

Weekly Grants Bulletin

Grants Development Office

January 30, 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 rlvine@lagcc.cuny.edu.

PUBLIC SECTOR GRANTS, FELLOWSHIPS & CUNY GRANTS

ACE/Wal-Mart Success for Veterans Award Grants

Serving Those Who Serve: Higher Education and America's Veterans

March 2, 2009: Application deadline (noon EST)

RFP:

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/MilitaryPrograms/serving/index.htm>

The American Council on Education (ACE) has released application guidelines for its ACE/Wal-Mart Success for Veterans Award Grants. Applications for the 20 available \$100,000 grants are due by noon EST on Monday, March 2, 2009.

The ACE/Wal-Mart Success for Veterans Award Grants will recognize higher education institutions for demonstrated leadership in developing programs to increase access to and success in postsecondary education for veterans and their families. Each recipient will be presented with an award grant to support the further development of these programs and services and to participate in the dissemination of lessons learned and best practices.

The Success for Veterans Award Grants are part of ACE's Serving Those Who Serve initiative, a multi-year effort designed to effect major changes in how veterans learn about their education benefits and postsecondary options and how institutional leaders can build capacity to serve veterans on their campuses. The agenda will also include a college planning web site and outreach campaign to inform veterans about accessing and utilizing their education benefits, research-based publications, and regional meetings to ease implementation of the new GI Bill benefits.

Advanced Technological Education (ATE)

Preliminary proposals are optional, but strongly recommended, especially for institutions or departments that have not previously submitted to the ATE program.

April 23, 2009

Full Proposal Deadline(s) (due by 5 p.m. proposer's local time): October 15, 2009

RFP: <http://www.nsf.gov/pubs/2007/nsf07530/nsf07530.pdf>

With an emphasis on two-year colleges, the Advanced Technological Education (ATE) program focuses on the education of technicians for the high-technology fields that drive our nation's economy. The program involves partnerships between academic institutions and employers to promote improvement in the education of science and engineering technicians at the undergraduate and secondary school levels. The ATE program supports curriculum development; professional development of college faculty and secondary school teachers; career pathways to two-year colleges from secondary schools and from two-year colleges to four-year institutions; and other activities. A secondary goal is articulation between two-year and four-year programs for K-12 prospective teachers that focus on technological education. The program also invites proposals focusing on applied research relating to technician education.

Estimated Number of Awards: 75

Anticipated Funding Amount: \$46,000,000 each year in FY2008, FY2009, and FY2010, for both new and continuing ATE awards, subject to the availability of funds.

Eligibility Information

Organization Limit: None Specified

PI Limit: None Specified

Limit on Number of Proposals per Organization: None Specified

Limit on Number of Proposals per PI: An individual may serve as the Principal Investigator (PI) on no more than one proposal submitted for each deadline date, but may serve as a co-PI on multiple proposals.

Cognizant Program Officer(s):

- Eileen L Lewis, Lead Program Director, ATE, Division of Undergraduate Education, 835 N, telephone: (703) 292-4627, email: ellewis@nsf.gov Gerhard
- L Salinger, Lead Program Director, ATE, Division of Research on Learning in Formal and Informal Settings, 885S, telephone: (703) 292-5116, email: gsalinge@nsf.gov Linnea
- A Fletcher, Co-Lead Program Director, ATE, Division of Undergraduate Education, 835 N, telephone: (703) 292-4634, email: lafletch@nsf.gov David
- B Campbell, Co-Lead Program Director, ATE, Division of Research on Learning in Formal and Informal Settings, 885 S, telephone: (703) 292-5093, email: dcampbel@nsf.gov

Community College Incentive Research Grant Program (CCIRG)

Letter of Intent Deadline: February 11

LaGuardia Internal Deadline if invited - Thursday March 5

Grant Submission Deadline if invited - Thursday, March 12, 2009

The Office of the Vice Chancellor for Research has developed new procedures through which requests for funding through the Community College Incentive Research Grant Program (CCIRG) will be managed. As part of this new procedure, all interested faculty must submit a Letter of Intent (attached) as the primary step in the CCIRG competition.

Letter of Intent Deadline: February 11

Grant Submission Deadline if invited - Thursday, March 12, 2009

RFP: <http://web.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant.html>

The Letter of Intent (attached) serves two important purposes:

- 1) it provides an opportunity to guide prospective applicants early in the proposal process, giving each submission a greater probability of being funded; and
- 2) it reinforces the nature of this program- to provide funds to seed research activities that will increase competitiveness for external funding.

