

Grant Title: INSTITUTE OF EDUCATION SCIENCES - SPECIAL EDUCATION RESEARCH GRANT
PROGRAM: TECHNOLOGY FOR 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: Research on education technology tools.

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: The Technology for Special Education program (Technology) supports research on education technology tools that are designed to improve outcomes for infants, toddlers, preschool children, and students from kindergarten through Grade 12 with or at risk for disabilities. The long-term outcome of this program will be an array of education technology tools that have been documented to be effective for improving outcomes for children with or at risk for disabilities. The Institute supports research on a wide-array of special education technology products that are intended (a) to improve reading, writing, mathematics, and science outcomes or general study skills; (b) to improve developmental outcomes or school readiness; (c) to assess student learning; (d) to improve social and behavioral, functional and adaptive outcomes; and (e) to improve transition outcomes for secondary students with disabilities. Researchers are invited to propose rigorous research projects to develop innovative education technology tools or evaluate existing education technology products. Also encouraged are proposals to develop and validate education technology measurement tools to be used for instructional purposes. The Institute is interested in proposals to develop and evaluate new products, as well as proposals to evaluate the effects of existing products on student outcomes. The Institute encourages development of innovative technology for students with disabilities. The Institute is also interested in research to develop technology to improve social cognition in students with autism spectrum disorders. Also appropriate under this topic is research on technology to improve professional development of teachers or other instructional personnel who work with students with or at risk for disabilities. Competitive applications will have a strong rationale for the developmental appropriateness of the product's user-interface design for the targeted students as well as a strong theoretical, pedagogical, and empirical justification for the scope and sequence of the content. The Institute strongly encourages applicants to assemble research teams that collectively have expertise in special education or early intervention, the development of advanced technology, instructional design, the targeted content domain, and implementation of rigorous experimental and quasi-experimental program evaluations.

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