

**Guide to FY2013 Research Funding at the  
Department of Education (ED)**  
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**Summary and Index**

This document provides succinct insights into the various NASA funding opportunities for University research, with special attention to changes anticipated in FY2013. More information on the NASA opportunities is provided at the Central Desktop “Mission Agency Program Summary” (MAPS) website.

ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. An overarching priority is research that contributes to school readiness and improved academic achievement for all students, and particularly for those whose education prospects are hindered. There is a major effort in effective teaching and learning, with some emphasis on STEM. The funding programs are primarily in Institute of Education Sciences, with the Offices of Postsecondary Education and the National Institute of Disability and Rehabilitation Research also contributing.

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**Department of Education email alerts to new opportunities can be arranged at:**  
[https://public.govdelivery.com/accounts/USED/subscriber/new?topic\\_id=USED\\_5](https://public.govdelivery.com/accounts/USED/subscriber/new?topic_id=USED_5)

**Website showing the discretionary grant competitions**  
<http://www2.ed.gov/fund/grant/apply/grantapps/index.html>

**Central Desktop Mission Agency Program Site (MAPS) for additional information:**  
 contact [NLWalker@usc.edu](mailto:NLWalker@usc.edu) for user name and password

## Overview

In the past, the U.S. has relied on public education entities and private companies to develop technology resources and tools for learning. But any research on the effectiveness of learning technology typically comes after the products and services have been deployed, if at all. The National Education Technology Plan calls for a new approach to R&D for education that focuses on four areas:

- Continuing to provide competitive grants for scaling up innovative and evidence-based practices through the Department of Education's Investing in Innovation Fund (i3).
- Transferring existing and emerging technology innovations from such sectors as consumer, business and entertainment into education
- Supporting and sustaining the education R&D that is currently happening at the NSF, especially through its cyberlearning initiatives (e.g., Cyberlearning Transforming Education (CTE))
- Fostering new organizations serving the public good through R&D at the intersection of learning sciences, technology, and education – the National Center for Research in Advanced Information and Digital Technologies (Digital Promise) and ARPA-ED

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. Its Strategic Plan has three goals: a) Improve student achievement, with a focus on bringing all students to grade level in reading and mathematics by 2014 (including the transformation of education into an evidence-based field); b) increase academic achievement of all high school students; and c) ensure the accessibility, affordability, and accountability of higher education, and better prepare students and adults for employment and future learning.

The Department has a website (<http://www2.ed.gov/fund/grant/find/edlite-forecast.html>) that lists virtually all programs and competitions under which it has invited or expects to invite applications for new awards. There is also a website showing the discretionary grant competitions (<http://www2.ed.gov/fund/grant/apply/grantapps/index.html>). Table 1 shows prior Dept. Education R&D funding to Universities. Table 2 provides FY2013 projected funds for the University pertinent R&D programs.

The various ED offices with pertinent R&D programs are:

- **Institute for Education Sciences (IES)**  
Focus: sustained programs of research, evaluation, and statistics to provide solutions to the problems and challenges faced by schools and learners.
- **Office of Innovation and Improvement (OII)**  
Focus: innovative educational programs and practices.
- **Office of Postsecondary Education (OPE)**  
Focus: innovative projects that propose significant reforms and improvements in U.S. postsecondary education and have the potential to serve as national models for reform.
- **Office of Elementary and Secondary Education (OESE)**  
Focus: all matters related to elementary and secondary education.
- **Office of Special Education and Rehabilitative Services (OSERS)**

Focus: improve academic achievement for all students, and particularly for those whose education prospects are hindered by inadequate education services and other conditions.

- **ARPA-ED (proposed)**

Focus: development of educational technology and learning systems, especially STEM.

**Institute for Education Sciences** (<http://ies.ed.gov>)

The IES mission is to provide rigorous and relevant evidence on which to ground education practice and policy and share this information broadly. By identifying what works, what doesn't, and why, it aims to improve educational outcomes for all students, particularly those at risk of failure. The IES is organized about four National Centers.

National Center for Education Research (NCER)

There are 10 long-term programs of research under the Education Research Grant Programs (CFDA 84.305A); the grants are up to 5 years with \$100K - \$1M. Each of these research programs accepts applications twice a year. Application deadlines are announced in the Federal Register and on the IES website.

