Please see the below upcoming opportunities, for your perusal. There are 4 major sections organized by submission date:

1. NSF Funding Opportunities
2. NIH / Federal Funding Opportunities
3. Spencer Opportunities
4. Other Opportunities

**How to Apply**
Contact your OERS Departmental Grants & Contracts Specialist for:

- **C&I, EDP, SPE**: Liz Kogan ([liz.kogan@austin.utexas.edu](mailto:liz.kogan@austin.utexas.edu))
- **KHE & EDA**: Amelia Bridges ([amelia.bridges@utexas.edu](mailto:amelia.bridges@utexas.edu))

---

**NSF Funding Opportunities**

**Sponsor**: National Science Foundation (NSF)

**Title**: Promoting Research and Innovation in Methodologies for Evaluation (PRIME; NSF 15-540)

**Deadline**: April 30, 2015

**Amount (average award)**: $100,000 to $250,000 (depending on proposal type)

**Description/Eligibility**:

The Promoting Research and Innovation in Methodologies for Evaluation (PRIME) program seeks to support research on evaluation with special emphasis on: (1) exploring innovative approaches for determining the impacts and usefulness of STEM education projects and programs; (2) building on and expanding the theoretical foundations for evaluating STEM education and workforce development initiatives, including translating and adapting approaches from other fields; and (3) growing the capacity and infrastructure of the evaluation field. Three types of proposals will be supported by the program: Exploratory Projects that include proof-of-concept and feasibility studies; more extensive Full-Scale Projects; and conferences.

**Eligible Proposal Types**

Exploratory Projects: Exploratory projects are small-scale explorations that include proof-of-concept and feasibility studies. Exploratory projects must describe relevant literature, evaluation research questions, data to be gathered and analytic approaches to be taken. Not all exploratory projects will result in a subsequent, full-scale proposal. However, for those that do,
the results and implications of the exploratory work must be explicitly described. Exploratory projects cannot exceed $250,000 total and a duration of two years.

Full-Scale Projects: Full-scale projects are larger in scope and may investigate pressing issues facing the field; develop innovative evaluation methodologies or approaches; or build capacity for rigorous, useful evaluations. Full-scale projects cannot exceed $800,000 total and a duration of three years.

Conferences: The PRIME program may support a few well-focused conferences that have the potential to transform the field. Budgets are expected to be related to the duration of the event and the number of participants. Typical costs are around $100,000. Proposals should include a conceptual framework for the conference, a draft agenda, a possible participant list, and the likely outcomes or products that will result from the conference. Proposals may be submitted at any time, generally at least one year in advance of when the conference would be held. Please see the NSF Grant Proposal Guide, GPG Section II D.8, for additional information about conference proposals.

Other Eligibility Details:

- All proposals (except those for conferences) are expected to specifically address the following requirements:
  - Specify the theoretical underpinnings from one or more education and social science disciplines that will drive the research and development.
  - Specify the settings or contexts where the evaluative research will occur such as geographical location, time span, population, etc.
  - Outline creative strategies for engaging communities of practitioners, evaluators, researchers, and STEM content experts (as appropriate) for the co-design of approaches and effective dissemination of project outcomes.
  - Identify desired outcomes of the research and development such as potential products and the audiences/communities who will find them useful.
  - Specify the methodologies to be researched or developed either by pursuing new areas or by translating and applying existing approaches in creative and innovative ways.
  - Identify an evaluation plan that describes how outside feedback on the work will be obtained (external evaluation, advisory board, etc.).


Sponsor: National Science Foundation (NSF)

Title: National Science Foundation Research Traineeship (NRT) Program (NSF 15-542)

Deadline: May 6, 2015

Amount (average award):  
NRT Traineeship Track Awards: Up to $3,000,000  
NRT IGE Track Awards: $300,000 to $500,000
Description/Eligibility:

The NSF Research Traineeship (NRT) program is designed to encourage the development and implementation of bold, new, potentially transformative, and scalable models for STEM graduate education training. The NRT program seeks proposals that ensure that graduate students in research-based master’s and doctoral degree programs develop the skills, knowledge, and competencies needed to pursue a range of STEM careers. The NRT program includes two tracks: the Traineeship Track and the Innovations in Graduate Education (IGE) Track. The Traineeship Track is dedicated to effective training of STEM graduate students in high priority interdisciplinary research areas, through the use of a comprehensive traineeship model that is innovative, evidence-based, aligned with changing workforce and research needs, and scalable. For this solicitation the Traineeship Track has one priority interdisciplinary research theme — Data-Enabled Science and Engineering (DESE); proposals are encouraged also on any non-DESE interdisciplinary research theme that is a national priority. The IGE Track is dedicated solely to piloting, testing, and evaluating novel, innovative, and potentially transformative approaches to graduate education, both disciplinary and interdisciplinary, to generate the knowledge required for their customization, implementation, and broader adoption. Whereas the Traineeship Track promotes building on the current knowledge base to more effectively train STEM graduate students, the IGE Track supports test-bed projects with high potential to enrich, improve, and extend the knowledge base with attention to transferability and innovation. For both tracks, strategic collaborations with the private sector, non-governmental organizations (NGOs), government agencies, national laboratories, field stations, teaching and learning centers, museums, and academic partners are encouraged.


