

**Grant Title:** INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT PROGRAM: READING, WRITING, AND LANGUAGE DEVELOPMENT 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:** Reading, Writing, and Language Development.

**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 its Reading, Writing, and Language Development (Reading/Language) special education research program, the Institute intends to contribute to the improvement of reading, writing, and language skills for students with or at risk for disabilities. The long-term outcome of this program will be an array of tools and strategies that have been documented to be effective for improving reading, writing, or language outcomes for students with or at risk for disabilities from kindergarten through Grade 12. The Institute intends for its Reading/Language special education research program to support research to increase our understanding of the development of reading, writing, and language in students with disabilities, or at risk for disabilities, and, ultimately, to improve reading, writing, and language outcomes for students with disabilities, or at risk for disabilities, from kindergarten through Grade 12. The Institute supports research on interventions for students with high- or low- incidence disabilities that are delivered to the student by teachers, related service providers, or other school personnel. The Institute also accepts applications on interventions that could be used as a tier in a Response to Intervention model. The Institute encourages the development and validation of assessments for purposes such as screening, progress monitoring, or evaluating outcomes in reading, writing, or language. For example, applicants could compare the relative predictive validity of short-term dynamic assessments versus progress monitoring instruments. The Institute is particularly interested in the development and validation of assessment instruments that are designed for use by practitioners. The Institute encourages researchers to explore malleable factors that are associated with better reading, writing, or language outcomes for students with disabilities or at risk for disabilities, as well as mediators or moderators of the relations between these factors and student outcomes, for the purpose of identifying potential targets of intervention. This is translational research intended to inform development of innovative interventions to improve reading, writing, or language outcomes for students with disabilities or at risk for disabilities.

**Detail Information:** [http://ies.ed.gov/funding/pdf/2012\\_84324A.pdf](http://ies.ed.gov/funding/pdf/2012_84324A.pdf)  
[http://ies.ed.gov/funding/ncser\\_rfas/ncser\\_readwrite.asp](http://ies.ed.gov/funding/ncser_rfas/ncser_readwrite.asp)