Effective Teachers and Effective Teaching

Improving Education Systems: Policies, Organization, Management, and Leadership

Postsecondary and Adult Education

Early Learning Programs and Policies

English Learners

Reading and Writing

Mathematics and Science Education

Cognition and Student Learning

Social and Behavioral Context for Academic Learning

Education Technology

The NCER supports a number of Centers, most University based (CFDA 84-305C). The award period is up to 5 years at ~\$2M/yr.

2004	Vanderbilt	School Choice
2004	UNC	Rural Education Support
2004	Hopkins	Data-Driven Reform in Education
2005	Houston	Educ Achievement and Teaching of English Language Learners
2005	UCLA	Evaluation, Standards, and Student Testing (CRESST)
2006	UVA	Early Childhood Education
2006	Connecticut	Gifted and Talented Education
2006	Columbia	Postsecondary Research
2006	Urban Inst.	Analysis of Longitudinal Data in Education Research (CALDER)
2006	Vanderbilt	Performance Incentives (Policy-NCPI)
2008	Partnership	Cognition and Science Instruction
2008	UCLA	Advanced Technology in Schools
2008	EDC Inc	Instructional Technology: Possible worlds
2009	Nebraska	Rural Education
2009	Harvard	Teacher Effectiveness: Validating Measures of Effective Math
2010	Vanderbilt	Scaling Up Effective Schools
2010	WestEd	Cognition and Mathematics Instruction
2011	Columbia	Postsecondary Education and Employment

The NCER supports researcher-practitioner partnerships in education research (CFDA 84.305H). The awards are up to 3 years at \$100K - \$400K.

#### National Center for Special Education Research (NCER)

There are 11 long-term programs of research (topics) under its Special Education Research Grant Programs (CFDA 84.324A). Each of these research grant programs accepts applications twice a year. Application deadlines are announced in the Federal Register and on the IES website.

- Professional Development for Teachers and Related Services Providers
- Special Education Policy, Finance, and Systems
- Autism Spectrum Disorders
- Technology for Special Education
- Families of Children with Disabilities
- Early Intervention and Early Learning in Special Education
- Reading, Writing, and Language Development
- Mathematics and Science Education
- Social and Behavioral Outcomes to Support Learning
- Transition Outcomes for Secondary Students with Disabilities
- Cognition and Student Learning in Special Education

The NSCER program “Accelerating the Academic Achievement of Students with Disabilities Research Initiative” (CFDA 84.324D) has awards up to 5 years at \$1-2M.

The NSCER supports special education research and development centers (84.324C) with awards up to 5 years and ~\$2M/yr.

2008 Kansas	Response to Early Intervention in Childhood
2008 Lehigh	Serious Behavior Disorders at the Secondary Level
2010 Delaware	Improving Math Instruction for Students with Math Difficulties
2011 Oregon	Assessment and Accountability for Special Education

#### National Center for Education Statistics (NCES)

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education. Through the grant program on Statistical and Research Methodology in Education (Methods) (84.305D), the Institute supports research to advance education research methods and statistical analyses; budgets up to \$900K for up to 3 years. The long-term outcome of this research program will be a wide range of methodological and statistical tools that will better enable education scientists to conduct rigorous education research.

#### National Center for Education Evaluation (NCEE)

The National Center for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policymakers; and supports the synthesis and the wide spread dissemination of the results of research and evaluation throughout the United States. Through the grant program on Evaluation of State and Local Education Programs and Policies (CFDA 84.305E), the Institute supports (up to five years and \$5M) rigorous evaluations of education programs or policies (programs/policies) that are implemented by State or local education agencies to improve student academic outcomes.

**Office of Innovation and Improvement (OII)** <http://www.ed.gov/oii-news>

OII makes strategic investments in innovative educational programs and practices, and administers more than 25 discretionary grant programs managed by five program offices: Charter Schools Program, Improvement Programs, Parental Options and Information, Teacher Quality Programs, and the Investing in Innovation Programs.

Investing in Innovation (i3, CFDA 84.411-A [scale-up], B [validation], C [development])

The purpose of this program is to provide competitive grants to applicants with a record of improving student achievement and attainment in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates. Because of the large response in past years, for the FY 2012 i3 Development grant competition, the Department initiated a pre-application process in addition to a full application process. To be eligible for this program a University must form a partnership (a) one or more local education activities (LEAs) or (b) a consortium of schools.

