

Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: READING AND WRITING (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 reading and writing skills.

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 Reading and Writing (Read/Write) topic supports research on the improvement of reading and writing skills of students from kindergarten through high school. The long-term outcome of this research will be an array of tools and strategies (e.g., curricula, assessments, instructional approaches) that are documented to be effective for improving or assessing reading and writing. The Institute is interested in receiving applications focused on writing interventions. The Institute intends to continue its support of research that addresses the challenge of improving reading outcomes for U.S. students. The Institute is interested in improving learning, higher-order thinking, and achievement in reading and writing. The Institute encourages researchers to explore malleable factors (e.g., children's behaviors, instructional practices) that are associated with better reading and writing outcomes, as well as mediators and moderators of the relations between these factors and student outcomes, for the purpose of identifying potential points of intervention. The Institute continues to solicit research on assessments of reading and writing appropriate for students from kindergarten through high school. The Institute is interested in applications to develop or evaluate reading and/or writing interventions. The Institute is interested in supporting several types of research related to the Common Core State Standards including, but not limited to, (1) exploratory research studies examining the association of the Standards' content and/or practices to student reading and writing outcomes; (2) exploratory research studying the learning progressions and trajectories emphasized in the Standards; (3) development of new interventions aligned with the Standards and the evaluation of aligned interventions in regards to their impacts on instruction and student reading and writing outcomes; and (4) development of formative assessments aimed at assisting teachers in monitoring students' progress toward meeting the Standards' end-of-year benchmarks.

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