Sponsor: National Science Foundation (NSF)

Title: Cyberlearning and Future Learning Technologies (NSF 14-526)

Full Proposal: July 13, 2015

Amount (average award): Depends on Specific Program ranging from $550,000 to 2,500,000

Description/Eligibility:

The purpose of the Cyberlearning and Future Learning Technologies program is to integrate opportunities offered by emerging technologies with advances in what is known about how people learn to advance three interconnected thrusts:

- Innovation: inventing and improving next-generation genres (types) of learning technologies, identifying new means of using technology for fostering and assessing learning, and proposing new ways of integrating learning technologies with each other and into learning environments to foster and assess learning;
- Advancing understanding of how people learn in technology-rich learning environments: enhancing understanding of how people learn and how to better foster and assess learning, especially in technology-rich learning environments that offer new opportunities for learning and through data collection and computational modeling of learners and groups of learners that can be done only in such environments; and
- Promoting broad use and transferability of new genres: extracting lessons from experiences with these technologies that can inform design and use of new genres across disciplines, populations, and learning environments; advancing understanding of how to foster learning through effective use these new technologies and the environments they are integrated into.

The intention of this program is to advance technologies that specifically focus on the experiences of learners; innovations that simply focus on making teaching easier will not be funded. Proposals that focus on teachers or facilitators as learners are invited; the aim in these proposals should be to help teachers and facilitators learn to make the learning experiences of learners more effective.

Proposals are expected to address all three of the program's thrusts. Of particular interest are technological advances that (1) foster deep understanding of content coordinated with masterful learning of practices and skills; (2) draw in and encourage learning among populations not served well by current educational practices; and/or (3) provide new ways of assessing understanding, engagement, and capabilities of learners. It is expected that research funded by this program will shed light on how technology can enable new forms of educational practice. This program does not support proposals that aim simply to implement and evaluate a particular software application or technology in support of a specific course.

Awards will be made in three research categories, each focusing on a different stage of research and development: Exploration (EXP), Design and Implementation (DIP), and Integration (INT). The program will also support small Capacity-Building Projects (CAP), e.g., conferences, workshops, and partnership-building activities, and will continue to participate in NSF's Foundation-Wide programs: EAGER, RAPID, INSPIRE, and CAREER.


----------------------------------
Sponsor: National Science Foundation (NSF)
Title: Perception, Action & Cognition (PD 09-7252)
Deadline: Workshop and Conference Proposal Deadline Windows:
    June 1, 2015 to June 15, 2015
    [Rolling April 1 – April 15 & June 1 – June 15]
Research Proposal Deadline Windows:
July 15, 2015 to August 3, 2015
[Rolling January 15 - February 1 & July 15 - August 3]

Amount (average award): $100,000 to $500,000

Description/Eligibility:

Supports research on perception, action and cognition. Emphasis is on research strongly grounded in theory. Central research topics for consideration by the Perception, Action, and Cognition panel include vision, audition, haptics, attention, memory, reasoning, written and spoken discourse, and motor control. The program encompasses a wide range of theoretical perspectives, such as symbolic computation, connectionism, ecological, nonlinear dynamics, and complex systems, and a variety of methodologies including both experimental studies and modeling. The PAC program is open to co-review of proposals submitted to other programs (e.g., Linguistics, Developmental and Learning Sciences, Cognitive Neuroscience, etc). Proposals may involve clinical populations, animals, or computational modeling only if the work has direct impact on basic issues of human perception, action, or cognition.

Full Announcement: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5686

Sponsor: National Science Foundation (NSF)

Title: Industry/University Cooperative Research Centers Program (I/UCRC) (NSF 13-594)

Deadline:
Letter of Intent: June 26, 2015
Full Proposal: September 25, 2015
[Rolling: January 5 (LOI) & March 5 (Proposal); June 26 (LOI) & September 25 (Proposal)]

Amount (average award): $100,000 to $500,000

Description/Eligibility:

The Industry/University Cooperative Research Centers (I/UCRC) program develops long-term partnerships among industry, academe, and government. The centers are catalyzed by a small investment from the National Science Foundation (NSF) and are primarily supported by industry center members, with NSF taking a supporting role in the development and evolution of the center. Each center is established to conduct research that is of interest to both the industry members and the center faculty. An I/UCRC contributes to the nation’s research infrastructure base and enhances the intellectual capacity of the engineering and science workforce through the integration of research and education. As appropriate, an I/UCRC uses international collaborations to advance these goals within the global context.


