

Weekly Grants Bulletin

Grants Development Office

February 6, 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

Digital Humanities Start-Up Grants Program National Endowment for the Humanities

Due Date: April 8, 2009

RFP: Link: <http://www.neh.gov/grants/>

The National Endowment for the Humanities (NEH) and the Institute of Museum and Library Services (IMLS) invite applications to the Digital Humanities Start-Up Grants program. This program is designed to encourage innovations in the digital humanities. By awarding relatively small grants to support the planning stages, NEH aims to encourage the development of projects that are particularly innovative and promise to benefit the humanities.

In an effort to foster new collaborations and advance the role of cultural repositories in online teaching, learning, and research, this program is cosponsored by IMLS. NEH and IMLS encourage library and museum officials-as well as scholars, scientists, educational institutions, and other nonprofit organizations-to apply for these grants and to collaborate when appropriate.

Proposals should be for the planning or initial stages of digital initiatives in any area of the humanities. Digital Humanities Start-Up Grants may involve

- research that brings new approaches or documents best practices in the study of the digital humanities;
- planning and prototyping new digital tools for preserving, analyzing, and making accessible digital resources, including libraries' and museums' digital assets;
- scholarship that examines the philosophical implications and impact of the use of emerging technologies;
- innovative uses of technology for public programming and education utilizing both traditional and new media; and
- new digital modes of publication facilitating the dissemination of humanities scholarship in advanced academic as well as informal or formal educational settings at all academic levels.

Innovation is a hallmark of this grant category. All applicants must propose an innovative approach, method, tool, or idea that has not been used before in the humanities. These grants are modeled, in part, on the "high risk/high reward" paradigm often used by funding agencies in the sciences. NEH is requesting proposals for projects that take some risks in the pursuit of innovation and excellence.

Digital Humanities Start-Up Grants should result in plans, prototypes, or proofs of concept for long-term digital humanities projects prior to implementation.

Two levels of awards will be made in this program. Level I awards are small grants designed to fund brainstorming sessions, workshops, early alpha-level prototypes, and initial planning. Level II awards are larger grants that can be used for more fully-formed projects that are ready to begin implementation or the creation of working prototypes. Applicants must state in their narrative which funding level they seek. NEH will set aside funds for each of the two levels, and more awards will be made in the Level I category. Applicants should carefully choose the funding level appropriate to the needs of the proposed project. See Section II, Award Information, for more details.

Digital Humanities Start-Up Grants support full-time or part-time activities for periods up to eighteen months. Support is available for various combinations of scholars, consultants, and research assistants; project-related travel; and technical support and services. Up to 20 percent of the total grant may also be used for the acquisition of computing hardware and software. All grantees are expected to communicate the results of their work to appropriate scholarly and public audiences. In order to facilitate dissemination and increase the impact of the projects that are ultimately developed through Digital Humanities Start-Up Grants, applicants are strongly encouraged to employ open-source and fully accessible software.

Successful applicants will be expected to create a "lessons learned" white paper. This white paper should document the project, including lessons learned, so that others can benefit from the grantees' experience. This white paper will be posted on the NEH or IMLS Web site

Digital Humanities Start-Up Grants have two levels of funding:
Level I Grants range from \$5,000 to \$25,000 in outright funding.
Level II Grants range from \$25,001 to \$50,000 in outright funding.
In the narrative, applicants must specify which level of funding they seek.

Nanotechnology Undergraduate Education (NUE) in Engineering
National Science Foundation Directorate for Engineering, Engineering Education and Centers Directorate for Social, Behavioral & Economic Sciences Division of Social and Economic Sciences Directorate for Education & Human Resources Division of Undergraduate Education

Full Proposal Deadline(s) (due by 5 p.m. proposer's local time): April 29, 2009

RFP: <http://www.nsf.gov/pubs/2009/nsf09533/nsf09533.pdf>

This solicitation aims at introducing nanoscale science, engineering, and technology through a variety of interdisciplinary approaches into undergraduate engineering education. The focus of this year's competition is on nanoscale engineering education with relevance to devices and systems and/or on the societal, ethical, economic and/or environmental issues relevant to nanotechnology.

