



The ORDM Digest provides information on grant opportunities for the College of Education faculty and staff. Announcements, submitted grant applications, and funded awards are also included.

Internal Opportunities

**U.S. Department of Education
Office of Innovation and Improvement (OII)**

Title: Supporting Effective Educator Development (SEED) – CFDA 84.423A

Purpose of Program: The purpose of the program is to increase the number of Highly Effective Teachers and Principals by developing or expanding the implementation of practices that are demonstrated to have an impact on improving Student Achievement or Student Growth. These grants will allow eligible entities to develop, expand, and evaluate practices that can serve as models that can be sustained and disseminated.

Funding Range: Varies

Submission Deadline: May 4, 2 018 (Forecasted)

Title: Promise Neighborhoods (PN) – CFDA 84.215N

Purpose of Program: The purpose of Promise Neighborhoods is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities, and to transform those communities by: (1) Identifying and increasing the capacity of eligible entities that are focused on achieving results for children and youth throughout an entire neighborhood; (2) Building a complete continuum of cradle-to-career solutions of both educational programs and family and community supports, with great schools at the center; (3) Integrating programs and breaking down agency “silos” so that solutions are implemented effectively and efficiently across agencies; (4) Developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood; and (5) Learning about the overall impact of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including through a rigorous evaluation of the program.

Funding Range: Varies

Submission Deadline: April 16, 2 018 (Forecasted)

Title: Teacher Quality Partnership Program(TQP) – CFDA 84.336S

Purpose of Program: The TQP Grants Program seeks to improve the quality of new teachers by creating partnerships among IHEs, their schools/colleges of education and arts and sciences, high-need school districts (local educational agencies (LEAs)), their high-need schools, and/or high-need early childhood education (ECE) programs. These partnerships will create model teacher preparation programs at the pre-baccalaureate level (or in a 5th year initial licensing program) through the implementation of specific reforms of the IHE's existing teacher preparation programs, or model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience.

Funding Range: Varies

Submission Deadline: May 3, 2 018 (Forecasted)

Title: Arts in Education – Model Development and Dissemination (AEMDD) – CFDA – 84.351D

Purpose of Program: The program supports the enhancement, expansion, documentation, evaluation, and dissemination of innovative, cohesive models that demonstrate effectiveness in: (1) Integrating into and strengthening arts in the core elementary and middle school curricula; (2) Strengthening arts instruction in those grades; and (3) Improving students' academic performance, including their skills in creating, performing, and responding to the arts.

Grants are designed to enable LEAs and organizations with arts expertise to further create and develop materials for the replication or adaptation of current comprehensive approaches for integrating a range of arts disciplines- such as music, dance, theater, and visual arts, including folk arts-into the elementary and middle school curricula. Funds must be used in elementary and/or middle schools to: (A) Develop programs designed to expand arts integration into the core curricula, improve arts instruction and academic performance; (B) Develop materials designed to help replicate or adapt arts programs; (C) Document and assess the results and benefits of arts programs; and (D) Develop products and services that can be used to replicate arts programs in other settings.

Applicants must describe an existing set of strategies for integrating the arts into the regular elementary and middle school curricula, which could then successfully be implemented, expanded, documented, evaluated, and disseminated.

Funding Range: Varies

Submission Deadline: May 22, 2 018 (Forecasted)

Title: Education Innovation and Research (EIR) – CFDA 84.411

Purpose of Program: The Education Innovation and Research (EIR) Program, established under section 4611 of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations. The EIR program is designed to generate and validate solutions to persistent educational challenges and to support the expansion of effective solutions to serve substantially larger numbers of students.

There are three types of grants under this program: Early-phase (84.411C) grants, Mid-phase (84.411B) grants, and Expansion (84.411A) grants. These grants differ in terms of the level of prior evidence of effectiveness required for consideration for funding, the expectations regarding the kind of evidence and information funded projects should produce, the level of scale funded projects should reach, and, consequently, the amount of funding available to support each type of project.

Funding Range: Varies

Submission Deadline: May 15, 2 018 (Forecasted)

Additional information about the Office of Innovation & Improvement funding opportunities can be found at:
<https://innovation.ed.gov/what-we-do/>

**U.S. Department of Education
Office of Special Education and Rehabilitative Services (OSERS)**

Title: Training and Information for Parents of Children with Disabilities – Community Parent Resource Centers

Purpose of Program: The purpose of this program is to ensure that parents of children with disabilities receive training and information to help improve results for their children. The priority will fund 30 Community Parent Resource Centers (CPRCs) designed to meet the specific needs of parents of children with disabilities, and youth with disabilities, who experience significant isolation from available sources of information and support in the geographically defined communities served by the centers. These parents can include, for example, low-income parents, parents with limited English proficiency, and parents with disabilities. Youth can include, for example, youth living in low-income households and youth with limited English proficiency.

