

Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: IMPROVING EDUCATION SYSTEMS: POLICIES, ORGANIZATION, MANAGEMENT, AND LEADERSHIP (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: Improve student learning through organization and management of education systems.

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 Improving Education Systems: Policies, Organization, Management, and Leadership (Systems) topic supports research to improve student learning through direct improvements in the organization and management of schools and State/district education systems serving grades K through 12 and through the establishment of policies intended to foster such improvements. The long-term outcome of this research will be an array of practices (e.g., organizational strategies, financial and management practices), State- and district-wide programs and policies, and assessments that improve the operation of schools and/or districts and, thereby, improve student outcomes. The Institute is interested in supporting systems-focused research related to the Common Core State Standards (CCSS) including: (1) exploring the relationships between specific State and/or district features and the implementation of the CCSS as well as student outcomes; (2) developing and piloting State and district policies, organizational reforms, or programs aimed at promoting implementation of the standards at the State, district, school, and classroom levels; (3) evaluating State and district policies, reforms, or programs for implementing the standards with respect to their impacts on instruction and student outcomes; and (4) developing valid and reliable measures of State or district resources and practices to support implementation of the standards. The Institute encourages applications that further develop or evaluate principal recruitment, retention, and/or professional development programs that were implemented through the U.S. Department of Education's School Leadership grant program. The Institute is also interested in supporting research on assessing effective school leadership, including formative assessments that are intended to help leaders improve their practice, summative assessments that evaluate leadership competencies and/or performance for accountability purposes, and value-added evaluation systems that incorporate measures of students' performance on standardized tests. The Institute encourages research addressing schools' social capital. The Institute is also interested in how funds can best be allocated to raise student achievement.

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