

Program Name	Maximum Years	*Goals (1-5)	Special Ed	Math & Science	Reading & Writing	Cognitive	Teacher Quality	Leadership	Statistical Analysis	Behavioral	Technology	Abbreviated Program Description
National Center for Educational Research (RFA: IES-NCER-2008-01)												
Deadline (1) - July 26, 2007 / Letter of Intent due May 24, 2007												
Deadline - (2) November 1, 2007 / Letter of Intent due September 6, 2007												
Reading and Writing Education Research	5 Y	1-5			X							To contribute to the improvement of reading and writing skills (1) identify curriculum and instructional practices that are associated with better outcomes; (2) develop new curricula or instructional approaches or address the underlying causes of difficulties (e.g., poor oral language skills); (3) evaluate fully developed curricula or instructional approaches or for reduce/prevent difficulties through efficacy or replication trials; (4) evaluate the effectiveness of curricula or instructional approaches implemented at scale; and (5) develop and validate assessments that can be used in instructional settings to identify sources of difficulties.
Mathematics and Science Education Research	5 Y	1-5		X								To contribute to the improvement of mathematics and science skills (1) identify curriculum and instructional practices that are associated with better outcomes; (2) develop new curricula and instructional approaches that will eventually result in improving achievement; (3) establish the efficacy of fully developed curricula and instructional approaches with small efficacy or replication trials; (4) provide evidence on the effectiveness of curricula and instructional approaches implemented at scale; and (5) develop and validating assessments for diagnosing sources of difficulties.
Teacher Quality - Reading and Writing Research	5 Y	1-5			X		X					To identify effective strategies for preparing future teachers or improving the performance of current classroom teachers in ways that increase student learning and school achievement : (1) identify the characteristics of teachers that are associated with better student outcomes or school readiness at the pre-kindergarten level; (2) develop new programs and practices for teacher preparation or professional development that will eventually result in improving teacher practices and through them student learning and achievement; (3) establish the efficacy of programs and practices; (4) provide evidence of the effectiveness implemented at scale; and (5) develop and validate new assessments of teacher quality, or validating existing assessments for teachers at any grade level from pre-kindergarten through high school against measures of student achievement.
Teacher Quality - Math & Science Research	5 Y	1-5		X			X					Same description as above for "Teacher Quality - Reading and Writing" except with a Math and Science research focus

NEW! -- Education Technology	5Y	2-5		X	X					X	The Institute intends to contribute to improvement of reading, writing, mathematics, and science learning by (1) developing new education technology tools intended to improving reading, writing, mathematics, science, or general study skills; (2) evaluating fully developed education technology tools intended to improving reading, writing, mathematics, science, or general study skills through efficacy or replication trials; (3) evaluating the effectiveness of fully developed education technology tools intended to improving reading, writing, mathematics, science, or general study skills that are implemented at scale; and (4) developing and validating assessments that use education technology and that can be used in instructional settings.
Postsecondary Education	5Y	1-5		X	X	X	X				To improve access to, persistence in, or completion of postsecondary education (1) identifying policies, programs or practices associated with such qualities; (2) develop new programs, practices, or policies; (3) evaluate the efficacy of programs, practices, or policies; (4) provide evidence on the effectiveness of programs, practices, or policies implemented at scale; and (5) develop and validate assessments of cognitive, social cognitive, and non-cognitive, skills that are indicators of readiness for the work environment and outcomes of postsecondary education.
Educational Leadership	5Y	1-5						X			To contribute to the preparation or professional development of education leaders (e.g., principals, district superintendents) that will eventually result in improving the teaching and learning environment at the local level (1) identify the characteristics and practices associated with better student outcomes; (2) develop new programs and practices; (3) establish the efficacy of programs and practices; (4) provide evidence of the effectiveness of programs and practices implemented at scale; and (5) develop and validate new assessments of the quality of education leaders, or validate existing assessments of education leaders against measures of student achievement
Education Policy, Finance, and Systems	5Y	1-5						X			(1) identify policies, systemic programs or practices, and education finance programs or practices that are associated with more effective teaching and learning environments; (2) develop new policies, education finance, and systemic practices; (3) evaluate the efficacy of education policies, education finance programs and practices, and systemic programs and practices; (4) provide evidence on the effectiveness of policies, finance programs and practices, and other systemic practices, implemented at scale; and (5) develop and test cost accounting tools and measurement systems that will enable education administrators to link student-level resources to student-level achievement data.
Post-doctoral Research Training Fellowships in Education Sciences	2-3	N/A	X	X		X					To support the training of postdoctoral fellows interested in conducting applied education research.
Pre-doctoral Research Training Fellowships in Education Sciences	4 Y	1-2	X	X		X					To support the training of postdoctoral fellows interested in conducting applied education research.

