

Grant Title: INSTITUTE OF EDUCATION SCIENCES - PARTNERSHIPS AND COLLABORATIONS FOCUSED ON PROBLEMS OF PRACTICE OR POLICY: EVALUATION OF STATE AND LOCAL EDUCATION PROGRAMS AND POLICIES (84.305H)

Funding Opportunity Number: CFDA Number: 84.305H.

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

Area of Research: Evaluate programs designed to improve student academic outcomes.

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

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

Amount: Up to \$5,000,000 (total costs = direct + indirect costs).

Length of Support: Up to five years.

Eligible Applicants: Applications must be made by partnerships of at least one research institution and at least one State or local education agency. The State or local education agency must be located in the territorial United States. All research supported by the Institute must be relevant to education in the United States.

Summary: The Institute intends to fund partnerships composed of research institutions and State and local education agencies to carry out rigorous evaluations of education programs or policies (programs/policies) that are implemented by State or local education agencies to improve student academic outcomes from prekindergarten through postsecondary and adult education. These programs/policies are to be fully developed and implemented under conditions of routine practice by a State, district, or consortium of States or districts. These evaluations are to determine both the overall impact of the programs/policies and the impact across a variety of conditions. Through the Evaluation of State and Local Education Programs and Policies (State/Local Evaluation), the Institute seeks to establish long-term partnerships between research institutions and education agencies that will focus their research efforts on programs/policies of high relevance to policymakers and practitioners. Through these partnerships, education agencies will identify research questions of high importance to their work, shape the evaluation to meet their conditions, and have direct access to the results. The State/Local Evaluation topic takes advantage of the ongoing implementation of programs/policies to improve student achievement by State and local education agencies. These education agencies may lack the funds and/or the research capacity to evaluate such programs/policies, yet such evaluations are necessary to distinguish those programs/policies producing the expected outcomes from those that do not, to identify the particular groups (e.g., types of students, teachers, or schools) for which programs/policies work, and to determine which aspects of programs/policies need to be modified. The results of such evaluations are of value not only to the education agency directly involved, but also to other States and districts that may be using or considering the use of similar programs/policies. The Institute intends for the State/Local Evaluation topic to influence both the research community and the education agencies. If researchers focus more on programs/policies of high significance to education agencies, the relevance of their work will increase. And if State and local education agencies receive useful results from the research, their demand for such for research will increase. Finally, as the partnerships increase the capacity to carry out such evaluations, more of this type of work can be done. The Institute intends to invest in the evaluation of programs and policies that substantially modify or differ from existing practices. The modest changes in programs/policies that States and districts make on an ongoing basis, such as small changes in daily schedules or making minor adjustments to teacher certification systems, are not the targets of this research program. Ongoing projects are evaluating State and local programs/policies that include: expansion of preschool, technology-based formative testing, rigorous curriculum requirements, high-stakes testing, professional development programs, and multipronged reading interventions.

Detailed Information: http://ies.ed.gov/funding/pdf/2014_84305H.pdf