Subject:	FW: Funding Opportunities Digest for 10/28/14

From: Duryea, Kris
Sent: Wednesday, October 29, 2014 8:20 AM
To: 'Coe-I@listserv.uncc.edu'
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SPONSORS TO CONSIDER

The Lynde and Harry Bradley Foundation

At present, the Foundation aims to encourage projects that focus on cultivating a renewed, healthier, and more vigorous sense of citizenship among the American people, and among peoples of other nations, as well. The free society so central to the convictions and success of the Bradley brothers rests upon and is intended to nurture a solid foundation of competent, self-governing citizens, who are understood to be fully capable of and personally responsible for making the major political, economic, and moral decisions that shape their own lives, and the lives of their children. Such decisions are made on the basis of common sense, received wisdom, traditional values, and everyday moral understandings, which are in turn nurtured and passed on to future generations by healthy families, churches, neighborhoods, voluntary associations, schools, and other value-generating "mediating structures."

Much of the creative and energetic leadership essential for a renewal of citizenship will be supplied by gifted individuals, who must receive challenging and stimulating programs and instruction at all levels of their education. The Foundation supports programs that research the needs of gifted children and techniques of providing education for students with superior skills and/or intelligence. Research programs investigating how learning occurs in gifted children and demonstration programs of instruction are to be considered.
http://www.bradleyfdn.org/What-We-Do/Program-Interests
To learn about past awards, view the 2013 Annual Report found at http://www.bradleyfdn.org/What-We-Do/Annual-Reports (starting from page 18)

Weyerhaeuser
Giving Fund

The Weyerhaeuser Giving Fund supports the following focus areas: affordable housing and shelter; education and youth development; environmental stewardship; and human services, civic and cultural growth. In considering requests for support, preference is given to projects and programs that meet the following: Serve a broad range of community residents; meet an important community need within our key areas of focus; show strong support from community leaders and other funders; are sustainable and managed competently with a history of accountability, results, cost-effectiveness, strong leadership and innovation; provide a significant and measurable impact on quality of life. Contact anne.leyva@weyerhaeuser.com to determine if the committee has an interest in considering your proposal.
http://www.weyerhaeuser.com/Sustainability/Communities/CommunityInvestment/GivingFund

UPCOMING DEADLINES

U.S. Department of Education (Deadline: 12/5/14)
Personnel Development to Improve Services and Results for Children with Disabilities: Personnel Preparation in Special Education, Early Intervention, and Related Services
Focus Area A: CFDA Number 84.325K-1 Preparing Personnel to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities

Focus Area B: CFDA Number 84.325K-2 Preparing Personnel to Serve School-Age Children with Low-Incidence Disabilities
Focus Area C: CFDA Number 84.325K-3 Preparing Personnel to Provide Related Services to Children, Including Infants and Toddlers, with Disabilities
The purposes of this program are to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.
http://apply07.grants.gov/apply/opportunities/instructions/oppED-GRANTS-102214-004-cfda84.325-cid84-325K2015-3-instructions.pdf

National Science Foundation NSF 15-509 (reissue of NSF 13-555, NSF 13-604) (Deadline: 2/3/15 and 9/10/15, second Thursday in September, annually thereafter)
EHR CORE RESEARCH (ECR)
The fundamental research that ECR supports advances the frontiers of understanding about how more people learn, and use more STEM knowledge, more effectively. To do this, ECR projects are grounded in theory, ask well formulated research questions, employ relevant data and analytic techniques, and contribute to the growing body of literature on STEM education research. ECR projects bring together the expertise, literatures, methods and learning priorities of the entire range of scientific communities represented by the NSF research directorates as well as EHR. ECR supports researchers who use large scale, next generation data resources and relevant big data analytic techniques to advance fundamental research in STEM learning, STEM learning environments, STEM workforce development, and broadening participation research where appropriate. ECR also supports research on efforts to make that knowledge available to other researchers, education developers, leaders and practitioners so that research is used broadly to improve STEM education and the development of a flexible, knowledgeable and diverse STEM workforce. The specific strands of research ECR seeks to support include STEM learning and learning environments, workforce development, and broadening participation in STEM.
http://www.nsf.gov/pubs/2015/nsf15509/nsf15509.htm

