Weekly Grants Bulletin

Grants Development Office

January 16, 2009

THINKING ABOUT WRITING A GRANT?

GIVE US A CALL

OR

CHECK OUR WEBSITE

www.lagcc.cuny.edu/grants

On a daily basis, Robert Levine of the Grants Development Office researches grant opportunities that might interest individuals on campus.

Once a week, Robert will collect what he has found and send off an email – the *Weekly Grants Bulletin* – alerting you to opportunities that exist in your area of expertise or responsibility. There will actually be several different versions of the *Weekly Grants Bulletin* targeted to different divisions and departments.

For additional information, to obtain guidelines, or to discuss your specific funding interest, please contact Robert Levine at Ext. 5074 or rlevine@lagcc.cuny.edu.

PUBLIC SECTOR GRANTS, FELLOWSHIPS & CUNY GRANTS

ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers

National Science Foundation (NSF) / Directorate for Social, Behavioral, and Economic Sciences (SBE) / Directorate for Biological Sciences (BIO) / Directorate for Computer and Information Science and Engineering (CISE) / Directorate for Education and Human Resources (EHR) / Directorate for Engineering (ENG) / Directorate for Geosciences (GEO) / Directorate for Mathematical and Physical Sciences (MPS) / Office of International Science and Engineering (OISE) / Office of Cyberinfrastructure / Office of Polar Programs (OPP)

DEADLINES:
Partnerships for Adaptation, Implementation, and Dissemination (PAID) Awards:
Full Application: February 24, 2009

RFP: http://www.nsf.gov/pubs/2009/nsf09504/nsf09504.htm

Institutional Transformation (IT) & Institutional Transformation Catalyst Awards: (IT-Catalyst):
Letter of Intent (required): August 4, 2009
Full Application: November 12, 2009

OBJECTIVES: This program provides funding to increase the participation of women in the scientific and engineering workforce through the increased representation and advancement of women in academic science and engineering careers. Through these awards, NSF supports new approaches to improving the climate for women in U.S. academic institutions and facilitating women's retention and advancement to the highest ranks of academic leadership. Creative approaches to realize the goal of this program are sought from women and men. Proposals may include international activities that directly support the goals of ADVANCE. This year's competition supports the following three types of ADVANCE projects:

(1) Partnerships for Adaptation, Implementation, and Dissemination (PAID) Awards: These awards support analysis, adaptation, dissemination and use of existing innovative materials and practices that have been demonstrated to be effective in increasing representation and participation of women in academic science and engineering careers. This category of award also supports proposals for developing national and/or discipline-specific leadership in enabling the full participation and advancement of women in academic science and engineering careers. In addition PAID-Research awards support scientific research on gender in the academic STEM workforce.

(2) Institutional Transformation (IT) Awards: These awards support innovative systemic organizational approaches to transform institutions of higher education in ways that will increase the participation and advancement of women in STEM academic careers. These awards support comprehensive programs for institution-wide change. IT projects must include a research component designed to study the effectiveness of the proposed innovations in order to contribute to the knowledge base informing academic institutional transformation.

(3) Institutional Transformation Catalyst Awards (IT-Catalyst): These awards are designed to support institutional self-assessment activities, such as basic data collection and analysis and policy review, in order to identify specific issues in the recruitment, retention and promotion of women faculty in STEM academics within their institution of higher education. This type of work is fundamental for institutions that plan to undertake institutional transformation. Projects should benefit the institutions with or without further external funding.

ELIGIBILITY RESTRICTIONS: Organizations may submit only one Institutional Transformation proposal or one IT-Catalyst proposal. There is no limitation on the number of PAID proposals that may be submitted. Organizations that have received NSF ADVANCE Institutional Transformation awards are not eligible to apply for another Institutional Transformation award or for an IT-Catalyst award.

FUNDING INFORMATION: NSF anticipates providing up to $9 million in support for FY 2009. NSF expects to make up to 10 IT-Catalyst awards, with durations of up to two years and total budgets of approximately $200,000 each. NSF expects to award up to 20 PAID awards and 8 IT awards at various award sizes.

AGENCY CONTACT:
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Email: email: jdearo@nsf.gov
Web: http://www.nsf.gov/pubs/2009/nsf09504/nsf09504.htm

Behavioral and Social Science Research on Understanding and Reducing Health Disparities (R01)

Department of Health and Human Services (DHHS)/National Institutes of Health (NIH)/Centers for Disease Control (CDC)

DEADLINE:
Letters of Intent (optional): August 20, 2009
Application: September 18, 2009

RFP: http://grants.nih.gov/grants/guide/pa-files/PAR-07-379.html

OBJECTIVES: This program provides funding to encourage behavioral and social science research on the causes of and solutions to health and disabilities disparities in the U. S. population. Health disparities between, on the one hand, racial/ethnic populations, lower socioeconomic classes, and rural residents and, on the other hand, the overall U.S. population are major public health concerns. Emphasis is placed on research in and among three broad areas of action: (1) public policy, (2) health care, and (3) disease/disability prevention. Particular attention is given to reducing “health gaps” among groups. Proposals that utilize an interdisciplinary approach, investigate multiple levels of analysis, incorporate a life-course perspective, and/or employ innovative methods such as system science or community-based participatory research are particularly encouraged.

The program emphasizes (a) basic research on the behavioral and social - acting with or through biological - pathways that give rise to disparities in health and (b) applied or translational research on the development, testing, and delivery of interventions to reduce disparities. It encourages a multi-level analytic framework (i.e., ranging from individuals to societies) in investigating public health issues and their interactions (e.g., multiple morbidities rather than single illnesses) as well as attention to risk factors or causal processes common to various health conditions (e.g., smoking, diet, exercise, and access to health care). In addition, the program encourages research on the causes of and solutions to the “health differences” between a focus-population group and a reference-population group (e.g., African Americans vs. European Americans or the US population as a whole). The study of a single population group (in order to elucidate the circumstances that may contribute to health disparities or to test an intervention targeting a particular group) may be supported; however, the relevance to disparities must be

addressed explicitly. Also of interest is research on the causes of disparities within a single population group (e.g., among African Americans).

FUNDING INFORMATION: The NIH anticipates supporting 20 to 30 awards under this program. Because the nature and scope of the proposed research will vary from application to application, it is anticipated that the size and duration of each award will also vary.

AGENCY CONTACT:
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Web: http://grants.nih.gov/grants/guide/pa-files/PAR-07-379.html

The City University of New York/Professional Staff Congress: Application for Professional Development Funds in the Adjunct Series and the Continuing Education Teacher Series

In March 2007 we announced the opening of applications for the new PSC/CUNY Adjunct Professional Development Grants. Grants of up to $3,000 per academic year are available to adjunct faculty who are teaching six or more classroom contact hours in the semester and to continuing education teachers who are teaching a minimum of 20 hours per week. (Other eligibility criteria are explained in the enclosed Guidelines brochure.) The grants can be used toward research, courses, conferences, field studies and other activities that will enhance your professional development.