Funding Range: Upper \$100,000

Submission Deadline: February 6, 2 018 (Anticipated)

<https://www.federalregister.gov/documents/2016/12/07/2016-29370/applications-for-new-awards-training-and-information-for-parents-of-children-with>

**U.S. Department of Education
Institute of Education Sciences (IES)**

Title: Low-Cost, Short-Duration Evaluation of Education Interventions – CFDA 84.305L-2

Purpose of Program: The Low-Cost, Short-Duration Evaluation of Education Interventions (Low-Cost Evaluation) grant program is designed to support rigorous evaluations of education interventions (broadly defined as practices, programs, and policies) that state or local education agencies expect to produce meaningful improvements in student education outcomes within a short period (for example, within a single semester or academic year). These evaluations are to be conducted for \$250,000 or less and completed within two years. The program will be carried out by research institutions and state or local education agencies working together as partners. The evaluations will use randomized controlled trials or regression discontinuity designs to determine the impact of interventions on student education outcomes, and will rely on administrative data or other sources of secondary data to provide measures of these student outcomes. Evaluation results are to be disseminated to the education agency and the public before the end of the grant.

Applicants may propose to evaluate interventions for students in prekindergarten, primary and secondary, postsecondary, or adult education. The Institute is mainly interested in interventions that are expected to improve outcomes for students who are struggling or at risk of failure. The Institute is not specifying categories of

interventions beyond that an intervention is implemented by a state or local education agency and of high importance to that agency, and that the intervention can be evaluated in a timely fashion. Note that the costs of interventions and their implementation are to be covered by the state and/or local education agency; they will not be covered by this grant program.

Low-Cost Evaluation projects are to fill a specific niche in the evaluation process and are not applicable to all types of interventions (e.g., multi-year interventions) or situations (e.g., where the necessary data is not available from a secondary source). Through this grant program, the Institute intends to support better education agency decision making on specific interventions and to learn more about the value of this type of evaluation and what it can and cannot accomplish.

Funding Range: \$50,000 - \$125,000 (Up to 2 years)

Submission Deadline: March 1, 2018

<https://www.grants.gov/web/grants/view-opportunity.html?oppld=294199>

Title: Low-Cost, Short-Duration Evaluation of Special Education Interventions – CFDA 84.324L-2

Purpose of Program: The Low-Cost, Short-Duration Evaluation of Special Education Interventions (Low-Cost Evaluation) grant program is designed to support rigorous evaluations of special education interventions (broadly defined as practices, programs, and policies) that state or local education agencies expect to produce meaningful improvements in student education outcomes within a short period (for example, within a single semester or academic year). These evaluations are to be conducted for \$250,000 or less and completed within 2 years. The program will be carried out by research institutions and state or local education agencies working together as partners. The evaluations will use randomized controlled trials or regression discontinuity designs to determine the impact of special education interventions on student education outcomes, and will rely on administrative data or other sources of secondary data to provide measures of these student outcomes. Evaluation results are to be disseminated to the education agency and the public before the end of the grant.

Applicants may propose to evaluate interventions for students in prekindergarten through high school. The Institute is interested in interventions that are expected to improve outcomes for students with or at risk for disabilities. The Institute is not specifying categories of interventions beyond that an intervention is implemented by a state or local education agency and of high importance to that agency, and that the intervention can be evaluated in a timely fashion. Note that the costs of interventions and their implementation are to be covered by the state and/or local education agency; they will not be covered by this grant program.

Low-Cost Evaluation projects are to fill a specific niche in the evaluation process and are not applicable to all types of interventions (e.g., multi-year interventions) or situations (e.g., where the necessary data is not available from a secondary source). Through this grant program, the Institute intends to support better education agency decision making on specific interventions and to learn more about the value of this type of evaluation and what it can and cannot accomplish.

Funding Range: \$50,000 - \$125,000 (Up to 2 years)

Submission Deadline: March 1, 2018

<https://www.grants.gov/web/grants/view-opportunity.html?oppld=294184>

**U.S. Department of Education
Office of English Language Acquisition (OELA)**

Title: National Professional Development Program (NPD) – CFDA 84.195N

Purpose of Program: The purpose of these grants is to provide professional development activities that will improve classroom instruction for English learners (ELs) and assist educational personnel working with such children to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve ELs.

