

Duryea, Kris

From: Duryea, Kris
Sent: Tuesday, September 23, 2014 3:41 PM
To: Coe-l@listserv.uncc.edu
Subject: Grant Opportunity Digest for 9/23/14

FUNDING OPPORTUNITIES

National Institutes of Health

National Institute of Child Health and Human Development (NICHD)

Development of Mathematical Cognition and Reasoning and the Prevention of Math Learning Disabilities

Project Type: R03 - \$50k direct costs per year (plus indirect costs), maximum 2 years; **Deadline October 16, 2014; PA-12-247; <http://grants.nih.gov/grants/guide/pa-files/PA-12-247.html>**

Project Type: R21 - \$275k direct costs over two-year project period (plus indirect costs); maximum 2 years; **Deadline October 16, 2014; PA-12-247; <http://grants.nih.gov/grants/guide/pa-files/PA-12-246.html>**

Project Type: R01 - Up to \$500k direct costs per year (plus indirect costs); maximum 5 years; **Deadline October 5, 2014; PA-12-248; <http://grants.nih.gov/grants/guide/pa-files/PA-12-248.html>**

Note: these funding opportunities will expire January 8, 2015 but may be reissued on or before that date. There are three standard deadline dates for each program each year: For the R03 and R21: Feb 16, June 16, and Oct 16. For the R01: Feb 5, June 5, and Oct 5.

This Funding Opportunity Announcement (FOA) is intended to stimulate innovative, multidisciplinary research on the cognitive, neuroplasticity, genetic and environmental factors involved in math learning and learning disabilities. This research will advance our knowledge of the factors that contribute to the development, advancement, and impairment of mathematical cognition, including the ability to apprehend and reason about magnitude, number, temporal and spatial relationships, and concomitantly provide the evidence base to inform the design of effective (i.e., efficacious in "real world" contexts) interventions for the remediation and/or prevention of mathematical learning disabilities (MLD).

The overall objectives of this FOA include: 1) identify the critical (necessary and sufficient) biological, cognitive, and behavioral components and dynamic developmental sequence, including sensitive periods, necessary for the normal development of mathematical cognitive abilities and reasoning (e.g., counting, arithmetic, geometry, algebra), including early and normative milestones; 2) identify the biological, cognitive, environmental, and behavioral factors that contribute to and/or restrict the developmental plasticity of mathematical cognitive abilities, and may be used to improve prevention, identification, and classification of children with MLD (including theoretically-grounded approaches to identification and classification), 3) develop and test well-defined, evidence-based prevention interventions for populations at high risk for mathematics learning disability such as children raised in poverty, and those with predisposing genetic or medical conditions (e.g., velocardiofacial syndrome, deafness, and iatrogenic conditions such as chemotherapy-associated math learning deficits), where the intervention's effectiveness (i.e., the efficacy under "real world" adoption conditions) can be shown to be both sustainable and generalizable, and 4) develop and test well-defined, evidence-based remediating or treatment interventions, the effectiveness of which can be demonstrated to be both sustainable and generalizable. Such foundational knowledge should ultimately improve math instruction, both for typically developing and math challenged or disabled children

University of North Carolina General Administration Deadline October 1, 2014
Expanding the Reach and Impact of Technology-Enhanced Course Redesign

The scope of this RFP is limited to projects that deepen the breadth and impact of course redesign efforts that are grounded in best practices and that improve general education teaching and learning, thus supporting the goals of UNC's Strategic Directions plan to improve student learning outcomes, decrease course non-completion rates, and reduce time to degree. Proposals should focus on course redesign using pedagogies and instructional technologies that provide individualized or personalized instruction, build in ongoing assessment and feedback for students, engage students in active learning strategies in the classroom, and monitor student progress and achievement of learning outcomes throughout the semester. The National Center for Academic Transformation's models of course redesign, referenced above, provides several approaches that incorporate these goals. Further, proposals should leverage what faculty members have already learned about course redesign in their ongoing efforts to improve teaching and learning in their courses and should demonstrate institutional commitment to continuing and sustaining the redesign effort beyond the term of the award. Budget: \$25k-\$50k

For a copy of the full announcement, please contact Kris Duryea at kduryea1@uncc.edu or 7-7546.

