

Weekly Grants Bulletin

Grants Development Office

April 10, 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

United States Department of Education
Institute of Education Sciences (IES)
Mathematics and Science Education - 84.305A
Education Research Grants
CFDA Number: 84.305A

Letter of Intent Due Date 04/27/2009 08/03/2009
(<https://ies.constellagroup.com/>)
Application Due Date 06/25/2009 10/01/2009

RFP: <http://ies.ed.gov/funding/10rfas.asp>
http://ies.ed.gov/funding/pdf/2010_84305A.pdf

Through its Education Research grant program, the Institute supports research over a diverse set of topics and for a range of purposes. The topics include school readiness, achievement in core academic content (**reading, writing, mathematics, science**), and behaviors that support learning in academic contexts for students from prekindergarten through high school, as well as high school graduation, access and retention in postsecondary education, and basic reading, writing, and mathematics skills for adults. The purposes or goals of the research projects are designed to span the range from basic translational research to evaluation of the impact of interventions when the interventions are implemented at scale.

Note: Multiple programs are listed in multiple disciplines.

Institute of Education Sciences (Institute)
STATISTICAL AND RESEARCH
METHODOLOGY IN EDUCATION

RFP: <http://edocket.access.gpo.gov/2009/pdf/E9-6320.pdf>

CFDA Number: 84.305D

Letter of Intent Due Date 04/27/2009

(<https://ies.constellagroup.com/>)

Application Due Date 06/25/2009

Through the grant program on Statistical and Research Methodology in Education (Methods), the Institute supports research to advance education research methodologies and statistical analyses. The long-term outcome of this research program will be a wide range of methodological and statistical tools that will better enable education scientists to conduct rigorous education research.

U.S. Department of Education
Business and International Education Program

Current Closing Date for Applications: April 23, 2009

RFP: <http://edocket.access.gpo.gov/2009/pdf/E9-6440.pdf>

The Business and International Education Program provides grants to enhance international business education programs and to expand the capacity of the business community to engage in international economic activities.

Eligible Applicants: Institutions of higher education that have entered into agreements with business enterprises, trade organizations, or associations that are engaged in international economic activity--or a combination or consortium of these enterprises, organizations, or associations--for the purposes of pursuing the activities authorized under this program.

Expected Number of Awards: 25
Estimated Total Program Funding: \$2,223,961
Award Ceiling: \$95,000

The U.S. Department of Justice
Bureau of Justice Assistance
Public Education Programs Concerning the Anti-discrimination Provision of the
Immigration and Nationality Act (INA)

Deadline: April 26, 2009

RFP:

<http://www07.grants.gov/search/search.do;jsessionid=h14WJQ3TKJtXvQjQprF6HGQz137pL1j0TMVszhnxzGKTLBp3hjs2!-1510501913?oppld=46312&flag2006=false&mode=VIEW>

The U.S. Department of Justice, Office of Special Counsel for Immigration Related Unfair Employment Practices (OSC) is pleased to announce that it is seeking applications for grant funding of Public Education Programs Concerning the Anti-discrimination Provision of the Immigration and Nationality Act (INA). These grants further the Department's mission by supporting the public programs concerning the rights afforded potential victims of employment discrimination and the responsibilities of employers under the anti-discrimination provision of the Immigration and Nationality Act (INA), 8 U.S.C. §1324b. It is anticipated that a number of grants will be competitively awarded to applicants who can demonstrate a capacity to design and successfully implement cost-effective public education campaigns to address immigration-related employment discrimination. Grants may range in size from \$35,000 to \$100,000. Applicants must demonstrate the ability to educate workers, employers and/or the general public about the anti-discrimination provision of the INA. OSC welcomes proposals from diverse organizations providing information services to employers, workers, and/or potential victims of discrimination.

Additional Information on Eligibility:

Any organization may apply, including labor and immigrant organizations, businesses, employer associations, public service and community-based organizations, faith-based organizations, **institutions of higher education (public or private)** and state and local government agencies.