Funding Range: Varies

Submission Deadline: March 13, 2018 (Letter of Intent)
April 24, 2018 (Application)

<https://www.grants.gov/web/grants/view-opportunity?oppld=291942>

National Science Foundation

Solicitation

Title: STEM + Computing Partnerships (STEM+C)

Purpose of Program: As computing has become an integral part of the practice of modern science, technology, engineering and mathematics (STEM), the STEM + Computing Partnerships program seeks to address the urgent need to prepare students from the early grades through high school in the essential skills, competencies, and dispositions needed to succeed in a computationally-dependent world. Thus, STEM+C advances the integration of computational thinking and computing activities in early childhood education through high school (pre-K-12) to provide a strong and developmental foundation in computing and computational thinking through the integration of computing in STEM teaching and learning, and/or the applied integration of STEM content in pre-K-12 computer science education.

Funding Range: Upper \$2,500,000

Submission Deadline: March 30, 2018

<https://www.nsf.gov/pubs/2017/nsf17535/nsf17535.pdf>

Department of Health & Human Services (HHS) National Institutes of Health (NIH)

National Institute of Mental Health

Title: NIMH Mentoring Networks for Mental Health Research Education (R25) – CFDA 93.242

Purpose of Program: The over-arching goal of this NIMH R25 program is to support educational activities that complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral and clinical research needs. To accomplish the stated over-arching goal, this FOA will support creative educational activities with a primary focus on *Mentoring Activities* and in particular, mentoring networks. Networks may be national or regional. All proposed networks should provide significant new opportunities, and should comprise efforts substantially beyond any ongoing mentoring, networking, or research education within academic programs, institutions, or pre-existing networks; or educational collaborations among institutions. Participants in proposed mentoring networks are limited to graduate/medical students, medical residents, postdoctoral scholars, and/or

early-career faculty. Proposed networks are expected to enhance the participants' professional development and to foster their career trajectory towards independent mental health research.

Funding Range: Up to \$1,000,000

Submission Deadline: May 24, 2018 (Anticipated)

<https://grants.nih.gov/grants/guide/pa-files/PAR-17-080.html>

National Institute of Mental Health

Title: NIMH Short Courses for Mental Health-Related Research Education (R25) – CFDA 93.242

Purpose of Program: The over-arching goal of this NIMH R25 program is to support educational activities that complement and/or enhance the training of a workforce to meet the nation’s biomedical, behavioral and clinical mental health-related research needs.

To accomplish the stated over-arching goal, this FOA will support creative educational activities with a primary focus on *Courses for Skills Development*. Proposed short courses are expected to facilitate the development of a sophisticated cadre of investigators with the requisite scientific research skills to advance the mission of the NIMH. Each short course is expected to include both didactics and hands-on research experiences. Participants are limited to graduate/medical students, medical residents, postdoctoral scholars, and/or early-career faculty.

Funding Range: Up to \$1,000,000

Submission Deadline: May 24, 2018 (Anticipated)

<https://grants.nih.gov/grants/guide/pa-files/PAR-17-082.html>

Associations, Foundations, Etc.



Braitmayer Foundation

Title: Grants

Purpose of Program: The Foundation is interested in proposals utilizing innovative practices in K-12 education throughout the United States. Of particular interest are: (1) Curricular and school reform initiatives; and (2) Preparation of and professional development opportunities for teachers, particularly those which encourage people of high ability and diverse background to enter and remain in K-12 teaching.

Funding Range: Upper \$35,000

Submission Deadline: March 15, 2018 (Anticipated for Pre-Application)
October 15, 2018 (Anticipated for Full Proposal)

<http://www.braitmayerfoundation.org/guidelines>





Carnegie Corporation of New York

Title: Education

Purpose of Program: (1) **Leadership and Teaching to Advance Learning:** For improving systems of preparing, recruiting, and developing teachers and education leaders to serve the needs of diverse learners; promoting alignment in human capital policies and practices across the system; enhancing professional learning for teachers and leaders, including through technology; and developing and implementing high-quality instructional materials, resources, and tools for teachers and leaders; (2) **New Designs to Advance Learning:** For developing whole school models that provide more effective learning environments for diverse learners; stimulating the development of tools, technologies, and resources that enable school transformation; expanding capacity and removing policy constraints to enable new models; and building knowledge related to the design of the student experience; (3) **Public Understanding:** For supporting research on strategies that can drive parent and family engagement in education; tools and resources to help parents understand and support the learning progress of their children; increasing productive dialogue among parents, students, and educators, and other stakeholders; and moving public discourse forward regarding important shifts in the educational landscape; (4) **Pathways to Postsecondary Success:** For improving alignment in student learning expectations between K-12 and postsecondary education; improving postsecondary education, including through co-requisite and other innovative models; and strengthening postsecondary STEM learning, particularly in mathematics; and (5) **Integration, Learning, and Innovation:** For advancing integrated approaches across the Corporation's portfolios and the field that enable greater collaboration, coherence, and dynamism; improving learning, including continuous improvement and knowledge generation, management, and dissemination; and stimulating innovative ideas and models that inform our work across the Education Program and increase our impact.