Upon receipt of submitted Letters of Intent, an independent panel of senior faculty will determine which projects best meet the intent of the program and only those will be encouraged to submit full proposals. (This document and information is on our website

<http://web.cuny.edu/research/faculty-resources/internal-funding-programs/community-college-grant.html>)

Please encourage faculty who are interested in applying to continue to check our website; I will be uploading the Round 6 Application and Guidelines in the very near future. In addition some of the changes to the internal grant programs will be discussed at the January 30, 2009 Community College Grant Writing Workshop. Thank you all and best wishes for a healthy and happy 2009!

Eligibility

- a) Only tenure-track faculties at the campuses of CUNY are eligible to apply as PI. Research professors, lecturers, adjunct faculty, and full-time Higher Education Officers are not eligible.
- b) Proposals must involve collaboration between faculties from two or more CUNY colleges, or may be interdisciplinary collaborations that include faculty at the same campus, but from separate departments. If, however, the collaboration is with a faculty member from a senior college, no funding can be allocated directly to that faculty member.

- c) Collaborations with greater than five participating PIs require pre-approval from the Office of the Vice Chancellor for Research.
- d) Faculty, who have received an award in the previous two rounds of either the CUNY Collaborative Incentive Research Grant or CUNY Community College Incentive Research Grant programs, are not eligible to apply in the current round.
- e) A faculty member can participate in and submit only one proposal for the present round.

Nina Conroy
 Coordinator of Internal Grant Programs
 Office of the Vice Chancellor for Research
 (P) 212-794-5400
 (F) 212-794-5378

Enhancing the Mathematical Sciences Workforce in the 21st Century (EMSW21)

Deadline: June 02, 2009

RFP: <http://www.nsf.gov/pubs/2005/nsf05595/nsf05595.pdf>

The long-range goal of the EMSW21 program is to increase the number of well-prepared U.S. citizens, nationals, and permanent residents who pursue careers in the mathematical sciences and in other NSF-supported disciplines. EMSW21 tries to do this with three separate components: The Vertical Integration of Research and Education (VIGRE) program supports activities that involve the entire department and span the entire spectrum of educational levels from undergraduates through postdoctoral associates; Research Training Groups (RTG) support the training activities of a group of faculty who have a common research interest; Mentoring through Critical Transition Points (MCTP) involves a larger group of faculty but focuses on specified stages in the professional development of the trainees.

Estimated Number of Awards: 9 to 15 Varies with type and size of award

Anticipated Funding Amount: \$20,500,000 in FY 2006 subject to the availability of funds

No citizenship requirement applies to Principal Investigators.

Limit on Number of Proposals per Organization: None Specified

Limit on Number of Proposals per PI: None Specified

Cognizant Program Officer(s):

- Dean M Evasius, telephone: (703) 292-8132, email: devasius@nsf.gov
- Joe W Jenkins, telephone: (703) 292-4870, email: jjenkins@nsf.gov
- Bruce Palka, telephone: (703) 292-4856, email: bpalka@nsf.gov
- Christopher W Stark, telephone: (703) 292-4869, email: cstark@nsf.gov

Applicable Catalog of Federal Domestic Assistance (CFDA) Number(s):

NIH: Environmental Health Sciences (EHS) Core Centers

Letters of Intent Receipt Date: February 28, 2009

Application Receipt Date: March 27, 2009

Earliest Anticipated Start Date: April 1, 2010

RFP: <http://grants.nih.gov/grants/guide/rfa-files/RFA-ES-09-002.html#SectionIV1>

The National Institute of Environmental Health Sciences (NIEHS) invites applications from qualified institutions for support of Environmental Health Sciences (EHS) Core Centers. These Centers are designed to establish innovative programs of excellence in the field of environmental health sciences by providing scientific and programmatic support for promising investigators and areas of research. A Core Center Grant is an institutional award to support centralized scientific resources and facilities shared by investigators with existing research projects. By providing a

Center structure and Core resources this support is intended to enhance the ability of scientists working in the field of environmental health sciences to identify and capitalize on current and emerging opportunities that will lead to outstanding research advances to improve our understanding of the relationship between environmental exposures and both human biology and human disease.

