



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: \$1,000,000-\$6,000,000

Submission Deadline: May 17, 2 018

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 29, 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: June 7, 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, 2018 (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: Educational Technology, Media, and Materials for Individuals with Disabilities Program: Stepping-Up Technology Implementation – CFDA 84.327S

Purpose of Program: 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.

Funding Range: \$450,000 - \$500,000 (Up to 4 years)

Submission Deadline: June 5, 2018

<https://www.grants.gov/web/grants/view-opportunity.html?oppId=293366>

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

Title: Research Networks Focused on Critical Problems of Education Policy/Practice – CFDA 84.305N

Purpose of Program: The purpose of the Networks is to focus resources and attention on education problems or issues that are high priority for the nation, and to create both a structure and process for researchers who are working on these issues to share ideas, build new knowledge, and strengthen their research and dissemination capacity. In FY18, the topic is Expanding the Evidence Base for Career and Technical Education (CTE) and up to one Network Lead aware is available to coordinate 3 or 6 CTE evaluation projects funded under other competition.

Funding Range: Up to \$5,000,000 (Over 6 years)

Submission Deadline: April 5, 2018

<http://www.ies.ed.gov/funding>

**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>

**U.S. Department of Education
Office of Elementary and Secondary Education**

Title: Jacob K. Javits Gifted and Talented Students Education Program – CFDA 84.206A

Purpose of Program: 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 nation-wide to meet the special educational needs of gifted and talented students.

Funding Range: \$300,000-\$500,000

Submission Deadline: June 22, 2018 (Anticipated)

<https://www.grants.gov/web/grants/view-opportunity.html?oppId=293914>

National Science Foundation

Solicitation NSF 17-573

Title: Advancing Informal STEM Learning (AISL) – CFDA 47.076

Purpose of Program: 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.

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.

Limitations: Limit on Number of Proposals per Organization: 3 An institution or organization may serve as lead on no more than three (3) proposals submitted to the November deadline. However, an institution or organization

may partner as a subaward on other proposals submitted. Limit on Number of Proposals per PI or Co-PI: 3 An individual may be included as a Principal Investigator (PI) /Co-PI on no more than three (3) proposals submitted to the November deadline.

Funding Range: \$150,000 - \$3,000,000

Submission Deadline: November 7, 2018

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504793

Solicitation NSF 17-537

Title: Faculty Early Career Development Program (CAREER) – CFDA (Various Areas)

Purpose of Program: The Faculty Early Career Development (CAREER) Program is a Foundation-wide activity that offers the National Science Foundation's most prestigious awards in support of early-career faculty who have the potential to serve as academic role models in research and education and to lead advances in the mission of their department or organization. Activities pursued by early-career faculty should build a firm foundation for a lifetime of leadership in integrating education and research. NSF encourages submission of CAREER proposals from early-career faculty at all CAREER-eligible organizations and especially encourages women, members of underrepresented minority groups, and persons with disabilities to apply.

Funding Range: ~\$490,000

Submission Deadline: July 20, 2018

<https://www.nsf.gov/pubs/2017/nsf17537/nsf17537.pdf>

Solicitation NSF 15-509

Title: EHR Core Research (ECR) – CFDA (Various Areas)

Purpose of Program: The EHR Core Research (ECR) program of fundamental research in STEM education provides funding in critical research areas that are essential, broad and enduring. EHR seeks proposals that will help synthesize, build and/or expand research foundations in the following focal areas: STEM learning, STEM learning environments, STEM workforce development, and broadening participation in STEM.

The ECR program is distinguished by its emphasis on the accumulation of robust evidence to inform efforts to (a) understand, (b) build theory to explain, and (c) suggest interventions (and innovations) to address persistent challenges in STEM interest, education, learning, and participation. The program supports advances in fundamental research on STEM learning and education by fostering efforts to develop foundational knowledge in STEM learning and learning contexts, both formal and informal, from childhood through adulthood, for all groups, and from the earliest developmental stages of life through participation in the workforce, resulting in increased public understanding of science and engineering. The ECR program will fund fundamental research on: human learning in STEM; learning in STEM learning environments, STEM workforce development, and research on broadening participation in STEM.

