive, communicative, academic, social, behavioral, and functional outcomes of students identified with ASD from preschool through Grade 12. The Institute encourages researchers to develop innovative, modify existing, or rigorously evaluate fully-developed comprehensive school-based interventions. For example, applicants might consider developing an integrated literacy and social skill intervention designed to be delivered by teachers for students in kindergarten through third grade with ASD and intended to improve academic, social, and communication outcomes. The Institute would also like to encourage applicants to develop or evaluate instructional approaches or strategies appropriate for students in middle and high school with ASD that will improve communication, behavior, and adaptive skills across academic and vocational instruction. The Institute encourages researchers to explore malleable factors (e.g., intervention practices, child competencies) relevant to comprehensive preschool or school-based programs for children with ASD that are associated with better developmental, cognitive, communicative, academic, social, behavioral, and functional outcomes for students identified with ASD, as well as mediators or moderators of the relations between these factors and student outcomes, for the purpose of identifying potential targets of intervention. In addition, the Institute encourages researchers to develop and validate new, or validate existing, developmental, cognitive, communicative, academic, social, behavioral, and functional measures or measurement systems designed to monitor progress and/or evaluate outcomes, particularly generalization and maintenance, for students identified with ASD.

Detail Information: http://ies.ed.gov/funding/pdf/2012_84324A.pdf
http://ies.ed.gov/funding/ncser_rfas/ncser_autism.asp