-----------------------------------------------------------------------------------------------
--------------------------------
**Sponsor:** National Science Foundation (NSF)

**Title:** Developmental and Learning Sciences (DLS) (PD 08-1698)

**Deadline:** July 15, 2015 [Rolling: January 15, July 15]

**Amount (average award):** 100,000 and $200,000 per year for 3 years

**Description/Eligibility:**

DLS supports fundamental research that increases our understanding of cognitive, linguistic, social, cultural, and biological processes related to children's and adolescents' development and learning. Research supported by this program will add to our basic knowledge of how people learn and the underlying developmental processes that support learning, social functioning, and productive lives as members of society.

DLS supports research that addresses developmental processes within the domains of cognitive, social, emotional, and motor development using any appropriate populations for the topics of interest including infants, children, adolescents, adults, and non-human animals. The program also supports research investigating factors that impact development change including family, peers, school, community, culture, media, physical, genetic, and epigenetic influences. Additional priorities include research that: incorporates multidisciplinary, multi-method, microgenetic, and longitudinal approaches; develops new methods, models, and theories for studying learning and development; includes participants from a range of ethnicities, socioeconomic backgrounds, and cultures; and integrates different processes (e.g., learning, memory, emotion), levels of analysis (e.g., behavioral, social, neural), and time scales (e.g. infancy, middle childhood, adolescence).

The budgets and durations of supported projects vary widely and are greatly influenced by the nature of the project. Investigators should focus on innovative, potentially transformative research plans and then develop a budget to support those activities, rather than starting with a budget number and working up to that value.

The DLS program also accepts proposals for workshops and small conferences. These typically have total cost budgets, including direct and indirect costs, of approximately $35,000.


---

**Sponsor:** National Science Foundation (NSF)

**Title:** Sociology (PD 98-1331; NSF 14-604)

**Deadline:** August 15, 2015 [Rolling August 15, January 15]

**Amount (average award):** $100,000 to $500,000

**Description/Eligibility:**
The Sociology Program supports basic research on all forms of human social organization -- societies, institutions, groups and demography -- and processes of individual and institutional change. The Program encourages theoretically focused empirical investigations aimed at improving the explanation of fundamental social processes. Included is research on organizations and organizational behavior, population dynamics, social movements, social groups, labor force participation, stratification and mobility, family, social networks, socialization, gender roles, and the sociology of science and technology. The Program supports both original data collections and secondary data analysis that use the full range of quantitative and qualitative methodological tools. Theoretically grounded projects that offer methodological innovations and improvements for data collection and analysis are also welcomed.

Projects are evaluated using the two Foundation-wide criteria, intrinsic merit and broader impacts. In assessing the intrinsic merit of proposed research, four components are key to securing support from the Sociology Program: (1) the issues investigated must be theoretically grounded; (2) the research should be based on empirical observation or be subject to empirical validation or illustration; (3) the research design must be appropriate to the questions asked; and (4) the proposed research must advance our understanding of social processes, structures and methods.


Sponsor: National Science Foundation (NSF)

Title: Research in Engineering Education (REE) (PD 10-1430)

Deadline: September 17, 2015 [Rolling September 17, January 2]

Amount (average award): $100,000 per year

Description/Eligibility:

The Division of Engineering Education and Centers (EEC) supports creation of a more agile engineering education ecosystem, equally open and available to all members of society, that dynamically and rapidly adapts to meet the changing needs of society and the Nation's economy. Research is sought that will inform systemic change across all parts of the ecosystem; areas of interest include, but are not limited to:

1. Diversifying pathways to and through engineering degree programs. Research projects that align with this theme explore how engineering programs can create alternative pathways for students with a broad range of backgrounds, interests, and experiences; investigate how informal or real world experiences germane to engineering-such as military service or being a "maker" (i.e. tinkerer or hobbyist)-serve as pathways to engineering; or investigate how to fundamentally restructure courses, curricula, or programs to substantially boost student success, especially for under-represented populations and veterans. Research on approaches that lower barriers for students to
transfer into or between engineering programs, from other majors or community colleges for example, is also sought.

2. **Exploring credentialing in engineering education.** Research in this area explores how higher education institutions credential learning, i.e. certify student learning via externally accepted metrics. Topics include exploring the relation between credentialing and learning, developing new methods to assess and credential learning, and understanding how credentials are valued and interpreted both within and external to the university. Projects exploring novel credentialing methods that create more porous boundaries between formal and informal learning spaces are particularly sought.