The PSC/CUNY Adjunct Professional Development Fund is one of the initiatives the Professional Staff Congress won in the last contact. It represents the first time in CUNY's history that a professional development grant program has been offered to adjuncts and is one of the first such programs in the country. Negotiating improved professional development opportunities for members of the bargaining unit is one of the ways the union seeks to improve the quality of work life at CUNY.

A grant application is available below. Please read the enclosed guidelines carefully. Completed applications should be mailed to: Adjunct PDF, PSC/CUNY, 61 Broadway, 15th floor, NYC 10006. Grant awards will be made after review of your application by a panel that includes your peers and that meets once a month during the academic year.* You will receive written notification of whether your project has been approved.

Click below for:
* Application: http://www.psc-cuny.org/PDF/AdjConEdProfDevApplication.pdf
* Guidelines: http://www.psc-cuny.org/PDF/AdjConEdProfDevGuidelines.pdf

Developmental and Learning Sciences (DLS)

National Science Foundation (NSF) / Directorate for Social, Behavioral, and Economic Sciences (SBE) / Division of Behavioral and Cognitive Sciences

TARGET DATE: July 15, 2009
RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=8671

OBJECTIVES:

This program supports studies that increase our understanding of cognitive, linguistic, social, cultural, and biological processes related to children's and adolescents' development and learning. Additional program priorities are to support developmental research that: incorporates multidisciplinary, multi-method, microgenetic, and longitudinal approaches; develops new methods and theories; examines transfer of knowledge from one domain to another and from one situation to another; assesses peer relations, family interactions, social identities, and motivation; examines the impact of family, school, and community resources; assesses adolescents' preparation for entry into the workforce; and investigates the role of demographic characteristics and cultural influences on children's development. Research supported by this program will add to the basic knowledge of how people learn and the underlying developmental processes that support learning, with the objective of leading to better educated children and adolescents who grow up to take productive roles as workers and as citizens.

Priority will be given to studies addressing one or more of the following:

1) Fundamental research on developmental processes during the perinatal and prenatal periods, infancy, childhood, adolescence, and young adulthood;
2) Studies of the relationships among biological, cognitive, linguistic, social, and emotional aspects of human development over the life course;
3) Developmental cognitive neuroscience research on how people learn, neurologic pathways and brain adaptability, and experiential and environmental factors that stimulate development;
4) Development of higher-order cognitive processes, including critical thinking, communication, memory, language, mental representation, and other processes that maximize learning potential;
5) Relations between the development of specific and general forms of knowledge; age-related changes in the processes of transfer of knowledge in one domain to children's understanding of another domain;
6) Multidisciplinary, multi-method, microgenetic, and longitudinal approaches to the study of development during childhood and adolescence, including ethnographic research;
7) Use of molecular genetics data to inform the study of continuities and discontinuities in development;
8) Development of new methods, models, and theories for studying learning and development;
9) Relations of children's and adolescents' development of peer relationships, family interactions, social identities, and motivation;
10) Studies of the multiple influences on children's development, including the impact of family, school, community resources, and social institutions on the learning and development of children and adolescents;
11) Research on how development is mediated by peers, social institutions, the media, and popular culture;
12) Relations of adolescents' development to their preparation for entry into the workforce;
13) Cross-cultural research on cognitive, social-cognitive, and emotional development; and
14) The role of cultural influences and demographic characteristics on development; and the role of culture as internal processes.

Applicants may request support for one of the following project types: Individual Investigator Research Projects; and Workshops and Small Conferences.

FUNDING INFORMATION:
Estimated award amount, number of awards and average award size/duration are subject to the availability of funds.

AGENCY CONTACT:
Amy Sussman, Program Director
Directorate for Social, Behavioral & Economic Sciences

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Arlington, VA 22230
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Fax: 703-292-9068
Email: asussman@nsf.gov
Web: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=8671

Grant Opportunities for Academic Liaison with Industry (GOALI)

National Science Foundation (NSF)/Directorate for Biological Sciences/ Directorate for Computer & Information Science & Engineering/ Directorate for Education & Human Resources/Office of Experimental Program to Stimulate Competitive Research/ Directorate for Engineering/Directorate for Geosciences/Directorate for Mathematical & Physical Sciences/Directorate for Social Behavioral & Economic Sciences/Office of International Science and Engineering (OISE)

DEADLINE: open
RFP: http://www.nsf.gov/pubs/2009/nsf09516/nsf09516.htm

OBJECTIVES: The GOALI program provides funding that is meant to stimulate interactions and staff exchange between universities and industry. The program emphasizes improving industry-university research linkages in the design and implementation of products and processes. This emphasis aims to improve basic understanding and the development of integrated design tools in both academe and industry.

Examples of projects that would be appropriate for the GOALI program include, but are not limited to:

1) An extended faculty visit to industry (of several months duration) to foster industry-university collaboration;
2) A faculty visit to industry (of several months duration) at the beginning of a multiple-year university based research project with the intention of transfer of research results to industry by project's end;
3) Visit of a leading engineer, scientist, or manager from industry to a university, to catalyze collaborative research or teach and develop curricula;
4) Support for one or two semesters of work in industry by a doctoral student under the guidance of an academic advisor;
5) Opportunities for graduate students and faculty to attend planned seminars or carry-out research;
6) Support of untenured faculty for an internship in industry.

ELIGIBILITY RESTRICTIONS: PIs may submit only one proposal per fiscal year to this competition.

FUNDING INFORMATION: NSF expects to fund approximately 60-80 standard and continuing research awards each year depending on the quality of submissions and the availability of funds.

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Web: http://www.nsf.gov/pubs/2009/nsf09516/nsf09516.htm

Interdisciplinary Grants in the Mathematical Sciences (IGMS)

National Science Foundation (NSF)/Directorate for Mathematics and Physical Sciences (MPS)/Division of Mathematical Sciences (DMS)

DEADLINE: February 19, 2009
RFP: Web: http://www.nsf.gov/pubs/2004/nsf04518/nsf04518.htm

OBJECTIVES: This program provides funding to enable mathematical scientists to undertake research and study in another discipline in order to: (1) expand their skills and knowledge in areas other than the mathematical sciences; (2) subsequently apply this knowledge in their research; and (3) enrich the educational experiences and broaden the career options of their students. Recipients of an IGMS award are expected to spend eleven months in a twelve-month period engaged full time in either a non-mathematical academic science department or in an industrial, commercial or financial institution. The NSF expects that, through this program, mathematical scientists will achieve sufficient familiarity with another discipline to open opportunities for effective collaboration with researchers in that discipline. NSF expects that the recipients will remain in academia for a minimum of one year following the end of the grant.

