

## Duryea, Kris

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**From:** Duryea, Kris  
**Sent:** Monday, November 24, 2014 2:15 PM  
**To:** 'Coe-I@listserv.uncc.edu'  
**Subject:** FW: Funding Opportunities Digest for 11/24/14

### UPCOMING DEADLINES

#### **U.S. Department of Education (Deadline 12/12/14)**

##### **Personnel Development to Improve Services and Results for Children with Disabilities (CFDA 84.325)**

##### **Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D)**

The purposes of this program are to

- (1) help address State-identified needs for personnel preparation in special education, related services, early intervention, 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://www2.ed.gov/programs/osepprep/2015-325d.pdf>

#### **National Science Foundation (NSF 14-588)**

##### **Improving Undergraduate STEM Education (IUSE: EHR) – Engaged Student Learning: Design and Development, I & II AND Institutional and Community Transformation: Design and Development**

A well-prepared, innovative science, technology, engineering and mathematics (STEM) workforce is crucial to the Nation's health and economy. Indeed, recent policy actions and reports have drawn attention to the opportunities and challenges inherent in increasing the number of highly qualified STEM graduates, including STEM teachers. Priorities include educating students to be leaders and innovators in emerging and rapidly changing STEM fields as well as educating a scientifically literate populace. Both of these priorities depend on the nature and quality of the undergraduate education experience. In addressing these STEM challenges and priorities, the National Science Foundation invests in evidence-based and evidence-generating approaches to understanding STEM learning; to designing, testing, and studying instruction and curricular change; to wide dissemination and implementation of best practices; and to broadening participation of individuals and institutions in STEM fields. The goals of these investments include: increasing the number and diversity of STEM students, preparing students well to participate in science for tomorrow, and improving students' STEM learning outcomes.

The Improving Undergraduate STEM Education (IUSE) program invites proposals that address immediate challenges and opportunities that are facing undergraduate STEM education, as well as those that anticipate new structures (e.g. organizational changes, new methods for certification or credentialing, course re-conception, cyberlearning, etc.) and new functions of the undergraduate learning and teaching enterprise. The IUSE program recognizes and respects the variety of discipline-specific challenges and opportunities facing STEM faculty as they strive to incorporate results from educational research into classroom practice and work with education research colleagues and social science learning scholars to advance our understanding of effective teaching and learning.

Toward these ends the program features two tracks: (1) Engaged Student Learning and (2) Institutional and Community Transformation. Two tiers of projects exist within each track: (i) Exploration and (ii) Design and Development. These tracks will entertain research studies in all areas. In addition, IUSE also offers support for a variety of focused innovative projects that seek to identify future opportunities and challenges facing the undergraduate STEM education enterprise.

[http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=505082&org=DUE&from=home](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505082&org=DUE&from=home)

**Jacobs Foundation (Deadline 1/15/2015)**

**Call for Applications: Better Evidence for Children and Youth**

Budget: \$25,000-\$50,000

Applications are accepted from researchers interested in studying important issues of child and youth development. Systematic reviews prepared under this program should focus on interventions, programs and/or policies in areas of interest to child and youth development such as:

- Early intervention and prevention
- Early childhood education
- Academic attainment
- Educational programs seeking to promote socio-emotional development, self-regulation and positive behavior
- Vocational training
- Multilingual education
- Inclusive Education
- Physical education
- Prevention of juvenile delinquency and violence
- Treatment of juvenile offenders
- Treatment of child and adolescent victims

<http://jacobsfoundation.org/project/call-for-applications-better-evidence-for-children-and-youth/>

**U.S. Department of Education (Deadline: 1/20/15)**

**Educational Technology, Media, and Materials for Individuals with Disabilities-Stepping-up Technology**

**Implementation CFDA 84.327S**

Budget: \$500,000 maximum each year for 5 years

The purpose of this priority is to fund cooperative agreements to:

(a) Identify strategies needed to effectively implement evidence-based technology tools that benefit students with disabilities; and

(b) develop and disseminate products (e.g., instruction manuals, lesson plans, demonstration videos, ancillary instructional materials) that will help early childhood or K-12 settings to effectively implement these technology tools.