- **Mechanism of Support.** This FOA will utilize the P30 grant mechanism
- **Funds Available and Anticipated Number of Awards.** NIEHS plans to award up to \$7.2 million in FY 2010 to fund four to five grants in response to this FOA.
- **Budget and Project Period.** New or first-time applicants can apply for up to four years of support. New applications are limited to requests for no more than \$500,000 in direct costs in the first year; \$600,000 in direct costs in the second year; \$700,000 in direct costs in the third year; and \$800,000 in direct costs in the fourth year. An additional \$100,000 in direct costs in each year may be requested if a COEC is to be included. Competing renewal applications may request up to five years of support and up to \$1,000,000 per year direct costs. The application may request up to \$1,100,000 per year if it includes a COEC, with a minimum of \$100,000 devoted to that core.
- **Eligible Project Directors/Principal Investigators (PDs/PIs).** Individuals with the skills, knowledge, and resources necessary to carry out the proposed research are invited to work with their institution/organization to develop an application for support. Individuals from underrepresented racial and ethnic groups as well as individuals with disabilities are always encouraged to apply for NIH support.

National Science Foundation: Broadening Participation in Computing

Current Closing Date for Applications: May 20, 2009

RFP: <http://www.grants.gov/search/search.do?&mode=VIEW&flag2006=true&oppId=12876>

The Broadening Participation in Computing (BPC) program aims to significantly increase the number of U.S. citizens and permanent residents receiving post secondary degrees in the computing disciplines, with an emphasis on students from communities with longstanding under representation in computing: women, persons with disabilities, and minorities. Included minorities are African Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians, and Pacific Islanders. The BPC program seeks to engage the computing community in developing and implementing innovative methods to improve recruitment and retention of these students at the undergraduate and graduate levels. Because the lack of role models in the professoriate can be a barrier to participation, the BPC program also aims to develop effective strategies for encouraging individuals to pursue academic careers in computing and become these role models.

There are three components to the BPC program: Alliances. Broad Alliances of institutions and organizations will design and carry out comprehensive programs that address under representation in the computing disciplines. Alliances will join academic institutions of higher learning with secondary (and possibly middle) schools, government, industry, professional societies, and other not-for-profit organizations. In most cases, Alliances will involve multiple academic institutions of higher learning. Together, the participants will (1) develop and implement interventions that support students, (2) create sustainable changes in culture and practices at the institutional, departmental, and organizational levels, and (3) serve as models and repositories for effective practices to broaden participation. The emphasis will be on activities that have significant impact both in the quality of opportunities afforded to students and in the number of students potentially served. While the focus is on implementations, an Alliance may include complementary research that informs the design of its activities. The leveraging of existing efforts both across and within the underrepresented communities is strongly encouraged.

Alliance Extensions. Successful BPC Alliances can propose additional funding to significantly expand the impact of their work. The new funding can overlap with the final year of the Alliance project and can extend it for up to two years. Extensions must increase not just the duration of the Alliance award but also its scope, introducing additional targeted student groups, partners, and/or projects.

Demonstration Projects. Demonstration Projects (DPs) are smaller in scope and narrower in focus than Alliance projects. Typically DPs will be pilots of innovative programs that, once fully developed, could be incorporated into the activities of an Alliance. Projects might, for example, be proposed by a single institution or might focus on a specific underrepresented community, a specific point in the academic pipeline, or on a specific impediment to full participation in computing. As in the case of Alliances, complementary, well-defined research aimed at informing the development of the project can be included.

Expected Number of Awards: 15

Estimated Total Program Funding: \$14,000,000

Award Ceiling: \$2,000,000

Award Floor: \$100,000

NSF: Course, Curriculum, and Laboratory Improvement (CCLI)

Full Proposal Deadline(s) (due by 5 p.m. proposer's local time)

May 22, 2009: For Type 1 proposals from submitting organizations located in states or territories beginning with N through W.

January 13, 2010: For Type 2 and 3 proposals and for CCLI Central Resource Project proposals. However, CCLI Central Resource Project proposals for small focused workshops may be submitted at any time after consulting with a program officer.