3. **Understanding how to scale engineering education innovations.** This topic includes studies on how to improve the translation of engineering education research to practice or scale educational innovations to have systemic impact. This topic also supports activities that inform engineering education efforts and investments or spawn new research. Such activities include modeling engineering education as a complex adaptive system, creating data systems that can inform future efforts, or clarifying the return on investments in engineering education.

4. **Advancing engineering learning in broader eco-systems such as innovation, globalization, or sustainability.** Research projects that align with this theme include discovering key concepts and principles that enable engineering graduates to succeed in highly interdisciplinary environments or "eco-systems"; i.e. rigorously determining the effect of such programs on students or exploring factors such as teamwork, self efficacy, communication, or identity formation in such environments.

5. **Developing engineering-specific learning theories.** Theories on development of engineering epistemologies and identities, and the effect of novel learning environments (such as maker-spaces) on learning are particularly sought.

Competitive proposals advance understanding in engineering education by grounding the proposed work in theory as well as relevant prior work in engineering education specifically and education generally. Proposals should clearly address why the proposed research fills gaps in existing knowledge and address how evaluation will inform the research effort and allow assessment of the project's impact and effectiveness.

Engineering education research projects should address the iterative cycle in which research questions that advance understanding are informed by practice and the results of research are, in turn, translated into practice. In other words, how are the research results broadly generalizable and/or transferable? Successful projects identify specific target audiences, effective communication channels, and novel partnerships to ensure broad dissemination. PIs are strongly encouraged to provide a roadmap detailing how they envision the proposed research will eventually be scaled to broadly impact practice, even if these activities are not within the scope of the submitted proposal.

Proposals to build research capacity such as developing means to measure engineering thinking, doing, and knowing or proposals to build research networks or infrastructure will be considered. This program strongly discourages proposals that seek funding primarily to develop tools, curriculum, or laboratories, or that seek to implement innovations that have already been
shown to be effective for engineering students. More information can be found in the program’s Frequently Asked Questions (FAQ), see link below.

The REE program accepts a diverse range of project scales from small, exploratory projects to large scale investigations with a broad, systemic scope; project budgets should match the project scope. Small-scale, exploratory projects with high transformative potential are strongly encouraged.


-----------------------------------------------------------------------------------------------

Sponsor: National Science Foundation (NSF)

Title: Grant Opportunities for Academic Liaison with Industry (GOALI) (NSF 12-513)

Deadline: Proposals Accepted Anytime

Amount (average award): $30,000 to $75,000

Description/Eligibility:

Grant Opportunities for Academic Liaison with Industry (GOALI) promotes university-industry partnerships by making project funds or fellowships/traineeships available to support an eclectic mix of industry-university linkages. Special interest is focused on affording the opportunity for:

- Faculty, postdoctoral fellows, and students to conduct research and gain experience in an industrial setting;
- Industrial scientists and engineers to bring industry’s perspective and integrative skills to academe; and
- Interdisciplinary university-industry teams to conduct research projects.

This solicitation targets high-risk/high-gain research with a focus on fundamental research, new approaches to solving generic problems, development of innovative collaborative industry-university educational programs, and direct transfer of new knowledge between academe and industry. GOALI seeks to fund transformative research that lies beyond that which industry would normally fund.


NIH / Federal Funding Opportunities

General NIH Funding Information

Information about the different types of NIH Grant Programs see this site: http://grants.nih.gov/grants/funding/funding_program.htm. These grants following specific funding cycles presented in the table below.
### Standard Submission/Resubmission Deadlines

<table>
<thead>
<tr>
<th>Activity Code</th>
<th>Program Description</th>
<th>New Submission</th>
<th>Renewal/Resubmission/Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>R01</td>
<td>Research Grants</td>
<td>February 5</td>
<td>March 5</td>
</tr>
<tr>
<td>U01</td>
<td>Research Grants – Cooperative Agreements</td>
<td>February 5</td>
<td>March 5</td>
</tr>
<tr>
<td>K Series</td>
<td>Research Career Development</td>
<td>February 12</td>
<td>March 12</td>
</tr>
<tr>
<td>R03, 21, 33, 34, 36</td>
<td>Other Research Grants</td>
<td>February 16</td>
<td>July 16</td>
</tr>
<tr>
<td>R15</td>
<td>Academic Research Enhancement Award</td>
<td>February 25</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Federal Funding Opportunities

**Sponsor:** US Department of Education/Institute of Education Sciences

**Title:** Evaluation of State Education Programs and Policies Grant Program (80 FR 12987; 2015-05693)

**Deadline:** Letter of Intent: **April 16, 2015**

Full Proposal: June 10, 2015

**Amount:** $2,000,000 to 5,000,000

**Description/Eligibility:**

The purpose of the Evaluation of State Education Programs and Policies Grant Program is to support rigorous evaluations of education programs and policies implemented by State educational agencies (SEAs) that have important implications for improving student education outcomes. These evaluations are to be carried out by partnerships between research institutions and SEAs.