Funding Range: Open

Submission Deadline: Letters of Inquiry are accepted on an ongoing basis

<https://www.carnegie.org/programs/urban-and-higher-education>



James S. McDonnell Foundation

Title: Understanding Teacher Change and Teachers as Learners in K-12 Classrooms

Purpose of Program: The Teachers as Learners (TAL) program will emphasize a cognitive science perspective on teachers as learners - including a focus on the cognitive constraints that guide teacher thinking and change in attitudes, knowledge, skills and behaviors. We need to know what aspects of cognition (e.g., memory, knowledge, goals, expertise, collaboration) help explain teachers' learning and change, particularly as it relates to adopting evidence-based practices in classroom contexts.

Understanding teachers as learners in the context of the many influences on teacher change across career trajectories is an important but understudied area of translational research with the opportunity for impact on both research and educational practice. Understanding teachers as learners from a cognitive science perspective would advance the implementation of policies aimed at evidence-based reforms. We acknowledge that teaching occurs in a complex context and we want to situate the work in that context, but the focus of this program is on studying

the cognitive dimensions of teacher learning as it takes place within these rich socio-cultural and institutional contexts, rather than the contexts themselves. A survey of the current landscape reveals that there is significant focus on smallscale experimental work on student cognition and on descriptive work on teaching - but the lack of a cognitive science framework for how teachers learn to process, evaluate, and improve their use of evidence-based practices within a complex, dynamic system.

Funding Range: Upper \$2,500,000

Submission Deadline: April 26, 2018 (Anticipated for Preliminary Proposal)
September 1, 2018 (Anticipated for Full Proposal)

<https://www.jsmf.org/apply/teachers-as-learners>

American Psychological Association/American Psychological Foundation

Title: Division 17 Counseling Psychology Grants

Purpose of Program: These grants support not-for-profit activities to enhance the science and practice of counseling psychology. In particular, it aims to support research on the implementation of innovative counseling programs and models. The goals of this division are: (1) Encourage scientific, scholarly, and educational activities in the targeted area; and (2) Encourage research in implementation of innovative counseling programs and models.

Funding Range: Upper \$7,000

Submission Deadline: April 1, 2018 (Anticipated)

<http://www.apa.org/apf/funding/counseling.aspx>

Revson Foundation

Title: Education Program

Purpose of Program: The Education program supports institutions and projects that seek to provide broad access to knowledge, information, and resources that sustain an informed and engaged citizenry.

Funding Range: Varies

Submission Deadline: Letters of Inquiry are accepted year round

<http://revsonfoundation.org/grantseeker/loi/>

W.K. Kellogg Foundation

Title: Educated Kids Grants

Purpose of Program: The Foundation wants to partner with families, schools and communities in making a difference in young children's learning and development. To do so, they support community-based family engagement efforts that empower parents, caregivers and families as leaders in children's development, recognizing that this is a shared responsibility with schools and communities.

The Foundation seeks to improve the quality of both teaching and learning through leadership and professional development in which educators receive the support and training they need to deliver high-quality learning opportunities for all students. This includes working with child care providers, schools and teacher preparation programs to create safe, positive environments that are content rich, results-driven and culturally meaningful and relevant.

They support aligning systems to increase collaboration and improve the effectiveness of everyone who works in early child development – including centers, home-based and informal child care, K-12 schools, government systems and business. We believe this is essential if all families and young children are to have access to high-quality education.

Funding Range: Varies

Submission Deadline: Online grant applications are accepted throughout the year.

<https://www.wkcf.org/what-we-do/educated-kids>

The Ambrose Monell Foundation

Title: Grants

Purpose of Program: The mission of the foundation is to voluntarily aid and contribute to religious, charitable, scientific, literary, and educational uses and purposes, in New York, elsewhere in the United States, and throughout the world.

Funding Range: Open

Submission Deadline: Letters of inquiry may be submitted at any time during the year.

<http://www.monellfoundation.org/index.php/application/>

American Psychological Association (APA)

Title: Early Career Pilot Study

Purpose of Program: The Society for Clinical Neuropsychology (SCN) is accepting applications for its Early Career Pilot Study Awards program. The grants are available for innovative pilot research investigations by early-career neuropsychologists in a basic science or clinical area relevant to neuropsychology and the mission of the SCN. The primary goal of this award is to facilitate collection of preliminary data, which could then be used to secure additional funding for sustained research within the topical area.

