

Grant Title: INSTITUTE OF EDUCATION SCIENCES-EDUCATION RESEARCH GRANT PROGRAM: SOCIAL AND BEHAVIORAL CONTEXT FOR ACADEMIC LEARNING (84.305A)

Funding Opportunity Number: CFDA Number(s): 84.305A.

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

Area of Research: Social skills, dispositions, and behaviors to improve student outcomes.

Release and Expiration: April 18, 2014.

Application Deadline: By 4:30:00pm Washington DC time on August 7, 2014. Letter of Intent Due Date: June 5, 2014. Applicants notified by July 1, 2015. Possible start dates: July 1, 2015 to September 1, 2015

Amount: Exploration Goal: Secondary data analysis or meta-analysis - The maximum award is \$700,000*. Primary data collection - The maximum award is \$1,600,000*. Development and Innovation Goal: The maximum award is \$1,500,000*. Efficacy and Replication Goal: Efficacy and replication evaluations - The maximum award is \$3,500,000*; follow-up studies - The maximum award is \$1,300,000*; retrospective project - \$800,000. Effectiveness Goal: The maximum award for an Effectiveness project is \$5,000,000*. The maximum award for an Effectiveness Follow-Up project is \$1,600,000*. Measurement Goal: The maximum award for a Measurement project is \$1,600,000*. *(total cost = direct + indirect costs)

Length of Support: Exploration Goal: Secondary data analysis or meta-analysis - Up to 2 years; primary data collection - Up to 4 years. Development and Innovation Goal: Up to 4 years. Efficacy and Replication Goal: Up to 4 years; follow-up studies - Up to 3 years; retrospective project - up to 3 years. Effectiveness Goal: Up to 5 years; follow-up studies - Up to 3 years. Measurement Goal: Up to 4 years.

Eligible Applicants: Non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

Summary: The Social and Behavioral Context for Academic Learning (Social/Behavioral) topic supports research on social skills, attitudes, and behaviors to improve student achievement and progress through the education system. The Social and Behavioral Context for Academic Learning (Social/Behavioral) topic supports research on social skills, attitudes, and behaviors (i.e. social/behavioral competencies) to improve student achievement and progress through the education system. Research supported through this topic will lead to an array of tools and strategies to improve or assess students' social/behavioral competencies, and teacher practices that support them, that in the long-run will improve student academic achievement. Applications under the Social/Behavioral topic must meet the sample, outcomes, and setting requirements listed below. (1) Sample: research must focus on students at any level from kindergarten through high school. Research on professional development interventions must be designed to provide in-service, school system staff with supports and skills to improve the social and behavioral context for academic learning. (2) Outcomes: research must address social and behavioral competencies that, based on prior research, are known to be correlated with student academic outcomes. (3) Setting: research must be conducted in authentic K-12 education settings or on data collected from such settings. While the Institute supports field-generated research, the Institute has also identified critical research gaps in the Social/Behavioral domain and encourages applications that address these issues. The Institute's peer-review process is not designed to give preferential treatment to applications that address these issues; rather, the Institute encourages such applications because, if found to have scientific merit by the Institute's independent peer reviewers, they have the potential to lead to important advances in the field. The Institute supports field-generated research that meets the requirements for the Social/Behavioral topic and the requirements for one of the Institute's five research goals: Exploration, Development and Innovation, Efficacy and Replication, Effectiveness, and Measurement.

Detailed Information: http://ies.ed.gov/funding/pdf/2015_84305A.pdf