NSF: The Broadening Participation in Computing (BPC)

Full Proposal Deadline(s) (due by 5 p.m. proposer's local time): May 13, 2009
Second Wednesday in May, Annually Thereafter

RFP: http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf09534

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 underrepresentation in computing. Those underrepresented groups are women, persons with disabilities, African Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians, and Pacific Islanders. The BPC program seeks to engage the computing community to develop

and implement innovative methods, frameworks, and strategies to improve recruitment and retention of these students through undergraduate and graduate degrees. Projects that target stages of the academic pipeline from middle school through the early faculty ranks are welcome. New with this solicitation is the emphasis on national impact: All BPC projects must have the potential for widespread impact. That is, they should either develop an effective practice that could be widely deployed or they should deploy existing effective practices so as to reach larger audiences.

The BPC program will support three categories of awards:
Alliances, Demonstration Projects, and Leveraging, Scaling, or Adapting Projects

Alliance and Alliance Extension Projects are broad coalitions of academic institutions of higher learning, secondary (and possibly middle) schools, government, industry, professional societies, and other not-for-profit organizations that design and carry out comprehensive programs addressing underrepresentation in the computing disciplines. They have a large regional or national scope. Typically, Alliances operate across multiple stages of the academic pipeline and address multiple targeted groups. Together, Alliance participants (1) develop and implement interventions that support students and early career faculty, (2) create sustainable changes in culture and practices at the institutional, departmental, and organizational levels, (3) serve as models and contribute to repositories for effective practices to broaden participation, and (4) leverage the work of existing BP efforts and other Alliances. Competitive projects will have significant impact both in the quality of opportunities afforded to participants and in the number of participants potentially served. Successful Alliances are eligible to compete for additional funding: an Alliance Extension increases the duration of the Alliance award as well as its scope, introducing additional targeted student groups, partners, and/or projects.

Demonstration Projects (DPs) are more focused than Alliance projects. Typical DPs pilot innovative programs that, once fully developed, could be incorporated into the activities of an Alliance or otherwise scaled for widespread impact. Projects might, for example, be proposed by a single institution or might focus on a single underrepresented community, a single point in the academic pipeline, or a single impediment to full participation in computing.

Leveraging, Scaling or Adapting (LSA) Projects are intended to extend the impact of our most effective practices through leveraging, scaling and/or adaptation. Typical LSA projects will use existing organizational structures and demonstrated best practices. They can leverage the work of BPC-funded Alliances or DPs, as well as efforts by other organizations. They might, for example, copy and adapt a successful regional Alliance infrastructure for a new region, combine and leverage the work of two or more Alliances, adapt an effective intervention for a different audience, or take an effective intervention and implement it across an Alliance or other organization with a broad reach.

All BPC projects have significant assessment and evaluation efforts with both formative and summative components.

Cognizant Program Officer(s):

- Janice Cuny, Program Director, 1175 N, telephone: (703) 292-8489, fax: (703) 292-9010, email: jcuny@nsf.gov

Award Information

Anticipated Type of Award: Standard Grant or Continuing Grant

Estimated Number of Awards: 10 to 16

Anticipated Funding Amount: \$14,000,000 annually subject to the availability of funds and the number and quality of submitted proposals for each competition

CISE Pathways to Revitalized Undergraduate Computing Education (CPATH)

April 28, 2009

April 22, 2010

RFP: http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf09528

1. This new solicitation emphasizes the development of student competencies in computing concepts, methods, technologies and tools - referred to as computational thinking - in approaches that promise to revitalize undergraduate education.
2. The former CPATH tracks of Community Building and Institutional Transformation have been replaced by Class I and Class II tracks;
 - Class I and II tracks are defined by project budget size. The types of project activities previously proposed in the Community Building and Institutional Transformation tracks may be proposed to the new Class I and II tracks.

Computing has permeated and transformed almost all aspects of modern life. As computing becomes more important in all sectors of society, so does the preparation of a globally competitive U.S. workforce able to apply core computing concepts, methods, technologies, and tools - referred to here as Computational Thinking (CT) - to a broad range of societal challenges and opportunities.

CT capitalizes on concepts, methods, technologies, and tools fundamental to the fields of computing, i.e. computer and information science and engineering. For example, computing concepts and methods equip us to reason at multiple levels of abstraction simultaneously, to think algorithmically and apply foundational mathematical concepts to solve complex problems, and to understand the dimensions and consequences of scale. However, it is only when computing concepts and methods are combined with the power of automation afforded by contemporary computing technologies and tools that the full potential of CT is unleashed. Drawing deeply on computational concepts, methods, technologies and tools, CT serves as a powerful strategy to more effectively design, understand and solve problems associated with complex systems in many aspects of modern life.