Funding Range: \$15,000

Submission Deadline: March 15, 2018

<http://www.scn40.org/sac.html>

Amgen Foundation

Title: Grants

Purpose of Program: The Amgen Foundation seeks to advance excellence in science education to inspire the next generation of innovators. The Foundation is committed to raising the value of science literacy on a national and local level. The areas given priority consideration within science education are: 1) Teacher quality and professional development in math and science; and 2) Pivotal hands-on science experience.

Funding Range: From \$10,000 to multi-million dollar commitments

Submission Deadline: Letters of Intent are accepted throughout the year.

<http://www.amgen.com/responsibility/grants-and-giving/amgen-foundation-grants>

Burroughs Wellcome Fund (BWF)

Title: Student Science Enrichment Program (SSEP)

Purpose of Program: SSEP awards support career-oriented and practical programs intended to provide creative science enrichment activities for students in K-12 education who have shown exceptional skills and interest in science and mathematics, as well as those perceived to have high potential. After school programs are demonstrating value in helping to close opportunity gaps for underserved and underrepresented students. These programs must enable students to participate in hands-on scientific activities and pursue inquiry-based avenues of exploration - an educational approach that BWF believes to be an effective way to increase students' understanding and appreciation of the scientific process. To increase academic achievement, programs must provide a well-defined structure that aligns with the school-day curriculum, well-trained staff, and student follow up.

Funding Range: Up to \$60,000 per year for three years

Submission Deadline: April 18, 2018

<http://www.bwfund.org/grant-programs/science-education/student-science-enrichment-program>

IDEA

Title: IDEA Impact Grants

Purpose of Program: IDEA is launching a call for proposals to promote new knowledge in the fields of teaching and learning (IDEA Impact Teaching/Learning Grant) and campus climate (IDEA Impact Campus Climate Grant).

The IDEA Impact Teaching/Learning Grant is designed to promote effective student learning by carefully exploring and systematically documenting the efficacy of various teaching practices, learning environments, and institutional policies. Examples of the kinds of projects funded under the IDEA Impact Teaching/Learning Grant include, but are not limited to, the following: (1) Classroom interventions designed to improve student learning; (2) Investigations of student and course characteristics that are related to learning; (3) Evaluation of innovative teaching methods; (4) Methods for engaging students in online courses; (5) Innovative approaches to faculty development; (6) Comprehensive approaches to teaching evaluation; and (7) Use of student ratings to improve teaching effectiveness

The IDEA Impact Campus Climate Grant is intended to support increased knowledge and understanding of campus climate issues that impact student learning and the ability of institutions to successfully carry out their mission. Examples of the kinds of projects funded include, but are not limited to, the following: (1) Innovative

approaches to leadership development; (2) Interventions designed to improve institutional, college, or departmental climate; (3) Investigations of methods to improve faculty recruitment, development, and retention; and (4) Strategies and approaches that improve student well-being

Funding Range: \$10,000

Submission Deadline: March 31, 2018

<http://www.ideaedu.org/Giving-Grantmaking/Grantmaking>

UPCOMING FUNDING OPPORTUNITIES

Below is a list of tentative funding opportunities.

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
US Department of Education Educational Technology, Media, and Materials for Individuals with Disabilities Program: Stepping-Up Technology Implementation	<p>The purposes of the Educational Technology, Media, and Materials for Individuals With Disabilities Program 1 are to: (1) Improve results for students with disabilities by promoting the development, demonstration, and use of technology; (2) support educational activities designed to be of educational value in the classroom for students with disabilities; (3) provide support for captioning and video description that is appropriate for use in the classroom; and (4) provide accessible educational materials to students with disabilities in a timely manner.</p>	June 5, 2018
US Department of Education Jacob K. Javits Gifted & Talented Students Education Program	<p>The purpose of the Jacob K. Javits Gifted and Talented Students Education (Javits) program is to carry out a coordinated program of scientifically based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary and secondary schools nationwide to meet the special educational needs of gifted and talented students.</p>	June 22, 2018
US Department of Education Education Research	<p>The central purpose of the Institute's research grant programs is to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students. These interested individuals include parents, educators, students, researchers, and policymakers. In carrying out its grant programs, the Institute provides support for programs of research in areas of demonstrated national need.</p> <p>The Institute's purpose in awarding these grants is to provide national leadership in expanding fundamental knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for disability, and (2) education outcomes for all students from early childhood education through postsecondary and adult education.</p> <p>Topics under Education Research will be as follows: 1) Cognition and Student Learning; 2) Early Learning Programs and Policies; 3) Education Leadership; 4) Education Technology; 5) Effective Teachers and Effective Teaching; 6) English Learners; 7) Improving Education Systems; 8) Mathematics and Science Education; 9) Postsecondary and Adult Education; 10) Reading and Writing; 11) Social and Behavioral Context for Academic Learning; 12) Special Topics; 13) Arts in Education; 14) Career and Technical Education; and 15) Systemic Approaches to Educating Highly Mobile Students</p>	June 22, 2018 (Letter of Intent) August 17, 2018 (Full Application)
	<p>The NIH Research Education Program (R25) supports research education activities in the mission areas of the</p>	