The National Center for Education Research (NCER), a center within the Institute of Education Sciences (IES), will hold a competition for the Evaluation of State Education Programs and Policies Grant Program. Under this competition, NCER will consider only applications that propose to evaluate State programs and policies (or components of these programs and policies) that fit within one of the three following categories: (1) College- and Career-Ready Standards and Assessments (2) Identification and Improvement of the Lowest-Performing Schools and/or Schools with the Greatest Achievement Gaps, and (3) Teacher and Principal Evaluation and Support Systems.

Research partnerships involving at least one research institution and at least one SEA. The partnership must choose one principal investigator from either the research institution or the SEA to have overall responsibility for the administration of the award. Applicants that have the ability and capacity to conduct scientifically valid research are eligible to apply as the research institution partner. These include, but are not limited to, nonprofit and for-profit organizations and public and private agencies and institutions, such as colleges and universities. An SEA is the agency primarily responsible for the State supervision of elementary schools and secondary schools. See 20 U.S.C. 9601 (which incorporates by reference the definition of SEA set out in section 9101 of the Elementary and Secondary Education Act of 1965, as amended, 20 U.S.C.
Partnerships can include multiple research institutions and/or multiple SEAs if justified by research complementarities and shared interest in the program or policy to be evaluated.

**Full Announcement:**  [https://federalregister.gov/a/2015-05693](https://federalregister.gov/a/2015-05693) or [http://ies.ed.gov/funding/ncer_rfas/state.asp](http://ies.ed.gov/funding/ncer_rfas/state.asp)

---

**Sponsor:** US Department of Education

**Title:** Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities—Model Demonstration Projects to Improve Adolescent Literacy for Students with Disabilities in Middle and High Schools, Grades 6-12. (80 FR 14097; 2015-06273)

**Deadline:** May 4, 2015

**Amount:** $375,000 to $400,000

**Description/Eligibility:**

The purpose of this priority is to fund three cooperative agreements to establish and operate model demonstration projects that are designed to improve the literacy of adolescents with disabilities in middle and high school grades. For purposes of this priority, the target population includes: Students with disabilities in grades 6 through 12 who score below grade level in reading, or who have identified reading goals and objectives on their individualized education program. For purposes of this priority, the term “adolescent literacy” refers to the skills needed by individuals with disabilities in middle or high school grades to locate, read, understand, interpret, evaluate, and use written information across multiple content areas.

State educational agencies (SEAs); LEAs, including public charter schools that are considered LEAs under State law; IHEs; other public agencies; private nonprofit organizations; outlying areas; freely associated States; Indian tribes or tribal organizations; and for-profit organizations.

Each applicant and grantee under this competition must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the project.

**Full Announcement:**  [https://federalregister.gov/a/2015-06273](https://federalregister.gov/a/2015-06273)

---

**Sponsor:** National Institutes of Health (NIH)

**Title:** Obesity and Asthma: Awareness and Self- Management (R01) (PA 14-316)

**Deadline:** June 5, 2015 [Rolling Annual February 5; June 5; October 5]

**Amount (average award):** Unrestricted; Limited to 5 year; Need based

**Description/Eligibility:**
The purpose of this funding opportunity announcement is to stimulate research to examine the relationship between asthma, obesity and self-management. The prevalence of both asthma and obesity has significantly risen in the past few decades. Although the association between these two conditions has been found in many studies, the exact mechanisms for how this association arises are unresolved to include self-management and achieving control. Because both of these conditions have their beginnings in early life, an aspect of the association between them that requires more understanding is their common exposures in early life and transition into adulthood. Studies that investigate the molecular pathways linking asthma and obesity are encouraged as long as the studies describe how this relates to self-management. In addition, intervention studies targeting asthma or obesity and their effects on each other, and possible mechanisms of action and effect on behavior, are encouraged.


---

**Spencer Funding Opportunities**

**Sponsor:** Spencer Foundation  
**Title:** Small Research Grants  
**Deadline:** June 2, 2015 and August 20, 2015  
**Amount (average award):** $50,000 or less  
**Description/Eligibility:**

Proposals for small grants must be submitted under one of Spencer's five Areas of Inquiry:

- **Education and Social Opportunity**  
  - The Spencer Foundation seeks to shed light on the role education plays in reducing economic and social inequalities -- as well as, sometimes, reinforcing them -- and to find ways to more fully realize education’s potential to promote more equal opportunity. Expanded opportunity is important not only to a society’s economic well-being but to the character of its civic, cultural and social life as well.