National Institutes of Health (NIH) (Deadline: 4/2/15)
NIH Summer Research Experience Programs (R25) PAR-13-104
The purpose of the NIH Summer Research Experience Program (referred to as the "Summer Research Program") is to provide a high quality research experience for high school and college students and for science teachers during the summer academic break. The NIH expects that such programs will: help attract young students to careers in science; provide opportunities for college students to gain valuable research experience to help prepare them for graduate school; and enhance the skills of science teachers and enable them to more effectively communicate the nature of the scientific process to their students. The programs would also contribute to enhancing overall science literacy. Summer Research Programs that expand and complement existing summer educational and training programs are encouraged.
<u>Note</u>: ***A collaboration with a current NIH PI is required***. The lead PI must be someone with a current NIH award and from one of the participating NIH institutes: National Institute on Alcohol Abuse and Alcoholism (for high school, undergrads and high school science teachers); National Institute of Biomedical Imaging and Bioengineering (for high school science teachers and community college faculty from STEM-related departments only); National Institute of Dental and Craniofacial Research (for high school students, undergrads, science teachers at the K-12 level, community college teachers, college teachers from specific areas); National Institute on Drug Abuse (for high school students, undergrads, science teachers at the K-12 level, community college teachers, college teachers from specific areas); National Institute of Mental Health (for high school students, undergrads, elementary and high school science teachers); National Institute of Neurological Disorders and Stroke (for high school students and undergrads only). Additionally, the National Institute of Environmental Health Sciences and the Institute of Child Health and Human Development participate with more stringent restrictions.
If you are interested in learning more about this program, please contact Kris Duryea.
http://grants.nih.gov/grants/guide/pa-files/PAR-13-104.html

RECENT NEW AWARDS

T. Petty, C. Wang, D. Polly, I. Binns: $1,000 from Project Mosaic to support preliminary research to identify areas in which improvement is needed in student learning.
L. Flynn: $143,364 from McGraw Hill Education to evaluate their FLEX Literacy Program.

ANNOUNCEMENTS

The Office of Proposal Development's Grant-Writing Basics Series will conclude this week with the session, "Designing Your Proposal Budget." In addition to helping you learn how to calculate project costs, this session will provide an introduction to budgeting terminology used by funding agencies, including a discussion of allowable costs, cost sharing, and the difference between direct and indirect costs. It will also include a discussion on the importance of writing a strong budget justification.

Presented by OPD Director Lesley Brown, the information is intended for those new to grant-writing, but it may be useful for those who want a refresher on allowable costs, cost sharing and other issues related to proposal budgets. Identical sessions will be held Wednesday (Oct. 29) and Thursday (Oct. 30) from 12:30 to 1:45 p.m. in Friday 107.

Registration is not required. For more information, contact Lesley Brown at labrown@uncc.edu or 7-1880.

COED GRANT APPLICATIONS IN PREPARATION

Opportunity	PI	Deadline
Scholarship of Teaching and Learning Grants (SOTL)	L. Hart/S. Kissau	11/6/14
Scholarship of Teaching and Learning Grants (SOTL)	J. Brown/D. Murphy	11/6/14
Scholarship of Teaching and Learning Grants (SOTL)	E. Byker	11/6/14
Scholarship of Teaching and Learning Grants (SOTL)	M. Thomas	11/6/14
Scholarship of Teaching and Learning Grants (SOTL)	J. Brown/D. Murphy	11/6/14
NSF: Innovative Technology Experiences for Students and Teachers (14-512) (resub)	Petty	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
NCDPI Mathematics Science Partnership Grants	D. Puglaee/ Cifarelli/Polly	upcoming

Planning an application? Be sure to tell Kris Duryea at kduryea1@uncc.edu or x7-7546!