For more information on all these programs go to
<http://www.ed.gov/about/offices/list/ies/programs.html>

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National Center for Special Educational Research (RFA: IES-NCSER-2008-01)										
Deadline (1) July 26, 2007 / Letter of Intent due May 24, 2007										
Early Intervention and Assessment for Young Children with Disabilities	5 Y	1-5	X	X						To address the needs of children (0-5) with disabilities and their families(a) identify interventions, curriculum, and instructional practices that are potentially effective; (b) develop new, or modifying existing, interventions, programs and curricula; (c) establish the efficacy of existing interventions, programs, curricula, personnel preparation, and professional development; (d) provide evidence on the effectiveness of interventions, programs, curricula, personnel preparation, or professional development that are implemented at scale; and (e) develop and validate assessment tools that can be used by practitioners to identify, monitor, or assess the progress and outcomes.
Mathematics and Science Special Education Research	5 Y	1-5	X	X						To improve math or science outcomes for students with identified disabilities and/or at risk for disabilities (1) identify curriculum and instructional practices that are potentially effective; (2) develop new effective interventions and approaches; (3) establish the efficacy of existing interventions and approaches; (4) provide evidence on the effectiveness of math and science interventions implemented at scale; and (5) develop and validate assessments of learning.
Reading and Writing - Special Education Research	5 Y	1-5	X	X						To improve teaching reading, writing, or language skills to students with identified disabilities or students at risk for disabilities (1) identify curriculum and instructional practices that are potentially effective; (2) develop interventions for teaching; (3) establishing the efficacy of existing interventions and approaches for teaching; (4) provide evidence on the effectiveness of interventions implemented at scale; and (5) develop and validate assessments that can be used in instructional settings
Serious Behavior Disorders Special Education Research	5 Y	1-5	X							To target behavior and social difficulties of children with disabilities (a) either identify interventions or identify practices impacting discipline or special ed referrals for behavior problems; (b) develop positive behavioral interventions; (c) establish the efficacy of existing positive behavioral interventions addressing behavior and social difficulties while examining the moderating variables that interact with the intervention; (d) evaluate the effectiveness of positive behavioral interventions implemented at scale and under a variety of conditions; and (e) develop and validate assessment tools and procedures, including the “functional behavioral assessments” stipulated in IDEA [Sec. 615 (k) (1)], for use in home, instructional, and non-instructional settings to identify or diagnose social skill deficits or behavior problems, and to monitor the behavior.

Individualized Education Programs Special Education Research	5Y	1-4	X					X	<p>To (1) identify practices, programs, or systems designed to improve the creation, implementation, and monitoring of appropriate and effective individualized education programs (IEPs) and individualized family service plans (IFSPs) for infants, toddlers, children, and students with disabilities; (2) develop practices, programs, or systems designed to enhance the abilities of education practitioners, administrators, and service providers to create, implement, and monitor appropriate and effective IEPs and IFSPs; (3) determine the efficacy of practices, programs, or systems designed to improve the use of IEPs and IFSPs through efficacy or replication trials; and (4) provide evidence on the effectiveness of practices, programs, or systems designed to improve the use of IEPs and IFSPs when implemented at scale.</p>
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