**Office of Postsecondary Education (OPE)**

<http://www2.ed.gov/about/offices/list/ope/fipse/index.html>

The Office of Postsecondary Education (OPE) formulates federal postsecondary education policy and administers programs that address critical national needs in support of our mission to increase access to quality postsecondary education. The Higher Education Programs (HEP) administers programs that broaden access to higher education and strengthen the capacity of colleges and universities. HEP grant projects are awarded primarily to institutions of higher education, non-profit organizations and agencies, and state agencies.

The Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive Program (CFDA 84.116) This program is the flagship program which supports innovative projects that may respond to issues of national and global significance. These projects propose significant reforms and improvements in U.S. postsecondary education and have the potential to serve as national models for reform. FIPSE welcomes proposals for projects that seek novel strategies for establishing an international dimension of issues related to all aspects of postsecondary education, including foreign language acquisition, the social sciences, health sciences, and information technology.

**Office of Elementary and Secondary Education (OESE)**

<http://www2.ed.gov/about/offices/list/oeese/index.html>

The mission of the Office of Elementary and Secondary Education is to promote academic excellence, enhance educational opportunities and equity for all of America's children and families, and to improve the quality of teaching and learning by providing leadership, technical assistance and financial support. OESE managed the "Math and Science Partnership" program which has been reinvented as the "Effective Learning and Teaching" program. The proposed Effective Teaching and Learning for a Complete Education initiative would strengthen instruction and help raise student achievement across the core academic content areas by: (1) supporting the development of instructional systems that are aligned with high-quality kindergarten-through-grade-12 (K-12) college- and career-

ready standards; (2) assisting States and local educational agencies (LEAs) in strengthening their preschool-through-grade-12 literacy programs; (3) assisting States and LEAs in strengthening preschool-through-grade-12 science, technology, engineering, and mathematics instruction; and (4) supporting States, LEAs, and nonprofit entities in developing, implementing, evaluating, and replicating evidence-based programs in the arts, health education, foreign languages, civics and government, history, geography, environmental education, economics and financial literacy, and other subjects that contribute to a well-rounded education.

#### Mathematics and Science Partnerships (MSP, CFDA 84.366B)

The program supports projects to improve math and science education through partnerships, which include, at a minimum, a high-need LEA and the mathematics, science, or engineering department of an IHE. The program is designed to improve the content knowledge of teachers and the performance of students in the areas of mathematics and science by encouraging states, IHEs, LEAs, and elementary and secondary schools to participate in programs that: Improve and upgrade the status and stature of mathematics and science teaching by encouraging IHEs to improve mathematics and science teacher education; Focus on the education of mathematics and science teachers as a career-long process; Bring mathematics and science teachers together with scientists, mathematicians, and engineers to improve their teaching skills; and Provide summer institutes and ongoing professional development for teachers to improve their knowledge and teaching skills.

#### **Office of Special Education and Rehabilitative Services (OSERS)**

<http://www2.ed.gov/about/offices/list/osers/index.html?src=oc>

OSERS supports programs that help educate children and youth with disabilities, provides for the rehabilitation of youth and adults with disabilities and supports research to improve the lives of individuals with disabilities. It has three program components: National Institute on Disability and Rehabilitation Research (NIDRR), Office of Special Education Programs (OSEP) and Rehabilitation Services Administration (RSA). The mission of NIDRR is to generate new knowledge and promote its effective use to improve the abilities of people with disabilities to perform activities of their choice in the community, and also to expand society's capacity to provide full opportunities and accommodations for its citizens with disabilities. Toward this end, NIDRR conducts comprehensive and coordinated programs of research and related activities to maximize the full inclusion, social integration, employment and independent living of individuals of all ages with disabilities. NIDRR's focus includes research in areas such as employment; health and function; technology for access and function; independent living and community integration; and other associated disability research areas.

#### The Disability and Rehabilitation Research Projects (DRRP, CFDA 84.133A)

This program allows for projects with special emphasis on research, demonstrations, training, dissemination, utilization, and technical assistance; ~\$750K/yr for up to 5 years. Projects may include combinations of these activities. True to the mission of NIDRR, these projects may develop methods, procedures and rehabilitation technology to assist in achieving the full inclusion and integration into society, employment, independent living, family support, and economic and social self-sufficiency of individuals with disabilities, especially individuals with the most severe disabilities, or to improve the effectiveness of services authorized under the *Rehabilitation Act*.