- **Organizational Learning**  
  - Organizational learning can be more or less intentional and formal, ranging from designing randomized experiments aimed at comparing effects of alternative curricula to fostering environments that promote the informal exchange of knowledge about effective practices among teachers. New developments in technology coupled with new requirements for accountability are leading educational organizations to generate increasingly massive amounts of data, which we are only beginning to understand how to use effectively to promote educational improvement.

- **Purposes and Values of Education**  
  - One important aspect of such inquiry is the question of the relationship between public and political understandings of educational purposes and values, on the one hand, and educational policies and practices on the other. This is, of course,
a problem of “theory and practice” in education at the broad social level which mirrors the issue of the relationship between educational research and practice at other points in this document. Analytical, historical and empirical work that probes effectively and creatively into these deeply challenging and permanently important issues can contribute mightily toward social decision-making that moves education along constructive paths.

- Teaching, Learning, and Instructional Resources
  - Concerned with advancing the learning and development of children and adults, Spencer is interested in studies that lead to better understanding and improvements in the intellectual, material, and organizational resources that contribute to successful teaching and learning. A key aim of research in this initiative is to support investigations of questions that are grounded directly in teaching practice as well as in research about important aspects of teaching and learning processes that hold promise for enriching opportunities to learn and for guiding informed policymaking. The Foundation is particularly interested in studies of teaching and teacher development. We seek to understand what teachers need to know and do in order to enable all students to learn.

- Field-Initiated Proposals
  - The Foundation is of course alive to the possibility that someone may have a terrific idea for worthwhile research that does not fit easily into even these broad categories. We are happy to entertain such proposals. We ask in such cases that you address explicitly how your proposed study aligns with the Foundation’s mission of research toward educational improvement, and we ask as well that you understand that we will be asking ourselves the question whether this proposal promises to advance our purposes more effectively than research we can fund in our declared areas of interest.

Full Announcement: [http://www.spencer.org/content.cfm/budgets-50000-or-less](http://www.spencer.org/content.cfm/budgets-50000-or-less)

---

Sponsor: Spencer Foundation

Title: Lyle Spencer Research Awards: Advancing Understanding of Education Practice and Its Improvement

Deadline:
- Letter of Intent: July 9, 2015
- Invited Essay Submissions: October 12, 2015
- Full Proposals: January 13, 2016

Amount (average award): up to $1,000,000

Description/Eligibility:

In the spring of 2014 the Spencer Foundation introduced an ambitious new grant program, The Lyle Spencer Research Awards: Advancing Understanding of Education Practice and Its Improvement. This program is the successor to our long-standing field-initiated major grant program.
With this program, we aim to reinforce our commitment to intellectually ambitious research, oriented ultimately to improving the practice of education, and independent of any particular reform agendas or methodological strictures. This is not at base a change of direction for a foundation that has always aimed to foster creative and open-minded scholarship; it is however an emphatic assertion of our determination to search for and support the most challenging, original, and constructive scholarship and research we can find. We intend through this endeavor to press our 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.

To clarify this point about connecting to practice – connecting the dots, as it were – we suggest that a significant share of the successful proposals we will fund under this initiative will fall into one of three broad categories.

- Studies that focus more or less directly on teaching and learning processes themselves, at the classroom level (or in instructional settings outside classrooms).
- Studies that pay attention to the larger policy and institutional environments within which educational transactions take place. Key to our interest here is attention to the conceptual and empirical links between elements of the infrastructure and the actual character of educational practice. Studies that aim at better understanding how different ways of defining, measuring, and rewarding teacher performance affect teachers’ professional goals, time use, and understanding of success would fall into this category.
- Studies that help develop research tools that can support advancing the kinds of research we have identified here. The development of improved measurement tools, stronger theoretical frameworks and analytical methods, and the development of new databases and the archiving of data bases we have – none of these will make educational practice better today, but we regard advances on these fronts as essential to that lasting improvement in education that we seek.

Full Announcement: http://www.spencer.org/content.cfm/lyle-spencer-research-awards

Sponsor: Spencer Foundation

Title: Initiative on Philosophy in Educational Policy and Practice (IPEPP)

Deadline: Proposals due Anytime

Amount (average award): $40,000 or less

Description/Eligibility:

This initiative will make several awards of up to $40,000 for research projects in Philosophy as it relates to educational policy and practice. We encourage applicants to understand educational policy and practice in broad terms, including issues that directly relate to K-12 schools and higher education institutions, but also concerning policies that influence children’s growth and development in the family and in other areas of social life including children’s upbringings, educational issues in family life and in the workplace, the educational effects of welfare policy.
We also encourage diverse kinds of philosophical research ranging from the highly abstract to the highly applied. Proposals might concern any of the following topics:

- the proper content of moral education and of the rights of parents to constrain it
- the place of religion in schools
- justice and efficiency in the allocation of public funds across schools and school districts
- the content of the curriculum
- assessment of competing conceptions of equality in educational resources and outcomes
- the commercialization of schools and childhoods generally
- the obligations to students with special educational needs
- the proper content of sex education in particular and “education for living” more generally (concerning eg, parenting, financial self-management, etc) and the extent to which it is right for schools to defer to parental preferences regarding these matters
- the moral rights of school students to privacy, to freedom of expression, to freedom of association, etc
- the rights and obligations of teachers with respect to abusive or violent children
- the distribution and content of higher education

Full Announcement: http://www.spencer.org/content.cfm/philosophy-in-educational-policy--practice-rfp

Other Funding Opportunities

**Sponsor:** William T. Grant Foundation

**Title:** Distinguished Fellows Program

**Deadline:** Letter of Inquiry: **May 5, 2015** [Rolling: January 6, May 5, or August 4]

**Amount (average award):** $175,000

**Description/Eligibility:**

Proposed Fellowships must fit the Foundation¹s research interests. We currently support research aimed at improving the lives of youth ages 5 to 25 in the United States. Specifically, we fund studies that enhance understanding of:

- programs, policies, and practices that reduce inequality in youth outcomes; and
- the use of research in policy and practice.

**Eligibility:** Applicants must be influential, mid-career policymakers, practitioners, or researchers.

Full Announcement: http://wtgrantfoundation.org/Grants#apply-wtgrant-distinguished-fellows
**Sponsor:** William T. Grant Foundation

**Title:** Research Grants Program

**Deadline:** Letter of Inquiry: **May 5, 2015** or August 4, 2015

**Amount (average award):** $100,000 - $600,000

**Description/Eligibility:**

We are focused on youth ages 5 to 25 in the United States. We fund research that increases our understanding of:

- programs, policies, and practices that reduce inequality in youth outcomes; and
- the use of research evidence in policy and practice.

We seek research that builds stronger theory and empirical evidence in these two areas. While we do not expect that any one study will drive changes to policy or practice, the research should ultimately contribute to a body of useful knowledge for improving programs, policies, and practices to support young people.

**Eligibility:** Applicants must be influential, mid-career policymakers, practitioners, or researchers.

**Full Announcement:** [http://wtgrantfoundation.org/Grants#apply-research-grants](http://wtgrantfoundation.org/Grants#apply-research-grants)

---

**Sponsor:** VentureWell

**Title:** Faculty Grants

**Deadline:** **May 8, 2015**

**Amount (average award):** up to $50,000

**Description/Eligibility:**

Innovation is a skill that can and should be taught in universities. With our faculty grants, VentureWell challenges faculty to pioneer new ways to engage their students in the entrepreneurial process. The grants:

- Support new (or help modify existing) courses and programs that lead to the formation of E-Teams—multidisciplinary groups of students, faculty, and mentors working together to bring inventions to market.
- Help students learn by doing—gaining the entrepreneurial skills they need by actually forming a team and trying to make both the technology and business model work.
- Have a strong likelihood of continuing beyond the grant period and becoming part of a campus culture of innovation. To date, 92% of our funded courses and programs report that they are ongoing.
There are two types of faculty grants: Course & Program grants and Sustainable Vision grants.

Course & Program grants support courses or programs at the intersection of invention, innovation, and entrepreneurship that lead to the creation and support of E-Teams. Focus areas include but are not limited to: general (technology-based) entrepreneurship, new materials/clean tech/green energy, biomedical and healthcare, and information technology.

Sustainable Vision (SV) grants are very similar to Course & Program grants in that they support experiential learning and generate E-Teams. The key difference is that Sustainable Vision proposals must lead to the development of technology innovations that address poverty alleviation and basic human needs. A local, off-campus partner must be identified in the proposal. Focus areas include but are not limited to: water, sanitation, healthcare, agriculture, shelter, and information technology.

Full Announcement:  http://venturewell.org/facultygrants/

Sponsor: American Psychological Foundation (APF)

Title: John and Polly Sparks Early Career Grant for Psychologists Investigating Serious Emotional Disturbance (SED)

Deadline: May 15, 2015

Amount: 2 awards in the amount of $10,000 (1) and $17,000 (1)

Description/Eligibility:

The John and Polly Sparks Early Career Grant supports early career psychologists conducting research in the area of early intervention and treatment for serious emotional disturbance in children.

The John and Polly Sparks Foundation partnered with APF to empower early career psychologists to produce scientifically-based research and programs that could provide models for broad-based applications across the country.

Applicants must be a psychologist with an EdD, PsyD or PhD from an accredited university and no more than ten years postdoctoral.


Sponsor: The National Education Association (NEA) Foundation

Title: Learning & Leadership Grants

Deadline: June 1, 2015 [Rolling: June 1, October 15, and February 1]
**Amount (average award):** $2,000 for individuals; $5,000 for groups

**Description/Eligibility:**

The NEA Foundation provides grants to support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education for one of the following two purposes: Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research; or grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment.