RFP: <http://www.nsf.gov/pubs/2009/nsf09529/nsf09529.pdf>

The Course, Curriculum, and Laboratory Improvement (CCLI) program seeks to improve the quality of science, technology, engineering, and mathematics (STEM) education for all undergraduate students. It especially welcomes proposals that have the potential to transform undergraduate education in science, technology, engineering, and mathematics (STEM) for all students. The program supports efforts to create, adapt, and disseminate new learning materials and teaching strategies to reflect advances both in STEM disciplines and in what is known about teaching and learning. It funds projects that develop faculty expertise, implement educational innovations, assess learning and evaluate innovations, prepare K-12 teachers, or conduct research on STEM teaching and learning. It also supports projects that further the work of the program itself, for example, synthesis and dissemination of findings across the program. The program supports projects representing different stages of development, ranging from small, exploratory investigations to large, comprehensive projects.

Estimated Number of Awards: 94 to 108 including 70 to 75 Type 1 awards, 20 to 25 Type 2 awards, 3 to 5 Type 3 awards and 1 to 3 CCLI Central Resource Project awards

Anticipated Funding Amount: \$35,800,000 in FY 2010 for new and ongoing awards, pending availability of funding.

Cognizant Program Officer(s):

- Russell Pimmel, Lead Program Director, telephone: (703) 292-4618, email: rpimmel@nsf.gov
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- Woodin, Lead Program Director, telephone: (703) 292-4657, email: twoodin@nsf.gov

NSF Division of Behavioral and Cognitive Sciences: Cultural Anthropology

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5388

Deadlines Below:

The Cultural Anthropology Program supports basic scientific research about the causes, consequences, and complexities of human social and cultural variability. Cultural anthropologists analyze human social and cultural behavior holistically. This integrated approach makes anthropology a valuable research tool for understanding the modern world. Because cultural patterns are emergent over time and space, there is no single natural scale for ethnographic and ethnological analysis. In some cases, cultural patterns may emerge from the collective behavior of large ensembles of smaller scale units; in others, they may be imposed by larger scale constraints. The origins of social and cultural variability may be remote from the scale at which they are observed. Therefore, research may target any appropriate scale or scales from local to regional to global. The Program encourages innovative research that contributes to building spatially and temporally specific theory that extends understanding beyond individual case studies.

The Cultural Anthropology Program accepts proposals for a variety of project types: Senior Research proposals (that is, research proposals from scholars with PhDs or equivalent degree); proposals for Doctoral Dissertation Research Improvement Grants; Cultural Anthropology Scholars awards (for research-related, post-PhD training); and CAREER proposals. The Program will also consider proposals for workshops and training programs, as well as supplements to current awards to support Research Experience for Undergraduates (REU) and Research Experience for Graduate Studies (REG). Research in all sub-fields of cultural anthropology is eligible. Successful proposals are characterized by clear research questions and propositions that will be put to the test through meticulous attention to research design, data collection, and analysis.

DUE DATES:

- Supplement Target Date: March 1, 2009
 - Research Experience for Graduates
 - March 1, Annually Thereafter
- Supplement Target Date: March 1, 2009
 - Research Experience for Undergraduates
 - March 1, Annually Thereafter
- Full Proposal Target Date: August 15, 2009
 - Senior Research - Fall Funding Cycle
 - August 15, Annually Thereafter
- Full Proposal Target Date: August 15, 2009
 - Dissertation Research - Fall Funding Cycle
 - August 15, Annually Thereafter
- Full Proposal Target Date: August 16, 2009
 - Scholars - Fall Funding Cycle
 - August 16, Annually Thereafter
- Full Proposal Target Date: January 15, 2010
 - Senior Research - Spring Funding Cycle
 - January 15, Annually Thereafter
- Full Proposal Target Date: January 15, 2010
 - Senior Research - Spring Funding Cycle
 - January 15, Annually Thereafter
- Full Proposal Target Date: January 15, 2010
 - Dissertation Research - Spring Funding Cycle
 - January 15, Annually Thereafter
- Full Proposal Target Date: January 16, 2010

Scholars - Spring Funding Cycle
January 16, Annually Thereafter

Full Proposal Target Dates:

January 15 and August 15 annually for Senior Research Proposals, Doctoral Dissertation Research Improvement Grant Proposals, most Workshop proposals and proposals for Training Programs.

Cultural Anthropology Scholars Target Dates:

January 16 and August 16 annually for Faculty Scholars proposals.