ELIGIBILITY RESTRICTIONS:
Principal Investigators must hold tenure or tenure-track positions at the institution submitting the proposal. PIs should also have a strong background in one of the disciplines within the scope of the Division of Mathematical Sciences.

FUNDING INFORMATION:
The duration of the award will be for a twelve-month period. The NSF expects that up to 10 awards will be made. The total grant will not exceed $100,000 per award, although requests of additional amounts for equipment may be considered.

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Web: http://www.nsf.gov/pubs/2004/nsf04518/nsf04518.htm

REMARKS:
To help ensure institutional support for these interdisciplinary activities, applications should include a co-PI at the level of dean (or higher level university official) at the submitting institution. The PI's home department chair should include a brief description of the expected benefit to the department. Proposals must include a statement from the host institution or organization that describes the resources that would be made available to the PI and also identifies at least one senior person in the host institution or organization who will serve as host to the PI. A statement from the senior person who will serve as host to the PI regarding the expectations for this activity should also be included.

Interdisciplinary Training for Undergraduates in Biological and Mathematical Sciences (UBM)

National Science Foundation (NSF) / Directorate for Biological Sciences (BIO) / Directorate for Education and Human Resources (EHR) / Directorate for Mathematical and Physical Sciences (MPS)

DEADLINE: February 12, 2009
RFP: http://www.nsf.gov/pubs/2008/nsf08510/nsf08510.htm

OBJECTIVES:
This program provides funding to enhance undergraduate education and training at the intersection of the biological and mathematical sciences, and to better prepare undergraduate biology or mathematics students to pursue graduate study and careers in fields that integrate the mathematical and biological sciences. It is expected that projects will strengthen the research and education capacity, infrastructure, and culture of the participating institutions. Projects should focus on research at the intersection of the mathematical and biological sciences, and provide students exposure to contemporary mathematics and biology, addressed with modern research tools and methods. A full range of initiatives will be supported under this program such as undergraduate research participation, curriculum and faculty development, and internships. Key project characteristics should include:

- Student involvement in innovative research at the forefront of the biological and mathematical sciences;
- Each team should consist of at least two students, and include a balance of students from the mathematical and biological sciences, working and learning together;
- Long-term involvement of each student with project activities - more than a semester or a summer - to provide immersion, intense involvement in research, and mutual reinforcement between the research and classroom activities;
- Extensive, interdisciplinary mentoring;
- A diversity of students with attention to ethnic and gender diversity;
- Use of program models to motivate curriculum changes and faculty development;
- The ability to affect programs and students beyond those directly involved in the project.

Proposals may be of either large scope (Institutional projects) or small scope (Group projects). Institutional projects are expected to be of five years duration, should assemble a diverse team of senior personnel, and in addition to research experiences and mentoring should address institutional curricular change that broadly engages the biological and mathematical sciences. Institutional proposals must include: a cohort of no fewer than eight students per year; the use of program models to motivate curriculum changes and faculty development; and the ability to affect programs and students beyond those directly involved in the project. These long-term projects will be reviewed in the third year and continuation of funding in years four and five will depend on a successful outcome. Group projects are expected to include cohorts of no fewer than four students per year, be three years in duration, and should emphasize joint mentoring and research experiences for undergraduate students at the interface of biological and mathematical science.

ELIGIBILITY REQUIREMENTS:
Projects must involve joint membership of faculty and students in both fields. Participating undergraduate students must be enrolled in a baccalaureate or associate degree granting institution and must be U.S. citizens or permanent residents.

FUNDING INFORMATION:
NSF anticipates providing $3.3 million to fund 6 to 9 standard or continuing grants, including 2 to 3 institutional awards and 4 to 6 group awards. Total award sizes for Institutional projects should not exceed an average of $200,000 per year. Institutional projects will be reviewed in the third year and continuation of funding in years four and five will depend on a successful outcome. Total award sizes for Group projects should not exceed $80,000 per year. An administrative allowance, limited to 25% of the participant support stipend amount only, is allowed for UBM awards as partial reimbursement of indirect costs.

AGENCY CONTACT:
Mary Ann Horn, Program Director
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Email: mhorn@nsf.gov
Web: http://www.nsf.gov/pubs/2008/nsf08510/nsf08510.htm

National Endowment for the Humanities (NEH)

Institutes for Advanced Topics in the Digital Humanities

Agency Deadline: February 18, 2009
RFP: http://www.neh.gov/grants/guidelines/IATDH.html

OBJECTIVES: This program provides funding for training programs for scholars and advanced graduate students to broaden and extend their knowledge of digital humanities. NEH seeks to increase the number of humanities scholars using digital technology in their research and broadly disseminate knowledge about advanced technology tools and methodologies relevant to the humanities.

The goals of this program are:

1) to bring together humanities scholars and digital technology specialists from different disciplines to share ideas and methods that advance humanities research and teaching through the use of digital technologies;
2) to reflect on, interpret, and analyze new digital media, multimedia, and text-based computing technologies and integrate these into humanities scholarship;
3) to teach current and future generations of humanities scholars to design, develop, and use cyber-based tools and environments for scholarship; and
4) to devise new and creative uses for technology that offer valuable models that can be applied specifically to research in the humanities.

FUNDING INFORMATION: Awards range from $50,000 to $250,000 for up to three years. Cost sharing is not required. NEH, however, is rarely able to support the full costs of projects approved for funding. In most cases, NEH grants cover no more than 80% of project costs.

AGENCY CONTACT:
National Endowment for the Humanities
1100 Pennsylvania Avenue, NW
Washington, D.C. 20506
Email: odh@neh.gov
Web: http://www.neh.gov/grants/guidelines/IATDH.html

National Endowment for the Humanities

Landmarks of American History and Culture: Community College Faculty

Current Closing Date for Applications: Mar 17, 2009

RFP: http://www.neh.gov/grants/guidelines/landmarkscc.html

As part of NEH's We the People program, the Landmarks of American History and Culture program supports series of one-week residence-based workshops for a national audience of

community college educators. The workshops use historic sites to address central themes and issues in American history, government, literature, art history, and other related subjects in the humanities. The goals of the workshops are to provide community college faculty with expertise in the use and interpretation of historical sites and of material and archival resources, increase knowledge and appreciation of places significant to American history and culture, and encourage historical sites to develop greater capacity and scale for professional development programs. Workshops should take place at or near sites important to American history and culture (e.g., presidential residences or libraries, colonial-era settlements, major battlefields, historic districts, and sites associated with major writers or artists). Applicants should make a compelling case for the historical significance of the site, the material resources available for use, and the ways in which the site will enhance the workshop.

