**Grant Title:** HIGH SCHOOL REFORM EDUCATION RESEARCH GRANTS

**Grant Number:** 84.305 A/B

**Release and Expiration:** April 6, 2007 release; November 2, 2007 expiration.

**Area of Research:** Education research that contributes to improved academic achievement for all students.

**Application Deadline:** Letter of Intent: May 24, 2007; September 6, 2007; Application: July 26, 2007; November 1, 2007

**Amount:** Goal 1: $100,000-350,000 per year; Goal 2: $150,000-500,000 per year; Goal 3: $250,000-750,000 per year; Goal 4: Up to $6,000,000 over a 5 year period (but typically less); Goal 5: $150,000-400,000 per year.

**Length of Support:** Goal 1: Up to 2 years; Goal 2: Up to 3 years; Goal 3: Up to 4 years; Goal 4: Up to 5 years; Goal 5: Up to 4 years.

**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.

**Agency/Department:** ED; IES

**Summary:** This funding opportunity will support research on approaches, programs, and practices that enhance the potential of at-risk students to complete high school with the skills necessary for success in the workplace or in postsecondary education. The long-term goal of the High School Reform research program is to provide an array of effective high school reform practices that have been shown to be effective for improving student outcomes. This research program is designed to support crosscutting reform efforts. It will complement the Institute’s existing research programs on teacher quality, reading and writing, interventions for struggling adolescent and adult readers, mathematics and science education, education leadership, and policy and systems, each of which includes high school education. Although these research programs include research on interventions at the high school level, the High School Reform education research program is different from these research programs in three ways. First, it focuses exclusively on improving educational outcomes in high schools. Second, it focuses on a particular population – students who are at-risk of dropping out of high school or who finish high school without the skills necessary to be ready for the demands of the workplace or college. Third, it focuses on approaches, strategies, and interventions that are intended to supplement, complement, intensify, or in some sense, act as a catalyst to increase the benefit at-risk students would otherwise derive from their academic coursework.