Upcoming Grant Opportunities

- **Office of English Language Acquisition (OELA): National Professional Development Program CFDA Number 84.365Z – ED-GRANTS-121115-001.** To implement preservice and/or in-service prof. development activities intended to improve instruction for English Learners (ELs) and to assist education personnel working with ELs to meet high professional standards. Due: February 19. For more: http://www2.ed.gov/programs/nfdp/applicant.html.
- **Educational Technology, Media, and Materials for Individuals With Disabilities – Captioned and Described Educational Media, CFDA 84.327N – ED-GRANTS-122415-001.** To provide support for open and closed captioning and video description that is appropriate for use in classroom settings. Due: February 22. For more: https://www.federalregister.gov/articles/2015/12/24/2015-32508/applications-for-new-awards-educational-technology-media-and-materials-for-individuals-with.
- **Office of Elementary and Secondary Education (OESE): College Assistance Migrant Program (CAMP), CFDA Number 84.149A – ED-GRANTS-010716-001** To provide academic and financial support to help migrant and seasonal farmworkers and members of their immediate family complete their first year of college and continue in postsecondary education. Priorities: STEM, and Faith-Based and Community Organizations (CBO). Due: March 7. For more: https://www.federalregister.gov/articles/2016/01/07/2016-00083/application-for-new-awards-college-assistance-migrant-program#h-3
- **OESE: High School Equivalency Program (HEP), CFDA Number 84.141A – ED-GRANTS-010716-002** To help migrant and seasonal farmworkers and members of their immediate family to (1) obtain a general education diploma that meets the guidelines for high school equivalency; and (2) gain employment or be placed in an institution of higher education or other postsecondary education or training. Priorities: STEM Education, and Faith-Based and CBOs. Due: March 7. For more: https://www.federalregister.gov/articles/2016/01/07/2016-00084/application-for-new-awards-high-school-equivalency-program

Recent Awards

- Sally Galman, TECS, has been awarded a one-year, $36,000 award from The Spencer Foundation to fund her new research project, Understanding young, gender-nonconforming children’s resilience experiences across child-life context. The award will study how transgender and gender nonconforming children think of themselves and how they navigate the multiple contexts of early and middle childhood.
- Sharon Rallis, EPRA, and the US Department of Education have been awarded a three-year, $289,484 award from the Mass Charter Public School Association to fund her new research project, Collaborating for efficiency and quality: Meeting the needs of special populations in Massachusetts.

Recent Publications

Previous Conference Presentations

* Javier Campos, Ed.D. candidate, SD, Daniel Morales, Ed.D. candidate, TECS, and Ximena Zúñiga, SD, recently led a 3-day seminar on Critical Dialogues and Dialogue Facilitation at the Universidad Diego Portales, School of Psychology, in Santiago, Chile, from January 13-15, 2016.

* Torrey Trust, TECS, Robert Maloy, TECS, and Suzan Kommers, M.Ed. candidate, TECS, recently presented, “Unleashing Students’ Creativity: How Teachers Learn to Use 3D Printers to Transform Students from Passive Consumers to Active Creators of Content,” at the Technology in Education Conference in Holyoke, Massachusetts on January 14, 2016.


Upcoming Conference Presentations

* Theresa Austin, Marie Polizzi, and Maria Jose Botelho, all of TECS, will present, “Collaboratively Designing Multimodal, Multilingual, and Multiliterate Research: Ongoing Engagement with Teachers and Learners,” at the 37th Annual Ethnography in Education Research Forum at the University of Pennsylvania on February 6, 2016.

* Jacqueline Mosselson, EPRA, is an invited presenter at a conference sponsored by the Qatar National Research Fund, organized by Hamad Bin Khalifa University and the Qatar Faculty of Islamic Studies to be held in Doha, Qatar February 8-9, 2016. The conference is entitled Peace Education: Qatar’s Engagement in the Mapping of Policies, Programs and Resources in Africa. She will be presenting, “Psychosocial Interventions in Conflict-Affected Educational Settings: Promising Practices from Sub-Saharan Africa.”

If you would like to submit information to be included in the next College of Education Spotlight on Research, please email educore@educ.umass.edu no later than Wednesday February 10, 2016.