The CISE Pathways to Revitalized Undergraduate Education in Computing (CPATH) program recognizes the growing importance of CT in society. The goals of the program are to:

- contribute to the development of a globally competitive U.S. workforce with CT competencies essential to U.S. leadership in the global innovation enterprise;
- increase the number of students developing CT competencies by infusing CT learning opportunities into undergraduate education in the core computing fields - computer and information science and engineering, and in other fields of study; and,
- demonstrate transformative CT-focused undergraduate education models that are replicable across a variety of institutions.

Through the CPATH program, CISE challenges the academic community to identify and define the core computing concepts, methods, technologies and tools to be integrated into promising new undergraduate education models, and to demonstrate effective strategies to develop and assess CT competencies in the relevant learning communities. While aimed primarily at revitalizing undergraduate education, CISE encourages the exploration of new models that extend from institutions of higher education into the K-12 environment; activities that engage K-12 teachers and students to facilitate the seamless transition of secondary students into CT-focused undergraduate programs are particularly encouraged.

Successful CPATH proposals will include administrators, researchers, educators and students in institutions of higher education. Further, the engagement of stakeholders in other types of organizations including, but not limited to, K-12 schools and school districts, industry, and professional societies is also encouraged. Every CPATH proposal must demonstrate the engagement of faculty with expertise in the core computer and information science and engineering (CISE) disciplines.

The CPATH program seeks proposals in two size classes: Class I projects with project budgets totaling no more than \$300,000 for 1-, 2- or 3-year durations; and, Class II projects with project budgets totaling no more than \$800,000 each for 2- or 3-year durations.

Cognizant Program Officer(s):

- Harriet Taylor, Program Director, Division of Computer and Network Systems, telephone: (703) 292-8950, email: htaylor@nsf.gov
- Sylvia Spengler, Program Director, Division of Information and Intelligent Systems, telephone: (703) 292-8930, email: sspengle@nsf.gov
- Joan Peckham, Program Director, Division of Computer and Network Systems, telephone: (703) 292-8950, email: jpeckham@nsf.gov
- Dmitry Maslov, Program Director, Division of Computing and Communication Foundations, telephone: (703) 292-8910, email: dmaslov@nsf.gov

NSF: Physics of Living

Deadline: July 31, 1009

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6673

Systems

(PoLS) at the National Science Foundation evolved from the successful Biological Physics program, which supported projects that applied analytical and experimental tools of physics to the study of biological problems at the molecular level. PoLS is replacing the Biological Physics program and will target theoretical and experimental research exploring the most fundamental biological processes that living systems utilize to perform their functions in dynamic and diverse environments. PoLS will stimulate those investigations that have the potential to transform the study of living systems. PoLS will encourage research that will emphasize the physical principles of organization and function of living systems, including the exploration of artificial life forms. While the problems under study must be important to advancing our understanding of the living world in a quantitative way, particular emphasis will be placed on those projects in which lessons learned from the biological application also expand the intellectual range of physics. Awards will cover a broad spectrum of physics approaches in biology, ranging from the physical principles and mechanisms at the single cell level such as cellular organization (e.g. cytoskeleton), energy metabolism, gene regulation and intracellular and intercellular communication, to collective behavior and evolution of complexity in life forms and living populations of organisms. This systems approach in physics has been very successful in understanding inanimate systems, and has the potential to bring deep understanding of the world of animated, replicating systems, through falsifiable phenomenological theories. In vitro systems, if necessary for understanding of the physical principles in a living organism, will be supported as well. The program funds individual investigators, although collaborative proposals between physicists and biological researchers are welcome.