<https://federalregister.gov/a/2014-27516>

**National Science Foundation (Deadline 2/2/15)**

**Science, Technology, and Society (NSF-15-506)**

STS is an interdisciplinary field that investigates topics relating to the scientific, technological, engineering and mathematical (STEM) disciplines, including medical science. STS research uses historical, philosophical, and social scientific methods to investigate STEM theory and practice with regards to history and socio-cultural formation, philosophical underpinnings, and impacts of science and technology on quality of life, culture, and society. STS researchers strive to understand how STEM fields contribute to the development and use of systems of knowledge, the production and use of materials and devices, the co-evolution of socio-technical systems and their governance, and the place of science and technology in the modern world.

The STS program supports proposals across the broad spectrum of STS research areas, topics, and approaches. Examples include, but are by no means limited to:

1. Societal aspects of emerging high-tech technologies (e.g., nanotechnology, synthetic biology, neuroscience, robotics, drones, ubiquitous computing, crowd sourcing, remote-sensing)
2. Societal aspects of emerging low-tech technologies (e.g., paper microscopes; whirlwind wheel chairs)
3. Issues relating to equity, ethics, governance, sustainability, public engagement, user-centeredness, and inclusiveness.
4. Integration of traditional STS approaches with innovative perspectives from the arts or humanities.
5. Ethical, policy, and cultural issues regarding big data, surveillance and privacy in an increasingly networked world, and

6. The science of broadening participation in STEM disciplines.  
<http://www.nsf.gov/pubs/2015/nsf15506/nsf15506.htm>

**National Science Foundation (Deadline 2/3/15) SEE WEBINAR INFORMATION BELOW UNDER ‘ANNOUNCEMENTS’ EHR Core Research (ECR) (NSF 15-509)**

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 (Deadline 6/22/15)  
NIH Science Education Partnership Award (SEPA) (R25) (PAR-14-228)**

The NIH Research Education Program (R25) supports research education activities in the mission areas of the NIH. The goal of the Science Education Partnership Award (SEPA) program is to invest in educational activities that enhance the training of a workforce to meet the nation’s biomedical, behavioral and clinical research needs. To this end, this funding opportunity announcement (FOA) encourages the development of innovative educational activities for pre-kindergarten to grade 12 (P-12), teachers and students from underserved communities with a focus on Courses for Skills Development, Research Experiences, Mentoring Activities, Curriculum or Methods Development or Informal science Education (ISE) exhibits, and Outreach activities

Applicants are strongly encouraged to consult with the SEPA Scientific/Research Contact to be advised on the appropriateness of the intended P-12 STEM or ISE project for the SEPA program objectives and Office of Science Education/SEPA priorities.

<http://grants.nih.gov/grants/guide/pa-files/PAR-14-228.html#sthash.PMhaTxrj.dpuf>

## **ANNOUNCEMENTS**

The NSF Directorate for Education and Human Resources (EHR) is seeking reviewers for the EHR Core Research (ECR) program. If interested, sign up through this link: <https://www.surveymonkey.com/r/CLL8T26>

NSF is holding a series of informational webinars on their FY15 Education & Human Resources Core Research funding opportunity (see funding opportunity above **NSF 15-509**). See [http://www.nsf.gov/events/event\\_summ.jsp?cntn\\_id=133271&org=EHR](http://www.nsf.gov/events/event_summ.jsp?cntn_id=133271&org=EHR) for information on accessing one of these sessions: November 25, 2014 1:00 PM to 2:00 PM; December 5, 2014 12:00 PM to 1:00 PM; or December 8, 2014 4:00 PM to 5:00 PM

## **COED GRANT APPLICATIONS IN PREPARATION**

**Opportunity**

**PI**

**Deadline**

US Dept of Education: Preparation of Special Education,  
Early Intervention, and Related Services Leadership  
Personnel 84.325D

Correa/Smith/Baughan 12/12/14

NCDPI Mathematics Science Partnership Grants

D. Puglaee/  
Cifarelli/Polly upcoming

Chancellor's Diversity Challenge Fund

Byker/Kissel/Good/Miller ~3/15

***Planning an application? Be sure to tell Kris Duryea at [kduryea1@uncc.edu](mailto:kduryea1@uncc.edu) or x7-7546!***