### NIDRR's Rehabilitation Research and Training Centers (RRTCs, CFDA 84.133B)

This program conducts coordinated and integrated advanced programs of research targeted toward the production of new knowledge, which may improve rehabilitation methodology and service delivery systems, alleviate or stabilize disabling conditions, or promote maximum social and economic independence for persons with disabilities; ~\$750K/yr for up to 5 years.. Operated in collaboration with institutions of higher education or providers of rehabilitation or other appropriate services, RRTCs serve as centers of national excellence in rehabilitation research

### Rehabilitation Engineering Research Centers (RERCs, CFDA 84.133E)

This program conducts research of an engineering or technical nature designed to apply advanced technology, scientific achievement and psychological and social knowledge to solve rehabilitation problems and remove environmental barriers; ~\$950K/yr for up to 5 years. Each center is affiliated with one or more institutions of higher education or nonprofit organizations. Involved at both the individual and systems levels, RERCs seek to find and evaluate the newest technologies, products, and methods that ultimately can benefit the independence of persons with disabilities and the universal design of environments for people of all ages.

### Discretionary/Competitive - The Field-Initiated Projects (FIPs, CFDA 84.133G)

This program is designed to encourage eligible applicants to originate valuable ideas for research and demonstrations development or knowledge dissemination activities in areas, which represent their own interests yet are directly related to the rehabilitation of people with disabilities; ~\$200K for up to 2 years.

### Office of Special Education Programs, Research to Practice Division (OSEP, CFDA 84.323, 325, 326, 327, 328)

The Research to Practice division (RTP) provides leadership and oversees the implementation of knowledge development, transfer, and use to improve educational results for infants, toddlers, children and youth with disabilities. The Individuals with Disabilities Education Act of 2004 (IDEA) authorizes formula grants to states and *discretionary grants to institutions of higher education* and other non-profit organizations to support research, demonstrations, technical assistance and dissemination, technology and personnel development and parent-training and information centers.

**ARPA-Ed** was proposed in the FY2012 budget. FY2013 monies for this concept have been requested as part of the Investing in Innovation (i3) budget line. The mission of ARPA-ED would be to pursue development of educational technology and learning systems, especially STEM; support systems for educators; and tools that result in improvements for all students (but especially those from low-income backgrounds) by increasing educational achievement and attainment for students in both traditional and non-traditional learning environments.

### **Education/Training**

The Institute of Education Sciences (IES) has predoctoral and postdoctoral research training programs in the education sciences to increase the supply of scientists and researchers in education who are prepared to conduct rigorous evaluation studies, develop and evaluate new products and approaches that are grounded in a science of learning, and design and validate tests and measures (CFDAs 84.305B and 84.324B). In the Office of

Postsecondary Education (OPE), the Higher Education Program (HEP) administers programs to increase access to postsecondary education for low-income, first-generation students and students with disabilities. Included among these are the Federal TRIO Programs. HEP programs also strengthen the capacity of colleges and universities serving a high percentage of disadvantaged students.

### **Resources**

For access to the Research Advancement **Mission Agency Program Site (MAPS)** information on the Central Desktop website, contact NLWalker@usc.edu for user name and password. The folder labeled “DoEd” in “Files & Discussion” at the Central Desktop MAPS website provides this document and program manager data sheets.

### **Assistance in Locating Funding and Preparing Proposals**

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**Table 1: FY2008 - FY2010 ED Research & Development Funding (\$M)**

	Total		At Colleges / Universities	
	FY08	FY10	FY08	FY10
Basic Research	4.5	6.2	3.3	4.7
Applied Research	200	212	148	156
Development	124	134	69	78
Research by Related Disciplines (2008)				
Life Sciences	26	21		
Psychology	5	5.5		
Social Sciences	160	172		
Engineering	13	11		

From NSF "Federal Funds for Research and Development: FY2008-2010" NSF 12-308, April 2012  
Tables 27, 29, 38, 40, 48 and 51 for the basic, applied and development data.  
Tables 21, 24, 25, and 26 for the related disciplines data

**Table 2: ED Budget (\$M) for FY2012 (estimated) - FY2012 (requested)**

Office of Postsecondary Education (OPF) / Higher Education Programs (HFP)