Related funding opportunities are posted on www.nsf.gov/nano. Research and education projects in nanoscale science and engineering will continue to be supported in the relevant NSF programs and divisions.

Cognizant Program Officer(s):

- Mary Poats, Program Manager, Directorate for Engineering, Division of Engineering Education and Centers (ENG/EEC), 585 N, telephone: (703) 292-5357, fax: (703) 292-9051, email: mpoats@nsf.gov
- Stephen Zehr, Program Director, Directorate for Social, Behavioral and Economic Sciences, Division of Social and Economic Sciences (SBE/SES), 995 N, telephone: (703) 292-7318, fax: (703) 292-9068, email: szehr@nsf.gov

Eligibility Information

Proposals may only be submitted by the following: Universities and Colleges - Universities and **two- and four-year colleges (including community colleges)** accredited in, and having a campus located in the US, acting on behalf of their faculty members. Such organizations also are referred to as academic institutions.

PI Limit:

The lead PI must hold a faculty appointment within a College/Department of Engineering or College/Department of Engineering Technology within the submitting US academic institution.

Limit on Number of Proposals per Organization: 1

Only one (1) proposal may be submitted by a US academic institution, College/Department of Engineering or College/Department of Engineering Technology as the lead institution with the following exception: A US academic institution may submit a second proposal as the lead institution, only if it is focused on the societal, ethical, economic and/or environmental issues relevant to nanotechnology.

Limit on Number of Proposals per PI: 1

Estimated Number of Awards: 10

Anticipated Funding Amount: \$1,900

**NEA Access to Artistic Excellence FY2010
National Endowment for the Arts**

Current Closing Date for Applications: Mar 12, 2009

RFP: <http://www07.grants.gov/search/search.do?&mode=VIEW&flag2006=false&oppId=45076>

An organization may submit only one application through one of the following FY 2010 Grants for Arts Projects categories: Access to Artistic Excellence, Challenge America: Reaching Every Community Fast-Track Review Grants, Learning in the Arts for Children and Youth.

Access to Artistic Excellence encourages and supports artistic creativity, preserves our diverse cultural heritage, and makes the arts more widely available in communities throughout the country. While projects in this category may focus on just one of these areas, the Arts Endowment recognizes that many of the most effective projects encompass both artistic excellence and enhanced access. Support is available to organizations for projects that do one or more of the following: Provide opportunities for artists to create, refine, perform, and exhibit their work. Present artistic works of all cultures and periods. Preserve significant works of art and cultural traditions. Enable arts organizations and artists to expand and diversify their audiences. Provide opportunities for individuals to experience and participate in a wide range of art forms and activities. Enhance the effectiveness of arts organizations and artists. Employ the arts in strengthening communities. The Arts Endowment is particularly interested in projects that extend the arts to underserved populations -- those whose opportunities to experience the arts are limited by geography, ethnicity, economics, or disability. This is achieved in part through the use of Challenge America: Reaching Every Community funds. Please note: Congress has prohibited the Arts Endowment from making direct grants to individuals except for Literature Fellowships, NEA Jazz Masters Fellowships, NEA National Heritage Fellowships in the Folk & Traditional Arts, and National Endowment for the Arts Opera Honors.

Expected Number of Awards: 1500

Estimated Total Program Funding:

Award Ceiling: \$150,000

Award Floor: \$5,000

NEA Learning in the Arts for Children and Youth, FY2010

Current Closing Date for Applications: Jun 11, 2009

RFP: <http://www.arts.gov/grants/apply/GAP10/LITA.html>

An organization may submit only one application through one of the following FY 2010 Grants for Arts Projects categories: Access to Artistic Excellence, Challenge America: Reaching Every Community Fast-Track Review Grants, Learning in the Arts for Children and Youth. The National Endowment for the Arts is committed to providing leadership in arts education by inspiring all young Americans through rich arts experiences. A high quality education in the arts opens a critical gateway to a lifetime of appreciation and engagement. For two reasons, learning in the arts is an indispensable part of American education: 1) children celebrate and participate in their cultural inheritance, and 2) academic and social maturity follow directly from arts education experiences. The Learning in the Arts for Children and Youth category offers funding for projects that help children and youth acquire knowledge and understanding of and skills in the arts. Projects must provide participatory learning and engage students with skilled artists, teachers, and excellent art. Funded projects apply national or state arts education standards. All projects submitted to the Learning in the Arts category must include: Experience: Students and their teachers will have the chance to experience exemplary works of art -- in live form where possible. Study: Through the guidance of teachers, teaching artists, and cultural organizations, students will study works of art in order to understand the cultural and social context from which they come, and to appreciate the technical and/or aesthetic qualities of each work. Where

appropriate, study will include the acquisition of skills relevant to practicing the art form. Performance: Informed by their experience and study, students will create artwork. In the case of literature, the primary creative activities will be writing and/or recitation. Assessment: Students will be assessed according to national or state arts education standards. Where appropriate, projects will employ multiple forms of assessment including pre- and post-testing.

Expected Number of Awards: 600

Estimated Total Program Funding:

Award Ceiling: \$150,000

Award Floor: \$5,000

NEA Literature Fellowships: Creative Writing, FY2010

Current Closing Date for Applications: Mar 05, 2009 For FY 2010/Fiction & Creative Nonfiction The The Arts Endowment's support of a fellowship may begin any time between January 1, 2010, and January 1, 2011, and extend for up to two years.

RFP: <http://www.arts.gov/grants/apply/Lit/index.html>

A Prose fellowship must be scheduled to begin between January 1, 2010, and January 1, 2011, and may extend up to two years. A Poetry fellowship must be scheduled to begin between January 1, 2011, and January 1, 2012, and may extend up to two years. The application package for the March 4, 2010, poetry deadline will be posted in January 2010. Fellowships in prose (fiction and creative nonfiction) or poetry are available to published creative writers. Fellowships enable recipients to set aside time for writing, research, travel, and general career advancement. This program operates on a two-year cycle with fellowships in prose available in FY 2010 and fellowships in poetry available in FY 2011. Individuals may apply only once each year. Competition for fellowships is extremely rigorous. Potential applicants should consider carefully whether their work will be competitive at the national level. We Do Not Fund Individuals who previously have received two or more Creative Writing or Translation Fellowships from the National Endowment for the Arts. Individuals who have received any Creative Writing or Translation Fellowship from the National Endowment for the Arts within the past ten years. News reporting. Scholarly writing. (Writers who are engaged in scholarly work may wish to contact the National Endowment for the Humanities.) Work toward academic degrees.

Eligibility:

Creative writers who meet the publication requirements that are listed below are eligible to apply. Applicants must be citizens or permanent residents of the United States. See "How to Prepare and Submit an Application" for the documentation that is required to demonstrate eligibility. Ineligible applications will be rejected without panel review. An individual may submit only one application per year. Multiple applications will be deemed ineligible. You may not apply for a Creative Writing Fellowship and a Translation Project in the same year. (See Translation Projects for more information.) You are not eligible to apply if you have received two or more Creative Writing or Translation Fellowships (in poetry, fiction, creative nonfiction, belles-lettres, or for translation) from the National Endowment for the Arts. In addition, you may not apply in Prose if you have received any Arts Endowment Creative Writing or Translation Fellowship on or after October 1, 2000 (FY 2001).