Expected Number of Awards: 10

Estimated Total Program Funding: \$2,000,000

NSF: Innovation and Organizational Sciences

Deadline: September 3, 2009

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5378

The Innovation and Organizational Sciences (IOS) program supports scientific research directed at advancing understanding of innovation and organizational phenomena. Levels of analysis may include (but are not limited to) individuals, groups and/or institutional arrangements. Disciplinary perspectives may include (but are not limited to) organization theory, organizational behavior, organizational sociology, social and industrial psychology, public administration, computer and information sciences, complexity sciences, decision and management sciences. Research methods may span a broad variety of qualitative and quantitative methods, including (but not limited to) archival analyses, surveys, simulation studies, experiments, comparative case studies, and network analyses. Research may involve industrial, educational, service, government, not-for-profits, voluntary organizations or interorganizational arrangements. IOS-funded research must be grounded in theory and generalizable. It must advance our scientific understanding of innovation and organizations. Scientific inquiries that are relevant to real problems and organizations in generalizable ways are encouraged. Proposals that aim to implement or evaluate innovations or particular organizational changes rather than to advance fundamental, generalizable knowledge about innovation and organizations are not appropriate for IOS. Researchers who seek to conduct work pertinent specifically to manufacturing organizations are invited to also look at the Grant Opportunities for Academic Liaisons with Industry (GOALI) homepage http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13706. For additional funding opportunities, we invite you to also look at the Cross-Directorate Activities program website: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5412

Environmental Implications of Emerging Technologies

Deadline: September 15, 2009

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=501030

The Environmental Implications of Emerging Technologies program provides support to develop and test the environmental effects of new technologies. Fundamental and basic research is sought to establish and understand outcomes as a result of the implementation of new technologies such as nanotechnology, biotechnology, and information technology. The program also supports research on the development and refinement of sensors and sensor network technologies that can be used to measure a wide variety of physical, chemical, and biological properties of interest in characterizing, monitoring, and understanding environmental impacts. The program emphasizes engineering principles underlying technology impacts. Innovative production processes, waste reduction, recycling, and industrial ecology technologies are of interest. All of these have implications that would be relevant to this program. Current areas of support include: Understanding and mitigating how new developments in nanotechnology, biotechnology, and information technology will interact with the environment Nanotechnology environmental, health, and safety implications and applications Predictive methodology for the interaction of nanoparticles with the environment and with the human body, including predictive approaches for toxicity Fate and transport of natural, engineered, and incidental (by-product) nanoparticles Risk assessment and management of the effect of nanomaterials in the environment Evaluation of the effect of increased usage of renewable resources on water supply and land use Sensor and sensor network technologies as they relate to the measurement of these environmental implications Current areas of support for this program do not include biomedical and nanotoxicology topics involving clinical trials. The duration of unsolicited awards is generally one to three years. The average annual award size for the program is \$80,000. Small equipment proposals up to \$100,000 will also be considered and may be submitted during these

windows. Any proposal received outside the announced dates will be returned without review. The duration of CAREER awards is five years. The submission deadline for Engineering CAREER proposals is in July every year. Please see the following URL for more information: <http://www.nsf.gov/pubs/2005/nsf05027/nsf05027.jsp> Proposals for Conferences, Workshops, and Supplements may be submitted at any time, but must be discussed with the program director before submission. Grants for Rapid Response Research (RAPID) and Early-concept Grants for Exploratory Research (EAGER) replace the SGER program. Please note that proposals of these types must be discussed with the program director before submission. Further details are available in the PAPPG download, available below. Please refer to the Proposal and Award Policies and Procedures Guide (PAPPG), January 2009, (NSF 09-1) when you prepare your proposal.

NSF: Geotechnical Engineering

Deadline: October 1, 2009

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13351

The GTE program supports fundamental research on geotechnical aspects of the civil infrastructure, such as foundation engineering, site characterization, underground construction, tunneling, drilling, and mining engineering. Also included is research on geoenvironmental engineering, geotechnical earthquake engineering that does not involve the use of George E. Brown, Jr. Network for Earthquake Engineering Simulation (NEES) facilities, and geohazards such as tsunamis, landslides, mudslides and debris flows, scour, and erosion.?? Emphasis is on issues of sustainability and resilience.

NSF: Engineering Design and Innovation

Deadline: October 1, 2009

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13340

The EDI program supports research leading to design theory and to tools and methods that enable implementation of the principles of design theory in the practice of design across the full spectrum of engineered products. The program focus is on gaining an understanding of the basic processes and phenomena underlying a holistic, life-cycle view of design where the total system life-cycle context recognizes the need for advanced understanding of the identification and definition of preferences, analysis of alternatives, effective accommodation of uncertainty in decision-making, and the relationship between data and knowledge in a digitally-supported process. The program funds advances in basic design theory, tools, and software to implement design theory and new design methods that span multiple domains, such as design for the environment and for manufacturability.