CFDA #	Title Topics	FY12 (\$M)	FY13 (\$M)	PO
84.116	Fund for the Improvement of Postsecondary Education	3.4	70	
84.116B	Fund for the Improvement of Postsecondary Education - C			Sarah Beaton

Office of Innovation and Improvement (OII)

CFDA #	Title Topics	FY12 (\$M)	FY13 (\$M)	PO
84.215K	Funds for the Improvement of Education: Programs of Nat	40	36	Carol Lyons
84.315F	Arts in Education National Program	25	0	Diane Austin
84.411	Investing in Innovation	149	150	Carol Lyons
84.411A	Investing in Innovation (Scale up)			
84.411B	Investing in Innovation (Validation)			Margo Anderson
84.411C	Investing in Innovation (Development)			Margo Anderson

Office of Special Education and Rehabilitative Services (OSERS)

CFDA #	Title Topics	FY12 (\$M)	FY13 (\$M)	PO
	National Inst. On Disability & Rehabilitation Research	109	107	
84.133A	Disability and Rehabilitation Research Projects and Centers			Lynn Medley
84.133B	Rehabilitation Research and Training Centers			Lynn Medley
84.133E	Rehabilitation Engineering Research Centers			Lynn Medley
84.133G	Field Initiated Projects			Lynn Medley

Institute for Education Sciences (IES)

CFDA #	Title Topics	FY12 (\$M)	FY13 (\$M)	PO
	Research Development and Dissemination	190	202	
84.305A	Education Research Grant Programs			
	Unsolicited Grant Opportunities			
	Reading and Writing			Dr. Rebecca Kang McGill
	Mathematics and Science Education			Dr. Chistina Chhin
	Cognition and Student Learning			Dr. Carol O'Donnell
	Social and Behavioral Context for Academic Learning			Dr. Emily Doolittle
	Education Technology			Dr. Joanthan Levy
	Effective Teachers and Effective Teaching			Dr. Wai-Ying Chow
	Policies, Organization, Management, and Leadership			Dr. Katina Stapleton
	Postsecondary and Adult Education Research			Dr. Hiromi Ono
	Early Learning Programs and Policies			Dr. Meredith Larson
	English Learners			Dr. Caroline Ebanks
84.305B	PD Research Training Program in the Education Sciences			Dr. Meredith Larson
84.305C	National Research and Development Centers			Dr. Katina Stapleton
84.305D	Statistical and Research Methodology in Education			Dr. Phill Gagne
84.305E	Evaluation of State and Local Education Programs and Policy			Dr. Allen Ruby
84.305	Predoctoral Interdisciplinary Research Training Program			Dr. Katina Stapleton
	Research in Special Education	50	50	
84.324A	Special Education Research Grant Programs			
	Early Intervention and Early Learning in Special Ed			Dr. Joan McLaughlin
	Reading, Writing, and Language Development			Dr. Kristen Lauer
	Mathematics and Science Education			Dr. Robert Ochsendorf
	Social and Behavioral Outcomes to Support Learning			Dr. Jacquelyn Buckley
	Transition Outcomes for Special Education Secondary			Dr. Amanda Hoffman
	Cognition and Student learning in Special Education			Dr. Amy Sussman
	Professional Development for Teachers and Related S			Dr. Robert Ochsendorf
	Special Education Policy, Finance, and Systems			Dr. Amanda Hoffman
	Autism Spectrum Disorders			Dr. Amy Sussman
	Technology for Special Education			Dr. Robert Ochsendorf
	Families of Children with Disabilities			Dr. Amy Sussman
84.324B	PD Research Training Program in Special Education			Dr. Amy Sussman
84.324C	Special Education R&D Centers			Dr. Amy Sussman
84.324D	Accelerating the Academic Achievement of Students with L			Dr. Kristen Lauer
	Special Education Studies and Evaluations	11	11	
	Statewide Data Systems	38	53	
84.384	Statewide Longitudinal Data Systems Grant Program			Dr. Iate Gould
	Regional Education Laboratories	57	57	
	Assessment	138	132	
	Statistics	109	115	