Workshops should be academically rigorous and focus on key primary sources, documents, and works relevant to major themes of American history and culture. Leading scholars should serve as lecturers or seminar leaders to help participants enhance their teaching. Participants should demonstrate their expanded knowledge and skills through the development of a research paper or course materials. **Institutions or organizations that may host workshops include community colleges**, universities, four-year colleges, learned societies, libraries or other repositories, centers for advanced study, cultural organizations, and professional associations. NEH expects host institutions to provide facilities conducive to scholarly research, discussion, and interaction. Host institutions should arrange adequate housing for participants, which participants pay for from the stipends provided to them as part of the Landmarks Workshop grant. NEH encourages proposals for Landmarks of American History and Culture workshops that focus on one or more of the artists or artworks featured in the NEH Picturing America program. Workshops, which should be offered two times during the summer, should accommodate twenty-five faculty at each one-week session.

National Endowment for the Humanities
Landmarks of American History and Culture: School Teachers

Current Closing Date for Applications: Mar 17, 2009
RFP: http://www.neh.gov/grants/guidelines/landmarks.html

As part of NEH's We the People program, the Landmarks of American History and Culture program supports series of one-week residence-based workshops for a national audience of K-12 educators. The workshops use historic sites to address central themes and issues in American history, government, literature, art history, and other related subjects in the humanities. The goals of the workshops are to provide teachers with expertise in the use and interpretation of historical sites and of material and archival resources, increase knowledge and appreciation of places significant to American history and culture, and encourage historical sites to develop greater capacity and scale for professional development programs. Workshops should be held at or near sites important to American history and culture (e.g., presidential residences or libraries, colonial-era settlements, major battlefields, historic districts, and sites associated with major writers or artists). Applicants should make a compelling case for the historical significance of the site, the material resources available for use, and the ways in which the site will enhance the workshop.

Workshops should be academically rigorous and focus on key primary sources, documents, and works relevant to major themes of American history and culture. Leading scholars should serve as lecturers or seminar leaders. Workshops should also provide the opportunity to work with primary documents and develop classroom resources or a research project. **Institutions or organizations that may host workshops include community colleges**, universities, four-year colleges, learned societies, libraries or other repositories, centers for advanced study, cultural organizations, and professional associations. NEH expects host institutions to provide facilities conducive to scholarly research, discussion, and interaction. Host institutions should

arrange adequate housing for participants, which participants pay for from the stipends provided to them as part of the Landmarks Workshop grant. Workshops, which should be offered two times during the summer, should accommodate forty teachers at each one-week session.

National Science Foundation: Linguistics

Current Closing Date for Applications:
Full Proposal Target Date: July 15, 2009 July 15, Annually Thereafter
Full Proposal Target Date: January 15, 2010
January 15, Annually Thereafter

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5408

Supports scientific research of all types that focus on human language as an object of investigation. The program supports research on the syntactic, semantic, phonetic, and phonological properties of individual languages and of language in general; the psychological processes involved in the use of language; the development of linguistic capacities in children; social and cultural factors in language use, variation, and change; the acoustics of speech and the physiological and psychological processes involved in the production and perception of speech; and the biological bases of language in the brain.

National Science Foundation (NSF)/ Directorate for Education and Human Resources (EHR)/Division of Undergraduate Education (DUE)
Math and Science Partnership (MSP)

DEADLINES:
Full Proposal Deadline (Institute, MSP-Start, Phase II and RETA Projects): February 17, 2009
Full Proposal Deadline (Targeted Partnerships): August 20, 2009

RFP: http://www.nsf.gov/pubs/2009/nsf09507/nsf09507.htm

OBJECTIVES: The Math and Science Partnership (MSP) program is a major research and development effort that supports innovative partnerships to improve K-12 student achievement in mathematics and science. MSP projects are expected to raise the achievement levels of all students and significantly reduce achievement gaps in the mathematics and science performance of diverse student populations. In order to improve the mathematics and science achievement of the Nation's students, MSP projects contribute to the knowledge base for mathematics and science education and serve as models that have a sufficiently strong evidence base to be replicated in educational practice. NSF seeks to support five types of MSP awards:

(1) Targeted Partnerships focus on studying and solving teaching and learning issues within a specific grade range or at a critical juncture in education, and/or within a specific disciplinary focus in mathematics or the sciences;
(2) Institute Partnerships - Teacher Institutes for the 21st Century focus on meeting national needs for teacher leaders/master teachers who have deep knowledge of disciplinary content for teaching and are fully prepared to be school- or district-based intellectual leaders in mathematics or the sciences;
(3) MSP-Start Partnerships are for awardees new to the MSP program, especially from minority-serving institutions, community colleges and primarily undergraduate institutions, to support the necessary data analysis, project design, evaluation and team building activities needed to develop a full MSP Targeted or Institute Partnership;
(4) Phase II Partnerships for prior MSP Partnership awardees focus on specific innovative areas of their work where evidence of the potential for significant positive impact is

clearly documented. The intent is that focused efforts carry out the necessary research to advance knowledge and understanding in the specific area(s);

(5) Research, Evaluation and Technical Assistance (RETA) projects directly support the work of the Partnerships by conducting methodologically rigorous studies of the impacts of MSP activities on student or teacher learning. Longitudinal and cross-site studies are particularly encouraged as are those that test innovative methodologies;

All MSP projects incorporate a depth and quality of creative, strategic actions that extend beyond commonplace approaches. Additionally, MSP-funded projects contribute to the MSP Learning Network, a network of researchers and practitioners studying, documenting and evaluating promising strategies to improve K-12 student achievement in mathematics and science. The work of the MSP Learning Network fosters greater national collaboration and informs the Nation's understanding of how students effectively learn mathematics and science such that successful approaches can be broadly disseminated and emulated in educational practice.

The MSP program is also participating in the Innovation through Institutional Integration (I3) initiative. I3 is a cross-divisional effort in the Directorate for Education and Human Resources (EHR). For Fiscal Year 2009, proposals are being solicited in nine EHR programs that advance I3 goals: CREST, GSE, HBCU-UP, ITEST, LSAMP, MSP, Noyce, RDE, and TCUP. All proposals submitted to I3 through these programs have a common due date and will be reviewed in competition with one another. I3 challenges institutions to think strategically about the creative integration of NSF-funded awards towards a whole that exceeds the sum of its parts. Proposals are expected to incorporate a depth and quality of creative, coherent, and strategic actions that extend beyond commonplace approaches to normal institutional operations. Please see OSP FO# 08-362 for complete I3 guidelines.

ELIGIBILITY RESTRICTIONS:

Targeted, Institute, MSP-Start and Phase II Partnership proposals are developed by Partnerships that must include Core Partners and may also include Supporting Partners. Each proposal to the MSP Program for a Targeted, Institute, MSP-Start or Phase II Partnership should be a single submission that includes support for all partners requesting funding from NSF. **Core partner organizations in each Partnership must include: (1) At least one institution of higher education (including 2-year and 4-year colleges and universities) and (2) At least one K-12 local school district. Within core partnering institution(s) of higher education, the Partnership must include science, mathematics and/or engineering departments.**

An institution may be the lead partner in only one proposal per Partnership category - Targeted, Institute, MSP-Start and Phase II. Organizations may be a non-Lead partner on more than one proposal. There are no limits on the number of RETA proposals submitted by an organization.

