Grant Title: INDIVIDUALIZED EDUCATION PROGRAMS AND INDIVIDUALIZED FAMILY SERVICE PLANS SPECIAL EDUCATION RESEARCH GRANTS

Grant Number: 84.324 A-1

Area of Research: Special education research that contributes to improved academic achievement for all students.

Application Deadline: Letter of Intent: May 24, 2007; Application: July 26, 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 contribute to the improvement of education for infants, toddlers, children, and students with disabilities by (1) identifying 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) developing 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 for infants, toddlers, children, and students with disabilities; (3) determining the efficacy of practices, programs, or systems designed to improve the use of IEPs and IFSPs through efficacy or replication trials; and (4) providing evidence on the effectiveness of practices, programs, or systems designed to improve the use of IEPs and IFSPs when implemented at scale. The long-term outcome of this program will be an array of programs, practices, and systems that have been documented to be effective for providing services for infants, toddlers, and children in natural environments (including the home) and community settings in which children without disabilities participate, as well as ensuring that students with disabilities have access to, participate in, and make progress in the general education curriculum in the least restrictive environment.