## Acronym Glossary

CFDA	Catalog of Federal Domestic Assistance
ED	U.S. Department of Education
ERIC	Educational Resources Information Center
ESEA	Elementary and Secondary Education Act
ESRA	Education Sciences Reform Act
IES	Institute of Education Sciences
IHE	Institutions of Higher Education
LEA	Local Education Agency
NAEP	National Assessment of Educational Progress
NAGB	National Assessment Governing Board
NARIC	National Rehabilitation Information Center
NBES	National Board for Education Sciences
NCEERA	National Center for Education Evaluation and Regional Assistance
NCER	National Center for Education Research
NCES	National Center for Education Statistics
NCSER	National Center for Special Education Research
NETP	National Education Technology Plan
NLE	National Library of Education
OESE	Office of Elementary and Secondary Education
OET	Office of Educational Technology
OII	Office of Innovation and Improvement
OPE	Office of Postsecondary Education
OSERS	Office of Special Education and Rehabilitation Services
REL	Regional Educational Laboratories
RSA	Rehabilitation Services Administration
SEA	State Education Agency or State Department of Education
STEM	Science, Technology, Engineering and Mathematics (Education)
TIMSS	Trends in International Mathematics and Science Study
TRIO	Programs to provide a range of services and to reach students who need assistance
WIF	Wireless Innovation Fund
WWC	What Works Clearinghouse

## **Appendix 1: FY2013 ED New Programs and/or Significant Program Opportunity**

### **In the Institute of Education Sciences Budget Submission**

Research, Development, and Dissemination From \$190M in FY12 to \$202M

The requested funds would enable IES to support approximately \$30.0 million in new awards under the following NCER programs of research: Education Research Grants, Research Training Programs in the Education Sciences, National Research and Development Centers, Statistical and Research Methodology in Education, Evaluation of State and Local Education Programs and Policies, Reading for Understanding, Research Partnerships, and Small Business Innovation Research. IES plans to initiate a new research program in 2013 to capitalize on the investment that has been made over the last decade and more in the development of statewide, longitudinal data systems. There is more to be done with regard to building these systems, but there is also a great need to maximize the use of the data systems to support reform and data-based decision making.

Research in Special Education From \$50M in FY12 to \$50M

The 2013 request would support IES' ongoing research and research training in special education through three grant programs: Special Education Research Grants, Research Training in Special Education, and Special Education Research and Development Centers. These grant programs are described below. The level of funding and number of grants that would be awarded under each of these programs will be based on the quality of the applications received as rated by panels of scientists, but IES estimates that approximately \$20.0 million would be available to support new research activities in 2013.

Through the Special Education Research Grants program, IES supports research on topics that are relevant to the needs of students with disabilities, their families, educators, and policymakers, spanning from the early intervention needs of infants and toddlers with disabilities to transition outcomes for students with disabilities leaving programs of secondary education:

- Early Intervention and Early Learning in Special Education
- Social and Behavioral Outcomes to Support Learning
- Reading, Writing, and Language Development
- Transition Outcomes for Special Education Secondary Students
- Cognition and Student Learning in Special Education
- Professional Development for Teachers and Related Service Providers
- Mathematics and Science Education
- Families with Children with Disabilities
- Special Education Policy, Finance, and Systems
- Technology for Special Education
- Autism Spectrum Disorders (ASD)

In 2013 IES will invite applications for new research and development centers that would focus on accelerating the academic achievement of children with disabilities.

### **In the Higher Education Budget Submission**

Fund for the Improvement of Postsecondary Educ (FIPSE) From \$3M in FY12 to \$70M

The Administration requests \$70 million for the Fund for the Improvement of Postsecondary Education for fiscal year 2013. The request includes \$55.5 million to support the First in the World (FITW) initiative, of which up to \$20 million would be set

aside for Minority Serving Institutions (MSIs).

To address the national college completion challenge while lowering the long-term costs and improving the quality of higher education, FITW will encourage institutions to develop innovative practices, evaluate and build evidence of effectiveness needed to identify successful strategies, and scale up and disseminate strategies we already know are successful. Similar to the Investing in Innovation (i3) program for K-12, FITW award amounts would be tiered based upon the level of available evidence of the proposed intervention's effectiveness. The development, validation, and scaling of projects and strategies will help ensure that institutions of higher education have access to innovative practices that have been shown to be effective in helping postsecondary students achieve educational outcomes that make them globally competitive. Additionally, a portion of funds would be used for incentive payments, awarded to grantees only after they have demonstrated achievement of improved retention and completion outcomes for at-risk students.