NSF: Algebra, Number Theory, and Combinatorics

Deadline: October 6, 2009

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5431

Supports research in algebra, including algebraic structures, general algebra, and linear algebra; number theory, including algebraic, analytic number theory, arithmetic geometry, quadratic forms, and automorphic forms; combinatorics,

Recovery Act Limited Competition for NIH Grants: Research and Research Infrastructure Grand Opportunities (RC2)

Deadline: May 27, 2009

RFP: <http://grants.nih.gov/grants/guide/rfa-files/RFA-OD-09-004.html>

The NIH has received new funds for Fiscal Years (FYs) 2009 and 2010 as part of the American Recovery and Reinvestment Act of 2009 (Recovery Act or ARRA). This is one of a number of NIH initiatives related to the Recovery Act. These are listed at the following site: <http://grants.nih.gov/recovery/>. Under the Recovery Act, the NIH has established a new program entitled Research and Research Infrastructure Grand Opportunities hereafter called the GO grants program. This new program will support projects that address large, specific biomedical and biobehavioral research endeavors that will benefit from significant 2-year funds without the expectation of continued NIH funding beyond two years. The research supported by the GO grants program should have high short-term impact, and a high likelihood of enabling growth and investment in biomedical research and development, public health, and health care delivery.

Developmental and Learning Sciences

Deadline: July 15, 2009

RFP: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=8671

DLS supports fundamental research that increases our understanding of cognitive, linguistic, social, cultural, and biological processes related to children's and adolescents' development and learning. Research supported by this program will add to our basic knowledge of how people learn and the underlying developmental processes that support learning, with the objective of leading to better educated children and adolescents who grow up to take productive roles as workers and as citizens. Among the many research topics supported by DLS are: developmental cognitive neuroscience; development of higher-order cognitive processes; transfer of knowledge from one domain or situation to another; use of molecular genetics to study continuities and discontinuities in development; development of peer relations and family interactions; multiple influences on development, including the impact of family, school, community, social institutions, and the media; adolescents; preparation for entry into the workforce; cross-cultural research on development and learning; and the role of cultural influences and demographic characteristics on development. Additional priorities include research that: incorporates multidisciplinary, multi-method, microgenetic, and longitudinal approaches; develops new methods, models, and theories for studying learning and development; and integrates different processes (e.g., learning, memory, emotion), levels of analysis (e.g., behavioral, social, neural), and time scales (e.g. infancy, middle childhood, adolescence). This program supports Integrative Research Activities for Developmental Science (IRADS). The program currently is at its capacity for supporting such large-scale awards, and is therefore not considering new IRADS proposals at this point in time. The program is accepting proposals for individual investigator projects (average total budget of approximately \$100,000 per year) and workshops/ small conferences (average total one-time budget of approximately \$15,000).

The U.S. Department of Labor (USDOL), Veterans' Employment and Training Service (VETS)

Deadline: Current Closing Date for Applications: May 04, 2009

RFP: <http://www.dol.gov/vets/grants/main.htm>

The U.S. Department of Labor (USDOL), Veterans' Employment and Training Service (VETS) announces a grant competition under 38 U.S.C. Section 2021, which provides that "the Secretary of Labor shall conduct, directly or through grant or contract, such programs as the Secretary

determines appropriate to provide job training, counseling, and placement services (including job readiness, literacy training and skills training) to expedite the reintegration of homeless veterans into the labor force." Both Urban and Non-Urban areas serving homeless veterans will be considered for funding under this HVRP solicitation. Urban areas are those that serve a high concentration of homeless veterans in the metropolitan areas of the 75 U.S. cities largest in population and the metropolitan area of San Juan, Puerto Rico, and are listed in Appendix G. All Urban HVRP grant applicants must provide written documentation and maps, if available, which demonstrate that the proposed area to be served has a population equal to or more than 569,463 (the smallest population on the list of 75 U.S. cities largest in population as counted in the 2000 Census). Non-Urban areas are those areas that serve homeless veterans that are not listed on Appendix G. All Non-Urban HVRP grant applicants must provide written documentation and maps, if available, which demonstrate that the proposed area to be served has a population less than 569,463 (the smallest population on the list of 75 U.S. cities largest in population as counted in the 2000 Census). Applicants must indicate whether they are applying for an Urban or Non-Urban grant award on their grant application.