All professional development must improve practice, curriculum, and student achievement. "One-shot" professional growth experiences, such as attending a national conference or engaging a professional speaker, are discouraged. Decisions regarding the content of the professional growth activities must be based upon an assessment of student work undertaken with colleagues, and must be integrated into the institutional planning process. Grant funds may be used for fees, travel expenses, books, or other materials that enable applicants to learn subject matter, instructional approaches, and skills. Recipients are required to exercise professional leadership by sharing their new learning with their colleagues.

*Eligibility:* Applicants must be practicing U.S. public school educators in grades PreK-12, public school education support professionals, or faculty and staff at public higher education institutions. NEA Foundation encourages grant applications from Education support professions. Preference will be given to members of the National Education Association.

**Full Announcement:** [http://www.neafoundation.org/pages/learning-leadership-grants/](http://www.neafoundation.org/pages/learning-leadership-grants/)

---

**Sponsor:** Jacobs Foundation

**Title:** Intervention Research

**Deadline:** Rolling [No Deadline]

**Amount (average award):** Not Stated

**Description/Eligibility:**

Funding applications for rigorous intervention studies testing the impact of policies, interventions, and programs to support and improve the development of children and youth. Specifically, experimental and quasi-experimental studies that examine the effectiveness of policies, interventions, and programs with and for children and youth in ways that provide theoretically important findings on how they work and on how to improve them.

The distal goal of this funding stream is to build greater capacity for the field of intervention research. The Foundation is supporting the work of project teams from renowned academic
institutions and facilitating their collaboration with practitioners from organizations working with and for children and youth.

The Foundation also seeks to initiate other capacity-building efforts connected to this funding stream to support the development of better intervention theory, measurement, and research design and analysis, as well as the implementation of field experiments.

The Jacobs Foundation welcomes two types of applications: requests for newly initiated intervention studies and add-ons to existing studies, wherein applicants seek to add or expand an assessment or analysis component. In applications, we should seek strong theory, interventions, research designs, methods, and project teams. Project proposals will only be accepted from academic institutions in partnership with renowned organizations in the field.

Projects should be grounded in prior theory and empirical evidence about how programs work, how they affect children and youth, and how they can be improved. Research projects should therefore not test pilot programs. Interventions under scrutiny should already have been developed, implemented, and pilot-tested. The Foundation expects empirical evidence that the intervention under research has already been associated with positive change in individuals and/or settings. Applicants should also propose a strong theoretical rationale that the intervention is likely to work. Studies proposing to test the impact of an enhancement to, or an additional component of, an existing intervention should describe prior implementation of the enhancement and include data on its effectiveness. These applications should include a compelling rationale for testing the enhancement and the probability that, in the new context, it would create impacts beyond that of the existing intervention.

The quality of the researched intervention or program and the organization implementing it are as important as the research design. We therefore expect that the programs under scrutiny are implemented by real-life, renowned organizations in the field, not by the involved researchers themselves. Interventions will be evaluated in terms of their likelihood of creating sustainable change, its appropriateness for the target group and its transferability to other sites. Interventions should also be standardized and manualized to the extent that they can be replicated and are sufficiently similar across sites to be considered the same intervention. We seek interventions that are transferable, an issue that is particularly important if university staff is part of the implementation of the intervention. As in all research proposals submitted to the Jacobs Foundation, methods and measures have to be evaluated carefully. Successful applicants are those who demonstrate careful consideration of the strengths and weaknesses of their chosen measurement approaches. If invited to submit a full proposal, applicants will need to provide sufficient information on their methods so that reviewers can evaluate their validity and reliability. Applicants will also need to collect data on implementation of the intervention.

Projects should include an analytic plan for addressing each of the study's hypotheses or research questions. Applicants who propose mixed-method studies should make clear how the quantitative and qualitative findings would be integrated. The plan should be sufficiently sophisticated for the phenomena under study and reflect a clear understanding of the strengths and limits of various analytic techniques. We encourage cross-role project teams that include researchers and practitioners. Applicants should create a project team and staffing plan with
sufficient expertise in theories of how programs work, how to improve them, and how they affect children and youth; how to design experiments, how to analyze multi-level data; and how to implement implementation field experiments.

Support should be focused on the research component of intervention research projects. A small proportion of the allocated funds may go toward the intervention component. However, we anticipate that applicants will garner substantial in-kind or other support to cover the costs of the intervention component.

The application process should proceed in two stages: Preliminary Proposal (online) and Invited Full Proposal. No other form of application will be accepted. The JF Project Committee will evaluate all Preliminary Proposals and invite a small group of finalists to submit full proposals.