Grantees funded under FITW would use funds to:

- Scale up practices, strategies, or programs for which there is strong evidence that the proposed activity has (1) significantly reduced the net price paid by students, improved learning outcomes, reduced time to degree, or reduced instructional costs, and/or (2) improved college access and completion rates, and that the effect of implementing the proposed practice, strategy, or program was substantial and important.
- Validate and expand practices, strategies, or programs for which there is moderate evidence that the proposed activity has (1) significantly reduced the net price paid by students, improved learning outcomes, reduced time to degree, or reduced instructional costs, and/or (2) improved college access and completion rates, and that the effect of implementing the proposed practice, strategy, or program was substantial and important.
- Develop and test promising practices, strategies, or programs for which there is potential to achieve the FITW program objectives and some research-based findings, but whose efficacy has not yet been systematically studied.

Within the \$55M set aside for the FITW competition, the Department plans to invite MSIs—either by themselves or as part of a consortia—to compete for up to \$20 million in funding for activities designed to improve college persistence and numbers of successful completers.

### **In the Rehabilitation Services and Disability Research Budget Submission**

#### **National Inst on Disability and Rehabilitation Research From \$109M in FY12 to \$107M**

The request would enable NIDRR to cover the costs of grants that began in previous fiscal years (\$69.6 million) and provide \$26.2 million for new grant awards. Approximately half of the funds for new awards would be used in two of NIDRR's grant programs—the Rehabilitation Research and Training Centers (RRTCs) programs and the Rehabilitation Engineering Research Centers (RERCs) programs.

Priorities for the RRTCs have not yet been established, but topics of interest for fiscal year 2013 include RRTCs on:

- Disability Statistics and Demographics;

- Individuals with Disabilities Living in Rural Areas;
- Community Living for Individuals with Intellectual and Developmental Disabilities;
- Community Living for Individuals with Psychiatric Disabilities;
- Health and Function for Individuals with Intellectual and Development Disabilities; and
- Aging with a Physical Disability.

Priorities for the RERCs have not yet been established, but topics of interest for fiscal year 2013 include RERCs on:

- Universal Interface/Information Technology Access
- Aging with Technology
- Rehabilitation Strategies, Techniques and Interventions;
- Information and Communication Technologies;
- Individual Mobility and Manipulation; and
- Physical Access and Transportation.

In addition, other new awards in fiscal year 2013 will be made under the Disability and Rehabilitation Research, the Traumatic Brain Injury Model Systems, the Minority Institutions Capacity Building, and the Knowledge Translation programs.

**In the Innovation and Structural Teams Budget Submission**

Fund for the Improvement of Education From \$41M in FY12 to \$36M

\$36.3 million for the Fund for the Improvement of Education: Programs of National Significance (FIE) to support nationally significant projects to improve the quality of elementary and secondary education, including continuation of a data quality initiative that helps improve the quality, analysis, and reporting of Department of Education elementary and secondary education data. Of the amount requested, the Department would use \$30.0 million, combined with \$30 million from the National Science Foundation, to support the development and implementation of a robust, evidence-based K-12 STEM initiative as well as efforts to improve the evidence base for STEM programs across the Federal Government. The initiative would include competitive grants focused on developing, evaluating, and scaling up proven practices that can help increase student achievement in K-12 STEM. In addition, funds would support the development of common evidence frameworks for the two agencies, a “what works” repository, and technical assistance activities. The Department would also use \$5.0 million to support activities to strengthen services provided to disconnected youth.

Investing in Innovation Fund (i3) From \$149M in FY12 to \$150M

Under the program, the Department makes awards on a competitive basis to local educational agencies (LEAs) that have demonstrated success in improving student achievement and closed achievement gaps, or to nonprofit organizations, in consortium with one or more schools or LEAs, that have helped LEAs or schools improve achievement and close gaps. For fiscal year 2013, the Department is considering reserving up to \$3 million for competitions for prizes and up to \$4.5 million for other national activities. The purpose of the prize authority would be to provide incentives that induce breakthrough innovations (for example, technology solutions in the form of mobile device-based games that help early learners from low-income families develop vocabulary) from entities that might not otherwise apply for Federal funding. The Department is considering priorities

for the 2013 grant competition. The priorities under consideration include funding for projects that propose to improve early learning outcomes; improve student attainment in science, technology, engineering, and science (STEM) subjects; and improve productivity by improving student learning or other educational outcomes while increasing significantly efficiency in the use of time, staff, money, or other resources. The Department is considering using up to \$10 million to carry out “pay-for-success” projects that, for example, make use of performance-based contracts or social impact bonds, to incentivize service providers to achieve better results in a cost-effective manner that ensures that public funds are used efficiently. In addition, the Department would use a portion of i3 funds to support the proposed Advanced Research Projects Agency-Education (ARPA-ED).