The PI of a proposal for any of the Partnership categories - Targeted, Institute, MSP-Start or Phase II - must be a faculty member in a mathematics, science or engineering department in a higher education core partner. One or more co-Principal Investigators must be representative(s) from the K-12 core partner organization(s).

The Partnership Leadership Team must include those individuals identified in the proposal as Principal Investigator and co-Principal Investigators. The Partnership Leadership Team should also include a Project Director who is responsible for day-to-day management of the project; the Project Director need not be identified as a Principal Investigator or co-Principal Investigator.

FUNDING INFORMATION:

NSF expects to make an estimated 15-24 total MSP awards, including 4-6 Institute Partnerships, 2-4 MSP-Start Partnerships, 4-6 Phase II Partnerships, 2-3 RETA, and 3-5 Targeted Partnerships pending availability of funds.

Awards for Targeted Partnerships will be made for a duration of up to 5 years and for average annual budgets of up to $2.5M. Awards for Institute Partnerships will be made for a duration of

up to 5 years with average annual budgets of up to $1M, commensurate with the geographic reach of the Institute (i.e., national or regional/local) and expected numbers of participants. Awards for MSP-Start Partnerships will be made for a duration of up to 2 years and for average annual budgets of up to $150,000. Awards for RETA projects will be made for a duration of up to 3 years and for average annual budgets of up to $650,000.

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Web: http://www.nsf.gov/pubs/2009/nsf09507/nsf09507.htm

2009 NIH Director's New Innovator Award Program

Department of Health and Human Services (DHHS)/National Institutes of Health (NIH)

DEADLINE: Full Application: May 27, 2009
RFP: http://grants.nih.gov/grants/guide/rfa-files/RFA-RM-09-003.html

OBJECTIVES: This program provides support to new investigators of exceptional creativity who propose bold and highly innovative new research approaches that have the potential to produce a major impact on broad, important problems in biomedical and behavioral research. Biomedical and behavioral research is defined broadly in this announcement as encompassing scientific investigations in the biological, behavioral, clinical, social, physical, chemical, computational, engineering, and mathematical sciences.

The research proposed for a New Innovator Award may be in any scientific area relevant to the mission of NIH but need not be in a conventional biomedical or behavioral discipline. The focus is on innovation and potential impact.

Submission to this program consists of two stages:

1) Pre-Application (PAR-09-013) - A pre-application must be submitted by January 15, 2009, complete guidelines for the pre-application can be found at: http://grants.nih.gov/grants/guide/pa-files/PAR-09-013.html; and
2) Full Application (RFA-RM-09-003) - Only those investigators who submitted a pre-application may submit a full application, complete guidelines for the full application can be found at: http://grants.nih.gov/grants/guide/rfa-files/RFA-RM-09-003.html.

This program is one of a series of NIH initiatives collectively known as "NIH Roadmap for Medical Research" (http://nihroadmap.nih.gov), which promotes clinical and translational investigation and aims to improve health and prevent disease.

ELIGIBILITY RESTRICTIONS: Applicants must meet the definition of "new investigator." For the purpose of this FOA, "new investigators" are defined as those applicants who have never been the PI on an R01 or equivalent grant (e.g., R23, R29, R33, R37, DP1, DP2, U01, P01 or center grant) or leader of a P01 or center grant peer-reviewed project that was reviewed in the applicant's name. Applicants who have served as one of multiple PIs on any ineligible grant are no longer considered new investigators and are not eligible to apply for a New Innovator Award. Current or past recipients of K awards are eligible except for the following: K99/R00 or other Independent Scientist and other non-mentored career awards (K02, K04, K05, K24, and K26). Applicants may submit or have an R01 (or equivalent) grant application pending concurrently with their New Innovator Award application. However, if that pending grant is awarded in Fiscal

Year 2009 with a start date of September 30 or earlier, the applicant is no longer eligible to receive the New Innovator Award. Awardees are required to commit at least 25% of their research effort each year to activities supported by the New Innovator Award

Applicants may submit only one application as a PD/PI in response to this solicitation.

FUNDING INFORMATION: NIH expects to make approximately 24 awards of up to $300,000 in direct costs per year for up to five years.

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Web: http://grants.nih.gov/grants/guide/rfa-files/RFA-RM-09-003.html

Older Worker Demonstration Grants

Closing Date: February 19, 2009
RFP: http://www.doleta.gov/grants/pdf/SGA-DFA-PY-08-06.pdf

The U.S. Department of Labor (DOL), Employment and Training Administration (ETA) announces the availability of approximately $10 million in funds for Older Worker Demonstration Grants. These grants will be awarded though a competitive process as a part of the High Growth Job Training Initiative (HGJTI). The grants are intended to address the workforce challenges facing older individuals by developing models for talent development in regional economies that recognize older workers as a valuable labor pool and include employment and training strategies to retain and/or connect older workers to jobs in high growth, high demand industries critical to the regional economy.

Grants awarded under the Older Worker Demonstration should focus on providing training and related services for individuals age 55 and older that result in employment and advancement opportunities in high growth industries and economic sectors. The proposed strategies must take place in the context of regional talent development efforts designed to contribute to a strong regional economy, and must be developed and implemented by a strategic regional partnership. The preferred eligible applicants for this solicitation are entities that represent the local workforce investment system, but other entities may apply. It is anticipated that the number of awards will range from 10 to 13, with award amounts ranging from $750,000 to $1,000,000.

Research Associateship Programs
National Research Council (NRC)/National Academies

DEADLINES: May 1, August 1 and November 1, 2009

Application: http://www7.nationalacademies.org/rap/

OBJECTIVES:
The Research Associateship Program supports scholarly research in federal research laboratories. The program provides opportunities for Ph.D., Sc.D., or M.D. scientists and engineers of unusual promise and ability to perform research on problems largely of their own choosing yet compatible with the research interests of the sponsoring laboratory. Full-time Associateships will be awarded on a competitive basis in 2009 for research in: Chemistry; Earth and Atmospheric Sciences; Engineering, Applied Sciences and Mathematics; Life Sciences; Physics; and Space Sciences.

FUNDING INFORMATION:
Awards are made for one or two years, renewable for a maximum of three years; senior applicants who have held the doctorate at least five years may receive awards for shorter periods. Annual stipends for recent Ph.D. recipients for the 2009 program year range from $42,000 to $72,000 depending upon the sponsoring laboratory, and will be appropriately higher for senior award recipients.