You may not apply in Poetry if you have received any Arts Endowment Creative Writing or Translation Fellowship on or after October 1, 2001 (FY 2002). Former grantees must have submitted acceptable Final Report packages by the due date(s) for all Arts Endowment award(s) previously received. You are eligible to apply in Fiction if, between January 1, 2002, and March 5, 2009, you have had published: At least five different short stories, works of short fiction, or excerpts from novels in two or more literary journals, anthologies, or publications which regularly include fiction as a portion of their format; or A volume of short fiction or a collection of short stories; or A novel or novella. You are eligible to apply in Creative Nonfiction if, between January

1, 2002, and March 5, 2009, you have had published: At least five different creative essays (such as personal essays, memoirs, etc.) in two or more literary journals, anthologies, or publications; or A volume of creative nonfiction.

Expected Number of Awards: 1000

Estimated Total Program Funding:

Award Ceiling: \$25,000

Award Floor: \$25,000

Partnerships for Research and Education in Materials (PREM)

**National Science Foundation Directorate for Mathematical & Physical Sciences
Division of Materials Research**

Full Proposal Deadline(s) (due by 5 p.m. proposer's local time): March 05, 2009

RFP: <http://www.nsf.gov/pubs/2009/nsf09518/nsf09518.pdf>

The objective of PREM is to broaden participation and enhance diversity in materials research and education by stimulating the development of formal, long-term, multi-investigator, collaborative research and education partnerships between minority-serving colleges and universities, women's colleges, and colleges and universities dedicated to educating a majority of students with disabilities, groups that are underrepresented in science, technology, engineering, and mathematics (STEM) and the NSF Division of Materials Research (DMR)-supported centers and/or facilities.

Estimated Number of Awards: 4 to 8

Anticipated Funding Amount: \$300,000 to \$700,000 per award. \$2,700,000 total for FY 09, contingent on the availability of funds. Awards are anticipated to be \$300,000 to \$700,000 per year for up to 5 years pending the availability of funds.

Eligibility Information

Proposals may only be submitted by the following: US Institutions of higher education that primarily serve underrepresented groups in science, technology, engineering and mathematics (STEM), including minority-serving colleges and universities, women's colleges, and colleges and universities dedicated to educating a majority of students with disabilities. See the Additional Eligibility Information section of this program solicitation for a complete description of eligible academic institutions.

PI Limit: The Principal Investigator must hold a faculty appointment at an eligible college or university as defined above. A co-PI must be identified at the DMR-supported Center and/or facility who will act as a liaison between the partner institutions.

Limit on Number of Proposals per Organization: 2

Only two proposals may be submitted by any one organization as the lead organization.

Limit on Number of Proposals per PI: None Specified

Cognizant Program Officer(s):

- Rama Bansil, Program Director, 1080 N, telephone: (703) 292-8562, email: rbansil@nsf.govThomas
- P. Rieker, Program Director, 1065 N, telephone: (703) 292-4914, email: trieker@nsf.gov

Summer Workshops

Roots 2009: African Dimensions of the History and Culture of the Americas (Through the Trans-Atlantic Slave Trade) Sponsored By: NEH

To Apply go to: <http://www.virginiafoundation.org/roots/apply.html>

"Roots 2009: Researching the African Dimensions of the History and Culture of the Americas (Through the Trans-Atlantic Slave Trade)", a National Endowment for the Humanities Summer Seminar for College and University Teachers, will be held at the Virginia Foundation for the Humanities (VFH), Charlottesville, Virginia, from June 8 through July 10, 2009 (5 weeks). The director of the seminar is Joseph C. Miller (T. Cary Johnson, Jr. Professor of History at the University of Virginia). Participants will include 15 specialists from all over the United States - from professional backgrounds in North America, the Caribbean, the central and southern Americas (the Spanish colonies, as well as Brazil), and Africa (western and central, at least) - with research projects involving early Atlantic history, literature, or culture up to and including the early nineteenth century.

Applicants may be teachers of American undergraduates in two- or four-year colleges or comprehensive or research universities. Qualified independent scholars and professionals employed by museums, libraries, historical societies, and other organizations may be eligible, provided they can effectively advance the research and teaching goals of the seminar. Applicants must be United States citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least the three years immediately preceding the application deadline. NEH guidelines accord preference to applicants who have not participated in NEH-supported seminars or institutes within the last three years or who would significantly contribute to the diversity of the group assembled.