### **In the Education Improvement Programs Budget Submission**

#### Effective Teaching and Learning (was Math and Sci Partnership) From “0” in FY12 to \$426M

The proposed Effective Teaching and Learning for a Complete Education initiative would strengthen instruction and help raise student achievement across the core academic content areas by: (1) supporting the development of instructional systems that are aligned with high-quality kindergarten-through-grade-12 (K-12) college- and career-ready standards; (2) assisting States and local educational agencies (LEAs) in strengthening their preschool-through-grade-12 literacy programs; (3) assisting States and LEAs in strengthening preschool-through-grade-12 science, technology, engineering, and mathematics instruction; and (4) supporting States, LEAs, and nonprofit entities in developing, implementing, evaluating, and replicating evidence-based programs in the arts, health education, foreign languages, civics and government, history, geography, environmental education, economics and financial literacy, and other subjects that contribute to a well-rounded education.

Effective Teaching and Learning (STEM)                   +\$150M

The Effective Teaching and Learning: Science, Technology, Engineering, and Mathematics (STEM) program would provide competitive grants to SEAs, alone or in partnership with appropriate outside entities, to support State and local efforts to implement a comprehensive strategy for the provision of high-quality STEM instruction and support to students from preschool through grade 12.

Effective Teaching and Learning (well rounded)   +\$90M

Effective Teaching and Learning for a Well-Rounded Education would provide competitive grants to SEAs, high-need LEAs, and institutions of higher education or nonprofit organizations in partnership with high-need LEAs to support the development and expansion of innovative and evidence-based practices to improve teaching and learning across a well-rounded curriculum that includes the arts, health education, foreign languages, civics and government, history, geography, environmental education, economics and financial literacy, and other subjects as identified by the Department.

Effective Teaching and Learning (Literacy)           +\$187M

The Effective Teaching and Learning: Literacy program would provide competitive grants to State educational agencies (SEAs), or SEAs in partnership with appropriate outside entities, to support the development and implementation of comprehensive, evidence-based State and local efforts to provide high-quality literacy programs aligned with college- and career-ready English-language arts standards. These programs would be designed to

address the need to strengthen and support instruction comprehensively and increase student achievement in high-need LEAs and schools for students from preschool through grade 12, with LEAs able to focus funds on the areas of their greatest need.

## **Appendix 2: Illustration of a ED Program Officer Datasheet**

### **Dr. Emily J. Doolittle**

Research Scientist  
IES / NCER / Teaching and Learning Division  
202 219 1201  
Emily.doolittle@ed.gov

### **Biosketch:**

January 2008 – present      Research Scientist, National Center for Education Research

### Education

Ph.D. in Developmental Psychology from The University of Chicago in 1995

### **Program:**

Social and Behavioral Context for Academic Learning (CFDA 84.305A)

The Social and Behavioral Context for Academic Learning (Social/Behavioral) topic supports research on social skills, dispositions, and behaviors to improve student outcomes (e.g., grades, standardized test scores, attendance, high school graduation rates) in typically developing students from kindergarten through high school. The long-term outcome of this research will be an array of tools and strategies (e.g., assessment tools and behavioral interventions) that have been documented to be effective for improving or assessing social skills, dispositions, and behaviors that support academic and other important school-related outcomes of students from kindergarten through high school.

### **Illustrative Papers Reflecting Personal Research Interests:**

Reading with Understanding: Research from the Institute of Education Sciences  
Albro, Elizabeth R; Doolittle, Emily J; Lauer, Kristen; Okagaki, Lynn  
Perspectives on Language and Literacy April 1, 2009

Distractibility during infants' examining and repetitive rhythmic activity  
Emily J. Doolittle and Holly A. Ruff  
Developmental Psychobiology 32(4), 275-283 (1998)