

**Grant Title:** INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: EARLY LEARNING PROGRAMS AND POLICIES (84.305A)

**Funding Opportunity Number:** CFDA Number(s): 84.305A.

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

**Area of Research:** Improvement of school readiness skills in prekindergarten children.

**Release and Expiration:** Release Date: April 23, 2013.

**Application Deadline:** September 4, 2013. Letter of Intent Due Date: June 6, 2013.

**Amount:** Exploration Goal: Secondary data analysis or meta-analysis - The maximum award is \$700,000\*. Primary data collection - The maximum award is \$1,600,000\*. Development and Innovation Goal: The maximum award is \$1,500,000\*. Efficacy and Replication Goal: Efficacy and replication evaluations - The maximum award is \$3,500,000\*; follow-up studies - The maximum award is \$1,200,000\*. Effectiveness Goal: The maximum award for an Effectiveness project is \$5,000,000\*. The maximum award for an Effectiveness Follow-Up project is \$1,500,000\*. Measurement Goal: The maximum award for a Measurement project is \$1,600,000\*. \*(total cost = direct + indirect costs)

**Length of Support:** Exploration Goal: Secondary data analysis or meta-analysis - Up to 2 years; primary data collection - Up to 4 years. Development and Innovation Goal: Up to 4 years. Efficacy and Replication Goal: Up to 4 years; follow-up studies - Up to 3 years. Effectiveness Goal: Up to 5 years; follow-up studies - Up to 3 years. Measurement 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 Early Learning Programs and Policies (Early Learning) topic supports research on the improvement of school readiness skills (e.g., pre-reading, language, vocabulary, early science and mathematics knowledge, social skills) of prekindergarten children. The long-term outcome of this research will be an array of tools and strategies (e.g., assessments, instructional approaches, programs, and policies) that have been documented to be effective for improving school readiness skills for prekindergarten children in center-based prekindergarten settings. Applications are encouraged to develop and validate measures of kindergarten readiness that can be easily and reliably administered by practitioners and address the variety of skills necessary for success in kindergarten. The Institute is interested in measures that will cover multiple domains, reliably predict school success, and yet be reliably and easily administered by practitioners. Applications to develop and/or validate measures that are linked to state early learning guidelines and program quality standards are encouraged. The Institute encourages applicants to collaborate with states to develop standards-based measures of school readiness outcomes. Applications to support the development and validation of early childhood screening measures for use by parents or early childhood educators to identify young children in need of in-depth assessment are encouraged. Applications that would be appropriate for consideration include: (a) applications to develop new assessments; (b) applications to modify, adapt, or combine existing assessments so that the revised instrument covers multiple domains and is easy for practitioners to use; and (c) applications to adapt assessments originally designed and used for research purposes for broader use in instructional settings. The Institute encourages applications for research addressing the professional development needs of prekindergarten teachers, teaching assistants, mentors, and coaches. Research is needed to understand the mechanisms and processes by which training and support of early childhood educators lead to improvement in teachers' instructional practices and children's school readiness skills. Rigorous research on early childhood policies and their relation to improving school readiness and other school-related outcomes for young children is encouraged.

**Detailed Information:** [http://ies.ed.gov/funding/pdf/2014\\_84305A.pdf](http://ies.ed.gov/funding/pdf/2014_84305A.pdf)