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
<p>National Institutes of Health</p> <p>NIH Science Education Partnership Award (SEPA) (R25)</p>	<p>NIH. The over-arching goal of this NIGMS R25 program is to support educational activities that complement and/or 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), pre-service and in-service teachers (Teachers) and students from underserved communities with a focus on Courses for Skills Development, Research Experiences, Mentoring Activities, Curriculum or Methods Development and Outreach. 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 SEPA program objectives and the priorities of the NIGMS.</p>	<p>July 9, 2018</p>
<p>US Department of Education</p> <p>High School Career and Technical Education Teacher Pathway (CFDA #84.051D)</p>	<p>The purpose of the High School Career and Technical Education (CTE) Teacher Pathway Initiative is to improve CTE programs assisted under the Carl D. Perkins Career and Technical Education Act of 2006 (the Perkins Act) by increasing the supply of high school CTE teachers available to teach students in CTE programs that align to In-Demand Industry Sectors or Occupations in States and communities where shortages of such teachers exist.</p>	<p>July 13, 2018 (Notice of Intent)</p> <p>July 28, 2018 (Application)</p>
<p>US Department of Education</p> <p>Striving Readers Comprehensive Literacy Grant</p>	<p>The Striving Readers Comprehensive Literacy (SRCL) Program awards competitive grants to advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.</p>	<p>July 17, 2018</p>
<p>National Science Foundation</p> <p>Faculty Early Career Development (CAREER) Program</p>	<p>The CAREER Program is a Foundation-wide activity that offers the NSF's most prestigious awards in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education and the integration of education and research within the context of the mission of their organizations. Such activities should build a firm foundation for a lifetime of leadership in integrating education and research.</p>	<p>July 18, 2018</p>
<p>US Department of Education</p> <p>Research Training Programs in Special Education</p>	<p>The Institute's purpose in awarding these grants is to provide national leadership in expanding fundamental knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with, or at risk for a disability, and (2) education outcomes for all students from early childhood education through postsecondary and adult education.</p>	<p>August 17, 2018</p>
<p>National Science Foundation</p> <p>Robert Noyce Teacher</p>	<p>The National Science Foundation Robert Noyce Teacher Scholarship Program seeks to encourage talented science, technology, engineering, and mathematics majors and professionals to become K-12 STEM teachers. The program invites creative and innovative proposals that address the critical need for recruiting and preparing highly effective K-12 STEM teachers, especially in high-need local educational agencies. The program offers four tracks: Track 1: The Robert Noyce Teacher Scholarships and Stipends Track</p>	<p>August 29, 2018</p>

