Grant Title: TEACHER QUALITY AND QUALITY OF OTHER SERVICE PROVIDERS FOR STUDENTS WITH DISABILITIES SPECIAL EDUCATION RESEARCH GRANTS

CFDA Number: 84.324 A/B

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

Letter of Intent: September 14, 2006

Application Deadline: November 16, 2006

Release & Expiration Dates: April 7, 2006 release; November 17, 2006 expiration

Amount: Goal 1: $100,000-250,000 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 4 years (Type A) or Up to 2 years (Type B); 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: DOE, IES

Summary: The purpose of the Research Grants Program on the Quality of Teachers and Other Service Providers for Students with Disabilities is to identify effective strategies for preparing future teachers and other service providers of students with disabilities, or for improving the performance of current teachers and service providers of students with disabilities, in ways that increase student learning and school achievement. The Institute intends for the Research Grants Program on the Quality of Teachers and Other Service Providers for Students with Disabilities to fulfill five goals: (a) identifying programs and practices for personnel preparation or professional development that are potentially effective for improving learning and school achievement of students with disabilities, as well as mediators and moderators of the effects of these programs and practices; (b) developing new effective programs and practices for personnel preparation or professional development that will improve professional practices and thereby improve student learning and achievement for students with disabilities; (c) establishing the efficacy of programs and practices for personnel preparation or professional development for improving professional practices and thereby improving student learning and achievement for students with disabilities; (d) providing evidence of the effectiveness of personnel preparation or professional development programs that are implemented at scale and intended for improving professional practices and thereby improving student learning and achievement for students with disabilities; and (e) developing and validating new assessments, or validating existing assessments of the quality of teachers and other service providers for students with disabilities.