AGENCY CONTACT:
National Research Council
Fellowship Programs Office
Associateship Programs
500 5th Street, NW
5th Floor
Washington, DC 20001
Telephone: (202) 334-2760
Email: rap@nas.edu
Web: http://www.nas.edu/rap

Research on Gender in Science and Engineering (GSE)

National Science Foundation (NSF) / Directorate for Education and Human Resources (EHR) / Division of Human Resource Development

DEADLINES:
Required Letter of Intent
Research Proposals - Required Letter of Intent February 02, 2009
Extension Services Proposals February 09, 2009

Full Proposal Deadline(s) (due by 5 p.m. proposer's local time):
Innovation through Institutional Integration (I3) February 24, 2009
Research Proposals March 30, 2009
Extension Services Proposals April 06, 2009
Diffusion of Research-Based Innovation Proposals April 06, 2009
Innovation through Institutional Integration (I3) August 25, 2009
RFP: http://www.nsf.gov/pubs/2009/nsf09511/nsf09511.htm

OBJECTIVES: This program provides funding to broaden the participation of girls and women in all fields of science, technology, engineering, and mathematics (STEM) education by supporting research, dissemination of research, and integration of proven good practices in education that will lead to a larger and more diverse domestic science and engineering workforce. Typical projects will contribute to the knowledge base addressing gender-related differences in learning and in the educational experiences that affect student interest, performance, and choice of careers; and how pedagogical approaches and teaching styles, curriculum, student services, and institutional culture contribute to causing or closing gender gaps that persist in certain fields. Projects will disseminate and apply findings, evaluation results, and proven good practices.

The program for Research on Gender in Science and Engineering seeks to build resources -- developing the Nation's knowledge capital, social capital, and human capital -- toward the goal of broadening the participation of girls and young women in STEM education from kindergarten through undergraduate education through the following subprograms:

Research Projects: This subprogram supports research on factors behind the under-representation of girls and women in STEM education, including societal, formal and informal educational systems' interaction with individuals that encourage or discourage interest and persistence in study or careers in certain fields.

Diffusion of Research-Based Innovation Projects: This subprogram provides a mechanism for informing a wider audience (e.g., teachers, faculty, guidance counselors, parents, etc.) about issues, research findings, and strategies for changing educational practice.

Gender in Science and Engineering Extension Services: This subprogram supports efforts to provide consulting services to educators and institutions, to enable them to adopt and embed proven gender-inclusive policies and practices in pedagogy, the design of curriculum materials, student support programs, educator and faculty development.

The GSE program is also participating in the Innovation through Institutional Integration (I3) initiative. I3 is a cross-divisional effort in the Directorate for Education and Human Resources (EHR). For Fiscal Year 2009, proposals are being solicited in nine EHR programs that advance I3 goals: CREST, GSE, HBCU-UP, ITEST, LSAMP, MSP, Noyce, RDE, and TCUP. All proposals submitted to I3 through these programs have a common due date and will be reviewed in competition with one another. I3 challenges institutions to think strategically about the creative integration of NSF-funded awards towards a whole that exceeds the sum of its parts. Proposals are expected to incorporate a depth and quality of creative, coherent, and strategic actions that extend beyond commonplace approaches to normal institutional operations. Please see OSP FO# 08-362 for complete I3 guidelines.

FUNDING INFORMATION: NSF anticipates providing $5 million in FY2009 to support 15 to 22 grants. Research Project budgets may be up to $500,000 for up to three years. Diffusion of Research-Based Innovation project budgets may be up to $250,000 for up to three years, and may ask for up to $100,000 more (for a total of $350,000) if they are partnering with institutions serving underrepresented populations. Gender in Science and Engineering Extension Services projects may have budgets up to $500,000 per year for five years. A limited equipment request (<10% of total budget) is allowed for technology development for projects intensive in educational technology. Investigators should request funds to attend a two-day grantees meeting in the Washington D.C. area each award year.

GSE research projects are eligible for REU (Research Experiences for Undergraduates) supplements, which support the participation of undergraduate students on the project research team, if funds are available. Guidelines for the REU program can be found at http://www.nsf.gov/home/crssprgm/reu/start.htm. Proposers should consult the Program Director in advance of a request for REU supplements.

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Robert Noyce Teacher Scholarship Program

National Science Foundation (NSF) / Directorate for Education and Human Resources (EHR) / Division of Undergraduate Education

DEADLINES:
Letter of Intent (optional): February 10, 2009
Full Proposals: March 10, 2009
RFP: http://www.nsf.gov/pubs/2009/nsf09513/nsf09513.htm

OBJECTIVES: This program provides funding to institutions of higher education, or consortia of higher education institutions, to provide scholarships for juniors and seniors who are majoring in science, technology, engineering, or mathematics (STEM) and stipends for STEM professionals seeking to become teachers. **Support is also provided for freshman and sophomore students to provide early field experiences in formal and informal STEM education settings that will spark an interest in teaching. A goal of the program is to recruit individuals with strong STEM backgrounds who might otherwise not have considered a career in K-12 teaching. Proposals may address either the scholarship or the stipend program or both programs.** Scholarship and stipend recipients will be selected on the basis of academic merit, with consideration given to financial need and the diversity of participants in the program. Institutions are expected to provide the program and support to enable scholarship and stipend recipients to obtain teacher certification or licensing and to become successful elementary or secondary teachers. This support should be based on effective, evidence-based strategies and should be available to recipients during their participation in the program and continue after their completion of the program to ease the transition into teaching and aid retention during and beyond the obligatory service period. Program activities for scholarship and stipend recipients may include serving as resources for science and mathematics instruction in K-12 classrooms.

In FY 2009, the Robert Noyce Scholarship Program provides funding in two tracks: the Robert Noyce Teacher Scholarship Track; and the NSF Teaching Fellowships and Master Teaching Fellowships (TF/MTF) Track.

1) Robert Noyce Teacher Scholarship Track - the Robert Noyce Scholarship track provides funding for two phases of proposals: Phase I proposals are invited from institutions that have not previously been funded under the Robert Noyce Scholarship Program; Phase II proposals are invited from institutions that have previously been funded under the Robert Noyce Scholarship program and whose award expiration date occurs on or before December 31, 2009.

Phase I proposals provide scholarships for juniors and seniors who are majoring in a science discipline, technology, engineering, or mathematics (STEM) and stipends for STEM professionals seeking to become teachers. Proposals may address the scholarship component or the stipend component or both.

Within Phase II, two options are available: Scholarship and Stipend (S&S) Projects and Monitoring and Evaluation (M&E) projects. Phase II S&S Awards provide funds for prior awardees to expand and extend the evaluation efforts initiated under the original award and to support additional cohorts of scholarship and stipend recipients. Phase II proposals are expected to show evidence of the success of the previous award that warrants additional funding. These proposals must include plans for conducting longitudinal evaluation studies of students supported under the previous Noyce award as well as monitoring and evaluation of new cohorts of students. Proposals must include plans for evaluating the impact of the program on recruitment of teachers and the effectiveness of the Noyce recipients as K-12 teachers. Phase II M&E Awards provide funding to measure project outcomes through longitudinal evaluation studies and the continued monitoring of Noyce recipients to ensure they have completed their teaching requirement.