CAREER Proposals:

CAREER proposals must conform to the annually announced NSF-wide CAREER proposal deadline.

EAGER, RAPID, and small workshop proposals:

EAGER, RAPID, and small workshop proposals may be submitted at any time, with prior permission of the Program Officer.

REG and REU supplement proposals:

March 1 annually. REG and REU supplement proposals may also be submitted out of cycle, with prior permission of the Program Officer.

CONTACTS

| Name | Email | Phone | Room |
|-------------------|--|----------------|-------|
| Deborah Winslow | dwinslow@nsf.gov | (703) 292-7315 | 995 N |
| Susan D. Penfield | spenfiel@nsf.gov | (703) 292-4535 | 995 N |
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**NSF: Proactive Recruitment in Introductory Science and Mathematics (PRISM)
National Science Foundation Directorate for Mathematical & Physical Sciences
Division of Mathematical Sciences**

Full Proposal Deadline(s) (due by 5 p.m. proposer's local time): February 16, 2009

The goal of the program in Proactive Recruitment in Introductory Science and Mathematics is to strengthen the nation's scientific competitiveness by increasing the numbers of well-prepared, successful U.S. undergraduate majors and minors in science and mathematics. The program will fund innovative, potentially transformational partnerships between the mathematical sciences and other science or engineering disciplines that widen the cross section of the mathematical sciences to which freshman and sophomore students are exposed and that provide these students increased opportunities for research experiences involving the mathematical sciences.

Estimated Number of Awards: 3 to 8

Anticipated Funding Amount: \$4,000,000 under this solicitation proposal may be submitted for funding durations from three to five years. The proposal budget, between \$100,000 and \$600,000 per year, must be commensurate with the project and thoroughly justified in the proposal.

Eligibility Information

Organization Limit:

Proposals may only be submitted by the following:

Universities and Colleges: Universities and two- and four-year colleges (including community colleges) located and accredited in the US, acting on behalf of their faculty members. Such organizations also are referred to as academic institutions.

PI Limit:

Proposals must include a Principal Investigator from a department of mathematical sciences and at least one co-Principal Investigator from another science or engineering department.

Limit on Number of Proposals per Organization: None Specified

Limit on Number of Proposals per PI: None Specified

Letters of Intent: Not Applicable

Preliminary Proposal Submission: Not Applicable

Cognizant Program Officer(s):

- Henry A. Warchall, telephone: (703) 292-4861, email: hwarchal@nsf.gov
- Bruce Sagan, telephone: (703) 292-4777, email: bsagan@nsf.gov
- Bruce Palka, telephone: (703) 292-4856, email: bpalka@nsf.gov
- Dean M. Evasius, telephone: (703) 292-8132, email: devasius@nsf.gov

Applicable Catalog of Federal Domestic Assistance (CFDA) Number(s):

Opportunities for Enhancing Diversity in the Geosciences(OEDG)

National Science Foundation Directorate for Geosciences Division of Atmospheric Sciences Division of Earth

May 01, 2009: OEDG Planning Grant Proposals Only

November 03, 2009: Planning Grant Proposals Only

Note: OEDG Track 1 and Track 2 Proposals Deadline has passed.

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12726

The Directorate for Geosciences of the National Science Foundation supports research and education in the Atmospheric, Earth, and Ocean Sciences. The Opportunities for Enhancing Diversity in the Geosciences (OEDG) Program is designed to address the fact that certain groups are underrepresented in the geosciences relative to the proportions of those groups in the general population. The primary goal of the OEDG Program is to increase participation in the geosciences by African Americans, Hispanic Americans, Native Americans (American Indian and Alaskan Natives), Native Pacific Islanders (Polynesians or Micronesians), and persons with disabilities. A secondary goal of the program is to increase the perceived relevance of the geosciences among broad and diverse segments of the population. The OEDG Program supports activities that will increase the number of members of underrepresented groups who: Are involved in formal pre-college geoscience's education programs; Pursue bachelor, master, and doctoral degrees in the geosciences; enter geoscience's careers; and Participate in informal geoscience's education programs.

The OEDG Program offers three funding Tracks: **OEDG Planning Grants**; Track 1: Proof-of-Concept Projects; and Track 2: Full-Scale Projects.