Please see the section on eligibility and application procedures for additional details. Completed applications (ORIGINAL AND THREE COPIES-- no faxed single copies, no e-mailed attachments) must be post marked no later than March 2, 2009, and should be addressed to the director at the VFH, 145 Ednam Drive, Charlottesville, Virginia 22903-4629. All applicants will be informed on April 1 of the decision of a selection committee, and invited participants will have until April 15 to notify the director of their acceptance of the offer of a place in the Seminar. For further information, contact the director at the address above or by e-mail; fax: (434) 296-4714; or phone (434) 924-6395.

Participants will receive a stipend of \$3,800, intended to contribute to travel and living expenses, books, and other research expenses, for the 5-week period. The Seminar will have half of participants' stipends available upon arrival, with the second half provided at the start of the Seminar's third week. The NEH does not adjust stipends to cover the actual expenses incurred by participants; any participant who, for whatever reason, does not complete the full tenure of the project will be required to refund the applicable pro-rata portion of the stipend to the NEH.

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.

Center for American Progress

Barriers to College Attainment: Lessons from Chicago

By Jenny Nagaoka, Melissa Roderick, Vanessa Coca | January 27, 2009

The aspiration to attain a college degree has become nearly universal among high school students, and the percentage of students making the immediate transition to college has risen among all racial and ethnic groups. While college enrollment is now a reachable goal, the proportion of students who complete a college degree has barely changed. Moreover, despite increases in enrollment, minority students continue to lag in both four-year college enrollment and degree completion rates. The primary issue in college access is no longer building college aspirations, but building a clear path for students to achieve their goals.

http://www.americanprogress.org/issues/2009/01/chicago_schools.html

Center for American Progress

From Qualifications to Results

Promoting Teacher Effectiveness Through Federal Policy

By Robin Chait | January 28, 2009

Federal law should stop focusing on "quality," as measured by front-end qualifications, and start focusing on "effectiveness," as measured by whether teachers actually help students learn. Federal policy can stimulate an effectiveness approach.

http://www.americanprogress.org/issues/2009/01/qualifications_to_results.html

Center for American Progress

Improving Academic Preparation for College

What We Know and How State and Federal Policy Can Help

Robin Chait and Andrea Venezia January 2009

Our society is moving toward a model of preparing all students for some kind of education and training after high school. That is what parents want for their children, what students say they want for themselves, and what analysts and policymakers at all levels believe is needed for success in a global economy. The benefits to the individual are clear—college graduates earn more money, have better career opportunities, engage in greater civic participation, and have a higher overall quality of life.¹ The average annual income for a high school degree in 2006 was \$30,072, an associate's degree was \$39,846, and a bachelor's degree \$56,897.² Moreover, the advantages of college education compared to a high school degree have widened over the last 60 years, although they have leveled off more recently.³

http://www.americanprogress.org/issues/2009/01/pdf/academic_prep_exec_summary.pdf

Policy Paper: Bridging the Gap
How to Strengthen the Pk-16 Pipeline to Improve College Readiness
By Stephen Burd, Ulrich Boser, New America Foundation
New America Foundation | January 2009

Far too many students leave high school unprepared for the rigors of college and the workplace. Nearly a third of all incoming freshmen- 42 percent of first-year students at public two-year colleges-require remediation. At some postsecondary institutions, more than 90 percent of first-time freshmen need to take remedial classes before enrolling in courses that count toward their degrees. Remedial courses are offered at 99 percent of public two-year colleges and more than 75 percent of public four-year institutions.

Our nation's high schools bear much of the blame for this lack of academic preparation. According to the most recent National Assessment of Educational Progress (NAEP), only a fourth of high school seniors scored proficient or above in mathematics, while only a third scored proficient or above in reading. Yet 66 percent of high school graduates go on to postsecondary institutions. Unfortunately for them, they are graduating ill-prepared for college-level work.

http://www.newamerica.net/publications/policy/bridging_gap