2) NSF Teaching Fellowships and Master Teaching Fellowships (TF/MTF) Track - TF/MTF awards provide support for institutions to administer fellowships and provide programmatic support to STEM professionals, referred to as NSF Teaching Fellows, who enroll in a master's degree program leading to teacher certification or licensing and fellowships to mathematics and science teachers, referred to as NSF Master Teaching Fellows, who have a master's degree and participate in a program for developing Master Teachers. Proposals may focus on Teaching Fellows or on Master Teaching Fellows or may support both groups; however, proposals focusing on Master Teaching Fellows are expected to involve the Master Teaching Fellows in the institution's preservice program.

Projects should provide academic courses, activities, and clinical teaching experiences leading to a master's degree and teacher certification or licensing for the NSF Teaching Fellows. Institutions are expected to provide the programs and support, including evidence-based strategies, to enable the Fellows to complete a Master's degree and obtain teacher certification or licensing within one year and to become successful elementary or secondary teachers. Projects should provide mentoring and professional development while the teachers are fulfilling their teaching requirement.

It is anticipated that some institutions may need to engage in significant planning before launching a TF/MTF project. A small number of one-year planning grants will be available to enable institutions to form the partnerships required for a full TF/MTF proposal. Proposals for planning grants might develop partnerships, work to identify future cost share, secure school district support for implementing salary supplements, and conduct a needs assessment to determine specific areas of teacher shortages and interest among STEM professional.

The Noyce program is also participating in the Innovation through Institutional Integration (I3) initiative. I3 is a cross-divisional effort in the Directorate for Education and Human Resources (EHR). For Fiscal Year 2009, proposals are being solicited in nine EHR programs that advance I3 goals: CREST, GSE, HBCU-UP, ITEST, LSAMP, MSP, Noyce, RDE, and TCUP. All proposals submitted to I3 through these programs have a common due date and will be reviewed in competition with one another. I3 challenges institutions to think strategically about the creative integration of NSF-funded awards towards a whole that exceeds the sum of its parts. Proposals are expected to incorporate a depth and quality of creative, coherent, and strategic actions that extend beyond commonplace approaches to normal institutional operations. Please see OSP FO# 08-362 for complete I3 guidelines.

ELIGIBILITY RESTRICTIONS: An institution, on its own or as a member of a consortium, may submit no more than one proposal per track.

Scholarships for STEM Majors - The PI, or at least one Co-PI, must be a faculty member in a mathematics, science, or engineering department. Scholarship recipients must be U.S. citizens or nationals, or permanent resident aliens, must be majoring in mathematics, engineering, or a science discipline, and must be in the last 2 years of a baccalaureate degree program. Students enrolled in institutions requiring a fifth year or post-baccalaureate program for teacher certification may apply the scholarship to the post-baccalaureate program. Recipients of scholarships must commit to completion of two years of service as a mathematics or science teacher for each year the scholarship is received. Service must be performed within 8 years after graduation from the program for which the scholarship was awarded and must be performed in a high need local educational agency.

Stipends for STEM Professionals - Stipend recipients must hold a baccalaureate, masters, or doctoral degree in science, mathematics, or engineering and enroll in a teacher certification program, and must be U.S. citizens or nationals, or permanent resident aliens. Recipients of stipends must commit to serving two years as a mathematics or science teacher in a high need local educational agency, within 4 years after graduation or completion of the program for which the stipend was awarded. Current K-12 teachers seeking new or re-certification are not eligible to receive Noyce scholarships or stipends.

TF/MTF Track proposals - NSF Teaching Fellows are required to serve as mathematics or science teachers in elementary or secondary schools in high need school districts for 4 years. The teaching obligation must be completed within 6 years of completing the Master's degree program. NSF Master Teaching Fellows are required to teach for 5 years in a high need school district and must complete this requirement within 7 years of the start of participation in the program.

FUNDING INFORMATION: The NSF anticipates providing $14 million to fund 16-24 standard or continuing grant awards. NSF expects to fund approximately 10 -12 Phase I awards of up to $900,000 for a total award amount and duration of up to 5 years. Up to 20% of the proposed budget may be allocated for administrative and program costs, including monitoring and evaluation. NSF expects to fund approximately 2-4 Phase II awards. Phase II S&S proposals may request up to $600,000 for a total award amount and duration of up to 4 years. Up to 20% of the proposed budget may be allocated for administrative and program costs, including monitoring and evaluation. Phase II M&E Proposals may request up to $150,000 in total budget for a duration of up to 3 years. No indirect costs are allowed for Phase I and Phase II Scholarship and Stipend Projects.

NSF Expects to fund 2-4 TF/MTF awards. TF/MTF proposals may request up to $1.5 million in total budget with a duration of up to 6 years. Up to 20% of the proposed budget may be allocated for administrative and program costs, including monitoring and evaluation. TF/MTF track must provide matching funds, from non-Federal sources, equal to 50 percent of the amount of the grant request. In addition, NSF expects to fund 2-4 TF/MTF planning grants. The maximum budget for planning grants is $75,000 for one year. There is no requirement for cost sharing in planning grants.

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Web: http://www.nsf.gov/pubs/2009/nsf09513/nsf09513.htm

US DEPARTMENT OF EDUCATION
Office of Innovation and Improvement; Overview Information; Women's Educational Equity Act Program (WEEA

Deadline for Transmittal of Applications: February 23, 2009.
RFP: http://edocket.access.gpo.gov/2009/pdf/E8-31226.pdf

The purpose of the WEEA program is:

a) To promote gender equity in education in the United States;
b) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972 (20 U.S.C. 1681 et seq.); and
c) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency, disability, or age.

Note: Men and boys may participate in any program or activity assisted with funds under this program.

Absolute Priorities: For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3) we consider only applications that meet Priority 3 and one or both of Priority 1 and Priority 2.

These priorities are:
Priority 1- Mathematics. Projects that support activities to enable students to achieve proficiency or advanced proficiency in mathematics.

Priority 2- Science. Projects that support activities to enable students to achieve proficiency or advanced proficiency in science.
Priority 3- Student Achievement Data. Projects that collect pre- and post intervention test data to assess the effect of the projects on the academic achievement of student participants relative to appropriate comparison or control groups.

PRIVATE SECTOR GRANTS, FELLOWSHIPS & FOUNDATIONS

The Captain Planet Foundation

RFP: http://captainplanetfdn.org/default.aspx?pid=3&tab=apply

The Captain Planet Foundation will fund as many projects as its annual resources allow. Please read the following guidelines thoroughly if you would like to seek funding from us. In order to maximize the impact of Foundation funds, the Board of Trustees limits their grant awards to those applications which comply with the following guidelines.