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
Scholarship Program	Track 2: The NSF Teaching Fellowships Track Track 3: The NSF Master Teaching Fellowships Track Track 4: Noyce Research Track.	
Spencer Foundation Midcareer Grant Program	<p>Applicants will be asked to center their request around the clear articulation and exploration of an important problem, or set of problems, of education that is well-aligned with their core interests and past scholarship. Applicants will also be asked to map the outer edges of what they have come to know through their earlier research and then articulate how they will move into what they do not yet know but hope to learn through a targeted midcareer program of study. In addition, applicants will be asked to fully describe how the acquisition of new tools or perspectives enriches their understanding of that problem and to present a well-thought out plan for acquiring them.</p> <p>Grant awards will not be confined to proposals to learn a new discipline, although in a number of cases that would fit. A psychologist studying techniques for promoting positive character development in children might spend a year studying philosophical work bearing on character development and the proper role of families and schools in shaping children's character. A historian of American education might spend a year studying some aspect of the history of education in Brazil or France. A scholar who works on the teaching of writing in colleges might have reason to acquire a deeper understanding of early literacy.</p> <p>The support provided by these awards is expected to release the applicant from their normal teaching, committee service, and governance responsibilities at their home institution for a significant portion of the year so they might pursue their program of study.</p>	September 14, 2018
National Science Foundation Improving Undergraduate STEM Education: EHR (17-590)	<p>Through the NSF <i>Improving Undergraduate STEM Education (IUSE)</i> initiative, the agency continues to make a substantial commitment to the highest caliber undergraduate STEM education through a Foundation-wide framework of investments. The IUSE: EHR program is a core NSF undergraduate STEM education program that seeks to improve the effectiveness of undergraduate STEM education for both majors and non-majors. The program is open to application from all institutions of higher education and associated organizations. NSF places high value on educating students to be leaders and innovators in emerging and rapidly changing STEM fields as well as educating a scientifically literate populace. In pursuit of this goal, IUSE: EHR supports projects that have the potential to improve student learning in STEM through development of new curricular materials and methods of instruction, and development of new assessment tools to measure student learning. In addition to innovative work at the frontier of STEM education, this program also encourages replications of research studies at different types of institutions and with different student bodies to produce deeper knowledge about the effectiveness and transferability of findings.</p> <p>IUSE: EHR also seeks to support projects that have high potential for broader societal impacts, including improved diversity of students and instructors participating in STEM education, professional development for instructors to ensure adoption of new and effective pedagogical techniques that meet the changing needs of students, and projects that promote institutional partnerships for collaborative research and development. IUSE: EHR especially welcomes proposals that will pair well with the efforts of NSF INCLUDES (https://www.nsf.gov/news/special_reports/nsfincludes/index.jsp) to develop STEM talent from all sectors and groups in our society. Collaborations are encouraged between IUSE proposals and existing INCLUDES projects,</p>	October 1, 2018

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
<p>Lyle Spencer Research Awards</p> <p>Advancing Understanding of Education Practice and Its Improvement</p>	<p>provided the collaboration strengthens both projects.</p> <p>The Foundation intends through this endeavor to press its colleagues in the research community to raise their level of intellectual ambition, to encourage work that is more thoughtful, more critical of prevailing assumptions, more self-critical about their own work and its limitations, and more relevant to the aim of building knowledge for improved educational practice. The Foundation does not intend that this program should seek only directly applied research about interactions between teachers and students, important as such research is. Successful educational practice depends upon an infrastructure that includes the conditions under which teachers practice, the curricular frameworks that guide their work, the provision made for their training and professional development, and so on.</p> <p>The Foundation envisions a large-minded conception of educational practice that encompasses the institutional, policy, and normative frameworks within which instructional practice is enacted. Moreover, it recognizes as well that instruction is not confined to the classroom but is an aspect of life in settings that can range from the workplace to the playing field, any of which may in the right circumstance provide the basis for rewarding study. To clarify this point about connecting to practice - connecting the dots, as it were - the Foundation suggests that a significant share of the successful proposals it will fund under this initiative will fall into one of three broad categories: 1) Studies that focus more or less directly on teaching and learning processes themselves, at the classroom level (or in instructional settings outside classrooms); 2) Studies that pay attention to the larger policy and institutional environments within which educational transactions take place; and 3) Studies that help develop research tools that can support advancing the kinds of research the Foundation has identified here.</p> <p>These three categories might be labeled studies of instructional practice, of the educational infrastructure that supports or hinders effective practice, and of the research infrastructure that supports inquiry into educational practice. These categories are definitely not meant to be either exhaustive or mutually exclusive, but the Foundation thinks they do helpfully map the terrain. One point the Foundation emphasizes particularly: scholars whose work is identified in one of the three general buckets the Foundation has roughly identified often come out of very different research traditions across which communication is often wanting. There are good reasons for specialization, but the Foundation wants to stress that in this initiative it sees these strands of work as deeply related. Failure to examine the connections or appreciate their importance is in fact one of the problems it aims to address through this initiative.</p> <p>Hallmarks of the research the Foundation seeks to fund include conceptual and empirical attention to educational practice and a determination to approach research with well-reasoned and constructive skepticism toward the unexamined assumptions that shape current beliefs, actions, and research agendas.</p>	<p>October 12, 2018 (Letter of Intent)</p>
<p>National Science Foundation</p> <p>Advancing Informal STEM Learning</p>	<p>The Advancing Informal STEM Learning (AISL) program seeks to advance new approaches to and evidence-based understanding of the design and development of STEM learning opportunities for the public in informal environments; provide multiple pathways for broadening access to and engagement in STEM learning experiences; advance innovative research on and assessment of STEM learning in informal environments; and engage the public of all ages in learning STEM in informal environments.</p>	<p>November 7, 2018</p>

