

Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: ENGLISH LEARNERS (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 academic achievement in reading, writing, mathematics, or science for students who are English learners.

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 English Learners (EL) topic supports research on the improvement of achievement in English language proficiency, reading, writing, mathematics, or science, as well as other academic outcomes (e.g., course and grade completion and retention, high school graduation and dropout) for students in kindergarten through high school who are English learners. 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 academic outcomes for EL students. The Institute supports research addressing implications of the implementation of the Common Core State Standards Initiative (CCSS) for EL students across all research goals. Appropriate interventions also include curricula and instructional approaches. The Institute is interested in the development of innovative programs and practices intended to improve EL students' English language proficiency; reading, writing, mathematics, and science achievement; and programs and practices to improve graduation rates and promote transition to postsecondary education. The Institute supports research to evaluate the impact of programs and practices to determine if they improve student outcomes. Research is encouraged that considers how the different conditions under which EL students receive their schooling may affect various strategies. The Institute solicits applications for research on older EL students in middle or high school. The Institute encourages researchers to conduct exploratory research to identify malleable factors that are associated with better student academic outcomes to identifying interventions. The Institute encourages research to develop and/or validate assessments for EL students. Appropriate applications include: (1) applications to develop new assessments that teachers could use to inform classroom instruction; (2) applications to modify or adapt existing assessments so that teachers can use them to inform daily or weekly instructional plans for specific students; and (3) applications to adapt assessments originally designed and used for research purposes for broader use in instructional settings.

Detailed Information: http://ies.ed.gov/funding/pdf/2014_84305A.pdf