OEDG Planning Grants - This new Track supports planning workshops, conferences, symposia and related short-term activities that facilitate either: 1) development of new strategic plans to implement systemic, community-wide programs to broaden participation in the geosciences; or, 2) development of new partnerships or collaborations between multiple institutions seeking to establish sustainable projects that address the goals of the OEDG program.

Estimated Number of Awards: 42 (of the awards, 30 Track 1 awards, 5 Track 2 awards, and 7 OEDG Planning Grant awards are anticipated)

Anticipated Funding Amount: \$9,200,000 - (\$4,600,000 is anticipated in both FY 2009 and FY 2010, pending availability of funds)

Institutions may obtain funding for only one Planning Grant proposal over the lifetime of this solicitation (FY 2009 and 2010).

Workforce Program in the Mathematical Sciences
NSF Division of Mathematical Sciences

DUE DATES: Full Proposal Window: May 15, 2009 - June 15, 2009
May 15 - June 15, Annually Thereafter

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503233

The long-range goal of the DMS Workforce Program is to increase the number of well-prepared U.S. citizens, nationals, and permanent residents who successfully pursue careers in the mathematical sciences and in other NSF-supported disciplines.

Among intermediate goals to this end are improvements in recruitment, retention, education, and placement of trainees in the mathematical sciences.

The program's primary interest is in activities centered on education through research involvement for trainees at the undergraduate through postdoctoral educational levels. Activities that broaden participation in the mathematical sciences are of significant interest to the Division of Mathematical Sciences.

The program is particularly interested in activities that improve:

- **recruitment and retention:** increasing the number and diversity of U.S. students who successfully pursue undergraduate and graduate degrees in mathematics and statistics;
- **educational breadth:** broadening graduate education and undergraduate education content in the mathematical sciences to prepare students for a wider range of career opportunities; and
- **professional development:** enhancing the professional skills of mathematical sciences postdoctoral associates, graduate students, and undergraduate students to better prepare them for both academic and nonacademic employment.

The program welcomes unsolicited proposals for activities that address the program goals in innovative and creative ways. Proposals must clearly identify:

- the goals to be achieved;
- the specific new activities to be conducted, the way in which these address the goals, and the way in which the activities significantly differ from or enhance common practice;
- measurable proposed outcomes for the project;
- specific methods for evaluation of the success of the activity and for assessment of progress toward the goals to be achieved, and
- a budget commensurate with the proposed activity.

The program particularly seeks unsolicited proposals for activities that are:

- novel and potentially transformative, in that they promise extraordinary outcomes;
- portable, in the sense that they potentially can be duplicated at other institutions;
- sustainable, meaning that the activity can be continued in the absence of external funding;
- likely to have large impact in terms of the numbers of trainees affected; and
- exemplary, in that they can serve as national models for education through research involvement.

Proposers are advised to contact one of the cognizant program directors prior to submitting a proposal. The program has an annual submission window for unsolicited proposals of May 15 through June 15. (Unsolicited proposals received at other times will be returned without review.)

The Workforce Program also administers several more structured training activities, proposals for which are submitted in response to specific solicitations:

1. Enhancing the Mathematical Sciences Workforce in the 21st Century (EMSW21), which comprises
 1. Vertical Integration of Research and Education (VIGRE)

2. Research Training Groups (RTG)
3. Mentoring through Critical Transition Points (MCTP)
2. Mathematical Sciences Postdoctoral Research Fellowships (MSPRF)
3. Research Experiences for Undergraduates Sites (REU)
4. Interdisciplinary Training for Undergraduates in Biological and Mathematical Sciences (UBM)
5. Computational Science Training for Undergraduates in the Mathematical Sciences (CSUMS)

Please note that the deadline dates for submission of proposals in response to these specific solicitations differ from the submission-window dates for unsolicited proposals.

In addition to the Intellectual Merit and Broader Impacts merit review criteria, NSF staff will give careful consideration to the following in making funding decisions:

Integration of Research and Education

One of the principal strategies in support of NSF's goals is to foster integration of research and education through the programs, projects, and activities it supports at academic and research institutions. These institutions provide abundant opportunities where individuals may concurrently assume responsibilities as researchers, educators, and students and where all can engage in joint efforts that infuse education with the excitement of discovery and enrich research through the diversity of learning perspectives.