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
(17-573)	The AISL program supports six types of projects: (1) Pilots and Feasibility Studies, (2) Research in Service to Practice, (3) Innovations in Development, (4) Broad Implementation, (5) Literature Reviews, Syntheses, or Meta-Analyses, and (6) Conferences.	
National Science Foundation Discovery Research PreK-12 (DRK-12)	The DRK-12 program invites proposals that address immediate challenges that are facing preK-12 STEM education as well as those that anticipate radically different structures and functions of preK-12 teaching and learning. The DRK-12 program has three major research and development strands: (1) Assessment; (2) Learning; and (3) Teaching. The program recognizes the synergy among the three strands and that there is some overlap and interdependence among them. However, proposals should identify a clear focus of the proposed research efforts (i.e., assessment, learning, or teaching) consistent with the proposal's main objectives and research questions. The program supports five types of projects: (1) Exploratory, (2) Design and Development, (3) Impact, (4) Implementation and Improvement, and (5) Conferences and Syntheses. All five types of projects apply to each of the three DRK-12 program strands.	November 14, 2018

*****FUNDING INFORMATION COMPLETE*****

 **ANNOUNCEMENTS** 

Submitted/Funded Awards

Congratulations to all faculty members who submitted grant proposals, and/or were awarded grants in December & January!

Research & Economic Development Upcoming Policy Changes

The revised policies are as follows:

Who can serve as PI: [Policy 20.1: PI Status](#)

Proposal Submission Deadline: [Policy 20.2: Deadline for Proposal Submissions](#)

Tuition Remission for Graduate Students: [Policy 50.5: Tuition Remission for Graduate Students Supported by Sponsored Awards](#)

Summer Salary

Effective this year, Grants & Contracts Administration (GCA) will not process any summer effort requests after the summer period (5/16/18-8/15/18). Please watch for summer effort requests from ORDM in mid-March. ORDM will work with Department Admin Support to begin preparing summer ePAFs in April.

Budget Revision Forms are going Electronic

GCA will require the Principal Investigator (PI) to approve all Budget Revisions. PIs will be able to approve budget revisions from any device.

Proposal Resubmissions

If you are planning to resubmit a proposal, and would like for Hanover to review it and provide valuable feedback, please contact ORDM for assistance.

RESOURCES

Research Development:

[ED's proposed priorities](#)

Research Management:

[Uniform Guidance](#): Establishes uniform administrative requirements, cost principles, and audit requirements for Federal awards to non-Federal entities.

Pivot Tools:

- 1) [Claim Your Profile in Pivot](#)
 - 2) [Pivot Users Checklists: 5 ways to get the most from Pivot](#)
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The College of Education is “Engaged in Research.”

PROPOSAL SUBMISSIONS*

Funding Agency	Lead Principal Investigator	Co-Principal Investigator(s)	Possible Funding	Duration
Center for the Study of Community Colleges	Mark D’Amico		\$4,900	One Year
Council for the Study of Community Colleges	Mark D’Amico		\$2,000	One Year
National Science Foundation	Florence Martin	Chuang Wang Douglas Markant Mary Maher	\$749,935	Three Years
Bethlehem Center of Charlotte	Chance Lewis		\$7,500	One Year
North Carolina State Board of Education	Donna Sacco		\$10,000	<One Year
Loyola University-Chicago/Spencer Foundation	Kristin Davin		\$13,840	<Two Years
North Carolina Department of Health & Human Services	Rich Lambert		\$54,897	<One Year

**Information retrieved from the University’s Niner Online Research Management (NORM) System.*

GRANTS AWARDED*

Lead Principal Investigator	Co-Principal Investigator(s)	AWARD TITLE	SPONSOR	AWARD AMOUNT
Lan Kolano	Chuang Wang	Evaluation of ourBRIDGE for KIDS Led by UNCC-COED	ourBRIDGE for KIDS	\$32,100
Rich Lambert		Evaluation of the Implementation of the K-3 Formative Assessments	NC DPI	\$198,035

Lead Principal Investigator	Co-Principal Investigator(s)	AWARD TITLE	SPONSOR	AWARD AMOUNT
David Test		National Technical Assistance Center...	U.S. Department of Education	\$2,100,000
Kelly Anderson		Regional EC Education Consultant and State Performance Plan Consultant	NC DPI	\$6,249
Spencer Salas		Erasmus+	European Union	\$1,957

**Information retrieved from the University's Niner Online Research Management (NORM) System.*

PROPOSALS IN THE MAKING

PRINCIPAL INVESTIGATOR(S)	
DEPARTMENT	
AGENCY	
TITLE	
AMOUNT	
BRIEF DESCRIPTION	

PRINCIPAL INVESTIGATOR(S)	
DEPARTMENT(S)	
AGENCY	
TITLE	
AMOUNT	
BRIEF DESCRIPTION	