Funding Range: Varies

Submission Deadline: September 13, 2018

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504924

Solicitation NSF 17-584

Title: Discovery Research PreK-12 – CFDA 47.076

Purpose of Program: The Discovery Research PreK-12 program (DRK-12) seeks to significantly enhance the learning and teaching of science, technology, engineering, mathematics and computer science (STEM) by preK-12 students and teachers, through research and development of STEM education innovations and approaches. Projects in the DRK-12 program build on fundamental research in STEM education and prior research and development efforts that provide theoretical and empirical justification for proposed projects. Projects should result in research-informed and field-tested outcomes and products that inform teaching and learning. Teachers and students who participate in DRK-12 studies are expected to enhance their understanding and use of STEM content, practices and skills.

Funding Range: Unknown

Submission Deadline: November 14, 2018

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=500047

Solicitation NSF 17-541

Title: Robert Noyce Teacher Scholarship Program – CFDA 47.076

Purpose of Program: The National Science Foundation Robert Noyce Teacher Scholarship Program seeks to encourage talented science, technology, engineering, and mathematics (STEM) majors and professionals to become K-12 mathematics and science (including engineering and computer science) teachers. The program invites creative and innovative proposals that address the critical need for recruiting and preparing highly effective elementary and secondary science and mathematics teachers in high-need local educational agencies. The program offers four tracks: Track 1: The Robert Noyce Teacher Scholarships and Stipends Track, Track 2: The NSF Teaching Fellowships Track, Track 3: The NSF Master Teaching Fellowships Track, and Track 4: Noyce Research Track. In addition, Capacity Building proposals are accepted from proposers intending to develop a future Track 1, 2, or 3 proposal.

Funding Range: Unknown

Submission Deadline: August 28, 2018

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5733

Solicitation NSF 17-590

Title: Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR) – CFDA 47.076

Purpose of Program: 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, provided the collaboration strengthens both projects.

Funding Range: Varies

Submission Deadline: October 1, 2017-October 1, 2018 (Exploration and Design Tier for Engaged Student Learning & Institution and Community Transformation)

December 11, 2018 (Development and Implementation Tier for Engaged Student Learning & Institution and Community Transformation)

https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505082

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

**National Institute of Mental Health
Funding Opportunity: PAR-17-080**

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
Funding Opportunity: PAR-17-082**

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

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

**National Institutes of Health
Funding Opportunity: PAR-17-339**

Title: NIH Science Education Partnership Award (SEPA) (R25) – CFDA 93.859

Purpose of Program: The NIH Research Education Program (R25) supports research education activities in the mission areas of the 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.

Funding Range: Upper \$1,250,000

Submission Deadline: July 9, 2018

<https://grants.nih.gov/grants/guide/pa-files/PA-17-339.html>

Associations, Foundations, Etc.

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/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>

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>

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>

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 6, 2018 (Letter of Inquiry)
April 13, 2018 (Application)

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

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>

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>

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/>

Alfred P. Sloan Foundation

Title: Digital Information Technology

Purpose of Program: When Alfred P. Sloan Jr. created this foundation in 1934, he envisioned it would serve as a vehicle for the creation and dissemination of scientific and economic knowledge. Few technological advances have revolutionized those activities more than the development of modern computing and the subsequent explosion in our ability to collect, manipulate, store, analyze, and transmit data. Sloan's programs in Digital Technology explore how the internet and computing technology are creating new opportunities to empower the scientific enterprise and expand the public's access to knowledge.

1. Data & Computational Research: The program goal is to: (1) Accelerate scientific discovery by helping researchers fully exploit the opportunities created by recent advances in our ability to collect, transmit, analyze, store, and manipulate data; (2) Support the efficient management and sharing of research data and code from acquisition through analysis; and (3) Grow the current and future scientific data work force.

2. Scholarly Communication: The program goal is to empower researchers by supporting the development and adoption of new resources for managing the increasingly diverse array of digital communication channels, enabling scientists to more effectively locate relevant research, network with other researchers, and disseminate their work to the scientific community and the public. Grantmaking aims to: (1) Improve the discovery and review of diverse scholarly materials; and (2) Establish new forms of publication connecting data, code, and analysis - particularly to support the reproducibility of research.

Grants tend to fund into one or more of four broad types: (1) Software grants support technology development ranging from prototyping funds to substantial scaling resources; (2) Training grants aim at supporting work force

training and curricular initiatives as well as targeted adoption of new technologies by specific communities; (3) Research grants bring historical, ethnographic, and economic research methods to bear on our understanding of scholarly activities in a changing technological context; and (4) Community grants build networks for knowledge exchange across disciplines as well as institutions that serve to incubate sustainable research and software projects.

