

Grant Title: INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT PROGRAM: EARLY INTERVENTION AND EARLY LEARNING IN SPECIAL EDUCATION 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: Early Intervention and Early Childhood Special Education.

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 2-year project maximum is \$700,000. Primary data collection: \$100,000 to \$400,000 per year. The 4-year project maximum is \$1,600,000. Development and Innovation Goal: Development and innovation projects: \$150,000 to \$400,000 per year. The 3-year project maximum is \$1,500,000. Efficacy and Replication Goal: \$250,000 to \$650,000 per year. The 4-year project maximum is \$3,500,000. Efficacy and Replication follow-up studies: \$150,000 to \$300,000 per year. The 3-year project maximum is \$1,200,000. Scale-Up Evaluation Goal: Measurement projects: \$150,000 to \$300,000 per year. The 4-year project maximum 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: Through the Early Intervention and Early Learning in Special Education program (Early Intervention), the Institute supports research that contributes to the improvement of developmental outcomes and school readiness of infants, toddlers, and young children (birth - age 5) with disabilities or at risk for disabilities. The long-term outcome of this program will be an array of tools and strategies (e.g., assessment tools, curricula, programs, services, interventions) that have been documented to be effective for improving developmental outcomes or school readiness of infants, toddlers, and young children with disabilities or at risk for disabilities. The Institute supports research on early intervention practices, curricula, professional development, and systems-level programs and policies. The Institute intends for its Early Intervention research program to support research on infants, toddlers, and young children with high- or low-incidence disabilities, or at risk for disabilities. Research on professional development programs intended to improve services to infants, toddlers, or young children with or at risk for disabilities, and thereby improve developmental outcomes or school readiness. Professional development programs may be for early intervention specialists, teachers, or related service providers is appropriate. The Institute encourages research on systemic interventions intended to directly or indirectly improve developmental outcomes or school readiness of infants, toddlers, or young children with or at risk for disabilities. Examples of systemic interventions include (a) programs to improve the development and implementation of Individualized Family Service Plans or preschoolers' Individualized Education Programs; (b) programs or procedures intended to better coordinate service delivery systems; (c) Response to Intervention approaches; and (d) interventions intended to improve collaboration among families, service providers, and educators and promote smooth transitions as children move from Early Intervention services to preschool settings. The Institute supports exploratory research on malleable factors that are associated with better developmental and school readiness outcomes for infants, toddlers, and young children with disabilities or at risk for disabilities, as well as research to develop and validate measurement instruments.

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