Integrating Diversity into NSF Programs, Projects, and Activities

Broadening opportunities and enabling the participation of all citizens -- women and men, underrepresented minorities, and persons with disabilities -- is essential to the health and vitality of science and engineering. NSF is committed to this principle of diversity and deems it central to the programs, projects, and activities it considers and supports.

PRIVATE SECTOR GRANTS, FELLOWSHIPS & FOUNDATIONS

Motorola Foundation Calls for Innovation Generation Grants Applications

Deadline: February 15, 2009

RFP: <http://www.motorola.com/content.jsp?globalObjectId=8153>

The initiative supports programs that inspire and cultivate the next generation of inventors and innovators by making science, technology, engineering, and math accessible and relatable to students at any age. In 2009, the Motorola Foundation will provide a total of \$5 million in Innovation Generation Grants to organizations that engage pre-K and K-12 students, especially girls and underrepresented minorities, and to teachers in STEM programming. Eligible programs include afterschool and summer science enrichment programs, activities that promote innovative technology use, and teacher-training initiatives.

Priority will be given to pioneering programs that engage students and teachers in innovative, hands-on ways; teach innovation and creative problem-solving skills; focus on girls and underrepresented minorities; engage Motorola employees as volunteers; take place in communities in Arizona, California, Florida, Illinois, Massachusetts, **New York**, Pennsylvania, and Texas where Motorola has an employee presence; have nationwide and/or online reach; demonstrate measurable outcomes; and are less than two years old. At least 25 percent of total grant dollars will support programming that is less than two years old and is not simply an expansion of an existing program.

Grant applicants may request up to \$75,000 each. Select organizations may be asked to apply for larger grants. Grants will be for one year of project work, starting after June 2009.

Any U.S. nonprofit organization and school or school district may apply. Visit the Motorola Foundation Web site for complete program information.

Teaching, Learning & Technology in Higher Education HP Innovations in Education (Colleges & Universities - USA)

Proposals are due March 30th, 2009

RFP: <http://www.hp.com/hpinfo/grants/us/2009-HPIIE-HiEd-US.pdf>

Building on 5 years of experience with the HP Technology for Teaching grant program, HP has just announced a new grant opportunity for colleges/universities entitled HP Innovations in Education...

The 2009 HP Innovations in Education grants for colleges & universities are targeted at the administrators and key faculty responsible for undergraduate degree programs. In the US, the focus is on proposals from administrators and faculty who are enhancing degree programs in engineering, computer science, information systems, and information technology. HP is inviting proposals from eligible education institutions that are committed to exploring the innovations that are possible at the intersection of teaching, learning, and technology.

HP seeks proposals from 2 or 4 year colleges and universities that offer degree programs or courses that lead to degrees in engineering, computer science, or information technology. Proposals that will be considered will describe how technology will be used to enable innovations in four areas

- Leadership Capacity - creating a global network of administrators and key faculty who implement innovative approaches to curriculum, instruction, and the use of technology to enhance undergraduate learning and research
- Digital Learning Environments - using technology to fundamentally redesign the learning experience in ways that lead to increased student engagement and academic success; can include innovations in online learning, virtual worlds, gaming for learning, and simulations
- The Undergraduate Design & Research Experience -making engineering real and relevant by involving engineering undergraduate students in design and research challenges that address real needs in society; can include local and/or global service learning
- Pre-College Outreach - engaging administrators, faculty, and undergraduate students to work with secondary school teachers and students, increasing awareness and interest in high-tech degree programs and careers

Please feel free to share this exciting news with Deans, Department Chairs, IT Directors, and Faculty at eligible institutions.

HP plans to fund approximately 10 colleges and universities in the USA

Each grant is valued at more than \$240K in equipment, professional development, and cash

The 2009 HP Innovations in Education Grants for Secondary School Districts

Application Deadline: March 30th, 2009

RFP: <http://www.hp.com/hpinfo/grants/us/hpiie.html#1>

The 2009 HP Innovations in Education grants for secondary school districts (USA) fund school districts to launch innovative pilot initiatives that support the administrators and teachers responsible for student success in math and science in middle schools and/or high schools. HP is inviting proposals from school districts that are committed to exploring the innovations that are possible at the intersection of teaching, learning, and technology. The HP Innovations in Education grant recipients will become a global network of secondary school educators around the world who are designing the future of secondary education.