Deadlines for submitting grant applications are March 31, June 30, September 30, and December 31.

Grant Proposals are reviewed over a period of three months from the date of the submission deadline. All applicants will be informed of their proposal's status within four months of the application deadline. It is very important to remember this information if your project is seasonal. For example, if you are seeking funding for a summer project you would want to submit an application no later than the December 31st deadline in the year prior, otherwise you will not have your grant money in time for the project.
All applicant organizations or sponsoring agencies must be exempt from federal taxation under the Internal Revenue Code Section 501, in order to be eligible for funding (this includes most schools and non-profit organizations).

In order to be considered for funding, proposals must:

- Promote understanding of environmental issues
- Focus on hands-on involvement
- Involve children and young adults 6-18 (elementary through high school)
- Promote interaction and cooperation within the group
- Help young people develop planning and problem solving skills
- Include adult supervision
- Commit to follow-up communication with the Foundation (specific requirements are explained once the grant has been awarded)

The Captain Planet Foundation reserves the right to earmark funding for specific budgetary items, and decline funding for budgetary items which are not consistent with Grant Guidelines.
Generally, the range of grants awarded by the Foundation is $250 - $2,500*.

The Captain Planet Foundation does not make grants for:

- The purchase of real estate
- Endowments
- General operations expenses
- Capital or building campaigns
- T-shirts and other promotional items
- Scholarships to attend summer camps
- Field trips that are not supplemented by a semester long (minimum) lesson plan
- Expensive equipment used by only a small number of children
- Salaries
- Transportation costs

- *organic gardens generally no more than $500; adopt-a-stream no more than $400

Rockefeller Foundation Accepting Applications for Bellagio Center Creative Arts Residencies

Deadline: February 11, 2009

The Rockefeller Foundation Bellagio Center creative arts residencies are designed to give composers, novelists, playwrights, poets, video/filmmakers, and visual artists time for disciplined work, individual reflection, and collegial engagement free of the usual interruptions of professional and personal life.

Located on a peninsula adjacent to Lake Como, two hours north of Milan, Italy, the Bellagio Center typically offers one-month stays for no more than three to five creative artists at a time. The foundation seeks applicants from any country in the world who are able to demonstrate a history of significant achievement in their respective artistic disciplines. Individuals from developing countries and young artists with significant accomplishments - exhibitions, publications, performances - are particularly encouraged to apply. Decisions are based on the quality of the proposed project, the ability of the applicant to articulate the project's purpose and goals, the professional qualifications and achievements of the applicant, and the suitability and value of the center for the proposed activity. Spouses/life partners may accompany the resident, or may apply for a concurrent residency. The center also offers collaborative residencies for two to four persons working on the same project.

Residencies are typically four weeks long; however, shorter periods may be available. Room and board are provided without charge to all residents and their spouses/partners. Residents and spouses/partners must pay for their own airfare and local transportation to/from Bellagio. Assistance with round-trip economy airfare between the home country and Milan is available on a financial needs basis to qualifying residents and their spouses/partners from developing countries.

The February 11, 2009 deadline is for a possible residency occurring between mid-august through November 26, 2009.

For detailed program information, visit the Rockefeller Foundation Web site.

Link to Complete RFP: http://www.rockfound.org/bellagio/bellagio.shtml

Helpful Research Information

Each week, Robert Levine comes across articles that highlight new studies and research findings that have appeared. Such up-to-date findings are often helpful when writing a grant.

Below is this week's collection (four articles).

The Carnegie Foundation for the Advancement of Teaching

STRENGTHENING PRE-COLLEGIATE EDUCATION IN COMMUNITY COLLEGES 2008

"Basic skills" are not so basic, and they are definitely not simple-either to learn or to teach.
-Basic Skills for Complex Lives: Designs for Learning in the Community College
The Carnegie Foundation for the Advancement of Teaching, 2008

Link to report:
http://www.carnegiefoundation.org/dynamic/downloads/file_1_641.pdf

Reading on the Rise: A New Chapter in American Literacy

Reading on the Rise, the National Endowment for the Arts' new report, documents a significant turning point in recent American cultural history. For the first time in over a quarter-century, our survey shows that literary reading has risen among adult Americans. After decades of declining trends, there has been a decisive and unambiguous increase among virtually every group measured in this comprehensive national survey.

http://www.arts.gov/research/ReadingonRise.pdf

Reasons for International Changes in the Ratio of Natural Science and Engineering Degrees to the College-Age Population

NSF 09-308 January 2009 PDF
By Joan Burrelli and Alan Rapoport

Recent reports have expressed concern that other countries are surpassing the United States in science and engineering education, particularly in the natural sciences and engineering (Freeman 2006, NAS 2006).[2] Data examined for 23 countries/economies where such data are available show that the ratios of first university degrees in natural sciences and engineering (NS&E) to the college-age population have increased substantially in recent decades (tables 1, 2).[3] In 1975 only Japan had a higher ratio than the United States of NS&E degrees per hundred 20–24-year-olds (the college-age population).[4] By 1990, a few of these locations had surpassed the U.S. ratio, and by 2005, nearly all had done so. This report examines the relative influence on this ratio of increasing degree completions, increasing share of NS&E degrees, and the interaction of these two factors. It finds that the rising ratio of NS&E degrees to the college-age population in the locations compared with the United States can primarily be attributed to increased university degree completion, not to an increased emphasis on NS&E education; however, the relative importance of these components varies substantially by location.

http://www.nsf.gov/statistics/infbrief/nsf09308/?govDel=USNSF_178#tab2

Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future

In a world where advanced knowledge is widespread and low-cost labor is readily available, U.S. advantages in the marketplace and in science and technology have begun to erode. A comprehensive and coordinated federal effort is urgently needed to bolster U.S. competitiveness and pre-eminence in these areas.
Free Executive Summary available here:http://www.nap.edu/catalog.php?record_id=11463

Trends in Higher Education Series 2007

Education Pays: The Benefits of Higher Education for Individuals and Society
Sandy Baum and Jennifer Ma

Students who attend institutions of higher education obtain a wide range of personal, financial, and other lifelong benefits; likewise, taxpayers and society as a whole derive a multitude of direct and indirect benefits when citizens have access to postsecondary education. Accordingly, uneven rates of participation in higher education across different segments of U.S. society should be a matter of urgent interest not only to the individuals directly affected, but also to public policymakers at the federal, state, and local levels.

This report presents detailed evidence of the private and public benefits of higher education. It also sheds light on the distribution of these benefits by examining both the progress and the persistent disparities in participation in postsecondary education.

Report at:
http://www.collegeboard.com/prod_downloads/about/news_info/cbsenior/yr2007/ed-pays-2007.pdf