John Templeton Foundation Deadline for Initial Inquiry – October 1, 2014 (there are two funding cycles a year, the next is from 2/2/-4/1/2015)

A number of topics—including creativity, freedom, gratitude, love, and purpose—can be found under more than one Core Funding Area. The Foundation welcomes proposals that bring together these overlapping elements, especially by combining the tools and approaches of different disciplines. Core Funding Areas: Science and the Big Questions, Character Virtue Development, Exceptional Cognitive Talent and Genius, and Genetics.

<http://www.templeton.org/what-we-fund/core-funding-areas/>

National Science Foundation – deadline every February (next one is February 17, 2015)

Cultivating Cultures for Ethical STEM (NSF 14-536)

Cultivating Cultures for Ethical STEM (CCE STEM) funds research projects that identify factors that are efficacious in the formation of ethical STEM researchers in all the fields of science and engineering that NSF supports. CCE STEM solicits proposals for research that explores the following: 'What constitutes ethical STEM research and practice? Which cultural and institutional contexts promote ethical STEM research and practice and why?' Factors one might consider include: honor codes, professional ethics codes and licensing requirements, an ethic of service and/or service learning, life-long learning requirements, curricula or memberships in organizations (e.g. Engineers without Borders) that stress social responsibility and humanitarian goals, institutions that serve under-represented groups, institutions where academic and research integrity are cultivated at multiple levels, institutions that cultivate ethics across the curriculum, or programs that promote group work, or do not grade. Do certain labs have a 'culture of academic integrity'? What practices contribute to the establishment and maintenance of ethical cultures and how can these practices be transferred, extended to, and integrated into other research and learning settings?

<http://www.nsf.gov/pubs/2014/nsf14546/nsf14546.htm>

OTHER SPONSORS TO CONSIDER

Carnegie Corporation of New York – continuous deadline for letter of inquiry

National Program

The Carnegie Corporation of New York National Program is designed to uphold and extend the Corporation's historic values of promoting and preserving a vibrant American democracy and advancing knowledge and understanding by expanding educational opportunity and renewing democratic institutions through civic participation and integration. Goals include: creating pathways to educational and economic opportunity, and creating pathways to citizenship, civil participation, and civic integration in a pluralistic society. Major thrusts include Urban and Higher Education, New Designs for Schools and Systems to meet the Challenge of Implementation, Design Principles, Strengthening Teaching and Human Capital, and Strengthening Democracy/Immigrant Civic Integration.

<http://carnegie.org/programs/national-program/>

Amgen Foundation – continuous deadline for letter of inquiry

The Amgen Foundation seeks to advance science education, improve quality of care and access for patients, and support resources that create sound communities where Amgen staff members live and work. The Amgen Foundation carefully considers each grant application it receives, seeking out diverse organizations whose philosophies, objectives and approaches align with the Foundation goals and mission. The Foundation awards grants to local, regional, and international nonprofit organizations that are replicable, scalable and designed to have a lasting and meaningful effect in our communities. Grants should reflect Amgen's dedication to impacting lives in inspiring and innovative ways. Amgen Foundation grants range from \$10,000 to multi-million dollar commitments.

CURRENT APPLICATIONS IN PREPARATION

Opportunity	PI	Deadline
UNC General Administration	F. Martin	10/1/14
NSF: Discovery Research K-12	M. Stephan	10/16/14
NSF: Discovery Research K-12 (subcontract)	D. Pugalee/A. Wickliff	10/16/14
Scholarship of Teaching and Learning Grants (SOTL)	L. Hart/S. Kissau	11/6/14
NC Quest/ Quality Educators through Staff Development and Training across North Carolina	D. Pugalee	11/17/14
Spencer Foundation: Small Research Grants in the Areas of Inquiry	S. Kissau	11/18/14
RGK Foundation	E. Byker	none

PLANNING TO SUBMIT A GRANT APPLICATION? MAKE SURE YOU LET KRIS DURYE A KNOW. THE EARLIER THE BETTER.