Each grant supports program improvement in four key areas:

- Leadership Capacity - creating a network of school administrators and key teachers who implement innovative approaches to curriculum, instruction, and the use of technology to enhance math/science learning
- Digital Learning Environments - using technology to fundamentally redesign the learning experience in ways that lead to increased student engagement and academic success; can include innovations in online learning, virtual worlds, gaming for learning, and simulations
- The Secondary Student Design & Research Experience -making math and science real and relevant by involving secondary students in design and research challenges that address real needs in society; can include local and/or global service learning
- High-Tech Career Awareness - engaging administrators, teachers, and students in ways that increase awareness and interest in high-tech college degree programs and careers

HP Innovations in Education Grants 2009 Request for Proposals - Secondary School Districts, USA

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In 2009, HP will select exemplary proposals from approximately 25 school districts across the US. This request for proposals is openly available to any public or accredited private school district or school system that serves at least 2000 secondary school (grades 6-12) students. Grants will be awarded on a competitive basis. Only one proposal per district will be accepted. Institution eligibility, proposal review considerations, application instructions, and key due dates are listed below. Proposals must be submitted online in English, no later than 5:00 p.m. Pacific Time on March 30th, 2009.

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).

Building Tomorrow's Workforce: Promoting the Education and Advancement of Hispanic Immigrant Workers in America

Funded by the Lumina Foundation, this study was led by Corporation for a Skilled Workforce and supported by its partners: The Center for Workforce Success of the National Association of Manufacturers, The National Council for Workforce Education, and Excelencia in Education. This report presents promising employer/community college partnerships that expand access to higher education and benefit low-skilled, immigrant Hispanic adults.

Building Tomorrow's Workforce: Promoting the Education and Advancement of Hispanic Immigrant Workers in America

<http://www.edexcelencia.org/pdf/Building%20Tomorrow%27s%20Workforce%20full%20report.pdf>

Pathways to Boosting the Earnings of Low-Income Students by Increasing Their Educational Attainment

**Prepared for the Bill & Melinda Gates Foundation by The Hudson Institute and CNA
Louis Jacobson, Ph.D. Christine Mokher, Ph.D., January, 2009**

Attaining a post-secondary credential has become increasingly important for securing opportunities to get high-return jobs in the United States in the 21st century. Students from low-income families are underrepresented at every milestone in the educational pipeline. That limits their ability to attain post-secondary credentials and break the intergenerational transmission of poverty. This study seeks to identify educational pathways to high-paying careers that may improve social mobility. We also assess the extent to which successful transit of these pathways is contingent upon students' educational preparation and performance.

This study uses comprehensive data on the high school, postsecondary, and workforce experiences of every public school student in the state of Florida belonging to a cohort of 144,545 students in the 9th grade in 1996. Florida has one of the lowest high school graduation rates in the country, and thus faces particular challenges to increasing the educational attainment of its students. The following sections summarize the key findings from our analyses.

<http://www.hudson.org/files/publications/Gates%2001-07.pdf>

Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges

(Working Paper No. 15)

By: Thomas Bailey, Dong Wook Jeong & Sung-Woo Cho - December 2008. New York: Community College Research Center, Teachers College, Columbia University.

Link to Complete Report: <http://ccrc.tc.columbia.edu/Publication.asp?UID=652>

After being assessed, many students entering community colleges are referred to one or more levels of developmental education. While the need to assist students with weak academic skills is well known, little research has examined student progression through multiple levels of developmental education and into entry-level college courses. The purpose of this paper is to analyze the patterns and determinants of student progression through sequences of developmental education starting from initial referral. We rely primarily on a micro-level longitudinal dataset that includes detailed information about student progression through developmental education. This dataset was collected as part of the national community college initiative Achieving the Dream: Community Colleges Count. The dataset has many advantages, but it is not nationally representative; therefore, we check our results against a national dataset--the National Education Longitudinal Study of 1988. Our results indicate that only 3 to 4 out of 10 students who are referred to remediation actually complete the entire sequence to which they are referred. Most students exit in the beginning of their developmental sequence--almost half fail to complete the first course in their sequence. The results also show that more students exit their developmental sequences because they did not enroll in the first or a subsequent course than because they failed a course in which they were enrolled. We also show that men, older students, Black students, part-time students, and students in vocational programs are less likely to progress through their full remedial sequences. Finally, we provide weaker evidence that some institutional characteristics are related to a lower probability of completion of developmental education.