Funding Range: Varies

Submission Deadline: Letters of Inquiry are accepted year round

<https://sloan.org/programs/digital-technology>

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>

UPCOMING FUNDING OPPORTUNITIES

Below is a list of tentative funding opportunities.

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
<p align="center">US Department of Education</p> <p align="center">Education Research</p>	<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>	<p align="center">June 22, 2018 (Letter of Intent)</p> <p align="center">August 17, 2018 (Full Application)</p>
<p align="center">US Department of Education</p> <p align="center">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 align="center">July 13, 2018 (Notice of Intent)</p> <p align="center">July 28, 2018 (Application)</p>
<p align="center">US Department of Education</p> <p align="center">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 align="center">July 17, 2018</p>

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
US Department of Education Research Training Programs in Special Education	<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>	August 17, 2018
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</i> (IUSE) 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</p>	October 1, 2018 through September 30, 2019

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
	<p>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, provided the collaboration strengthens both projects.</p>	
<p>Lyle Spencer Research Awards</p> <p>Advancing Understanding of Education Practice and Its Improvement</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</p>	<p>October 12, 2018 (Letter of Intent)</p>

AGENCY	DESCRIPTION	TENTATIVE DUE DATE
	<p>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>James S. McDonnell Foundation</p> <p>Understanding Human Cognition: Understanding Teacher Change and Teachers as Learners in K-12 Classrooms</p>	<p>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.</p> <p>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 small scale 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.</p>	<p>The next opportunity to submit a proposal for the Teachers as Learners program will be in early 2019</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 5, 2019 (Confirmed)</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.	

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



ANNOUNCEMENTS



Submitted/Funded Awards

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

Other External Funding

If you will be working on an externally funded project from another college, please complete the Proposal Information Form. This way we can ensure you get recognition for your efforts. The link for the form is located in the resource section below.

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.

REMINDERS

- 1) Inform ORDM if your proposal was not awarded and whether you plan to resubmit during the next cycle.
- 2) The deadline for submitting summer effort forms is April 6th.
- 3) Work closely with your department administrators when preparing transactions charged to grants. Your admins are familiar with both the University processes, as well as our internal processes.

RESOURCES

COED Forms/Tools:

Proposal Information Form: <https://webforms.uncc.edu/edresearch/proposal-information-form-0>

University Forms/Tools:

Pivot Tools:

- 1) [Claim Your Profile in Pivot](#)
- 2) [Pivot Users Checklists: 5 ways to get the most from Pivot](#)

Federal Forms/Tools:

[ED's final approved priorities](#)

[Uniform Guidance](#): Establishes uniform administrative requirements, cost principles, and audit



The College of Education is “Engaged in Research.”

PROPOSAL SUBMISSIONS*

Funding Agency	Lead Principal Investigator	Co-Principal Investigator(s)/Key Personnel	Possible Funding	Duration
Longview Foundation	Erik Byker	Adriana Medina Tracy Rock Mike Putman	\$24,915	One Year
University of Maine/National Science Foundation	David Pugalee		\$438,309	Four Years
National Science Foundation	Brett Tempest (College of Engineering)	Chance Lewis Sejal Foxx David Pugalee	\$998,622	Five Years

**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
Pamela Lassiter		2017-2018 Governor’s Institute on Substance Abuse Scholarships	Governor’s Institute on Substance Abuse	\$10,000

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

PROPOSALS IN THE MAKING

PRINCIPAL INVESTIGATOR(S)	Shagufta Raja; David Pugalee; Dawson Hancock
DEPARTMENT	Center for STEM Education
AGENCY	Burroughs Wellcome Foundation
TITLE	Extending STEM Knowledge and Understanding for Pre-College Students
AMOUNT	\$180,000
BRIEF DESCRIPTION	This project provides an opportunity for more than 100 Latino students to be involved in problem solving activities in science, engineering, and mathematics.

PRINCIPAL INVESTIGATOR(S)	David Pugalee
DEPARTMENT(S)	Center for STEM Education
AGENCY	National Science Foundation
TITLE	Building Capacity for Computer Science in the Middle Grades
AMOUNT	Up to \$2,000,000
BRIEF DESCRIPTION	To create a community of middle school teachers to implement CS+SM, which is infusing of computer science into other disciplines, specifically science and math.