HVRP grants are intended to address two objectives: (1) to provide services to assist in reintegrating homeless veterans into meaningful employment within the labor force, and (2) to stimulate the development of effective service delivery systems that will address the complex problems facing homeless veterans. Successful applicants will design programs that assist eligible veterans by providing job placement services, job training, counseling, supportive services, and other assistance to expedite the reintegration of homeless veterans into the labor force.

Successful programs will also be designed to be flexible in addressing the universal as well as the local or regional problems that have had a negative impact on homeless veterans reentering the workforce. Under this solicitation covering PY 2009, VETS anticipates that up to \$12,000,000 will be available, with a maximum award of \$300,000 for grants that serve Urban areas and \$200,000 for grants that serve Non-Urban areas. VETS expects to award grants in both the Urban and Non-Urban categories. The number of grants to be awarded in each category will be announced after selections are made as the grants are awarded based on the merit of the applications and the type of applicants. Awards are expected to range from \$75,000 to a maximum of \$200,000 for grants that serve Non-Urban areas and from \$75,000 to a maximum of \$300,000 for grants that serve Urban areas. This notice contains all of the necessary information and forms to apply for grant funding.

The active period of performance for these PY 2009 grants will be July 1, 2009 through June 30, 2010. In addition, grantees will be required to provide follow-up services for a nine (9) month period from July 1, 2010 through March 31, 2011 (the "follow-up" period of performance), during which the grantee is expected to perform follow-up services 90, 180, and 270 days after a HVRP participant enters employment. Follow-up services are to be performed and reported by the grantee for each eligible HVRP participant that entered into employment during the active performance period as indicated by Common Measures Reporting requirements.

Two (2) optional years of additional funding may be available, subject to the availability of funding, to the agency's decision to exercise the option year(s) of funding, and to satisfactory grantee and sub-awardee(s) performance.

DEPARTMENT OF EDUCATION

**Office of Postsecondary Education; International Research and Studies Program
(CFDA) Number: 84.017A.**

Deadline for Transmittal of Applications: April 23, 2009.

The International Research and Studies (IRS) Program provides grants to conduct research and studies to improve and strengthen instruction in modern foreign languages, area studies, and other international fields.

Competitive Preference Priority 1—Instructional Materials Applications

The development of specialized instructional or assessment materials focused on any of the following seventy eight (78) languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs):

Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.

Competitive Preference Priority 2—Research, Surveys, and Studies Applications

Research, surveys, assessments, or studies focused on any of the following seventy-eight (78) languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs):

Akan (Twi-Fante), Albanian, Amharic, Arabic (all dialects), Armenian, Azeri (Azerbaijani), Balochi, Bamanakan (Bamana, Bambara, Mandikan, Mandingo, Maninka, Dyula), Belarusian, Bengali (Bangla), Berber (all languages), Bosnian, Bulgarian, Burmese, Cebuano (Visayan), Chechen, Chinese (Cantonese), Chinese (Gan), Chinese (Mandarin), Chinese (Min), Chinese (Wu), Croatian, Dari, Dinka, Georgian, Gujarati, Hausa, Hebrew (Modern), Hindi, Igbo, Indonesian, Japanese, Javanese, Kannada, Kashmiri, Kazakh, Khmer (Cambodian), Kirghiz, Korean, Kurdish (Kurmanji), Kurdish (Sorani), Lao, Malay (Bahasa Melayu or Malaysian), Malayalam, Marathi, Mongolian, Nepali, Oromo, Panjabi, Pashto, Persian (Farsi), Polish, Portuguese (all varieties), Quechua, Romanian, Russian, Serbian, Sinhala (Sinhalese), Somali, Swahili, Tagalog, Tajik, Tamil, Telugu, Thai, Tibetan, Tigrigna, Turkish, Turkmen, Ukrainian, Urdu, Uyghur/Uigur, Uzbek, Vietnamese, Wolof, Xhosa, Yoruba, and Zulu.

Note: You will receive an additional five points for meeting a competitive preference priority in your application. Applicants are expected to address only one competitive preference priority in each application, but regardless of how many priorities are addressed, no more than five points in total can be awarded to a single application.

II. Award Information

Estimated Available Funds: We propose to allocate \$2,550,000 for new awards for this program for FY 2009.

The actual level of funding, if any, depends on final congressional action.

However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Estimated Range of Awards: \$50,000–\$200,000 per year

Estimated Average Size of Awards: \$150,000

Estimated Number of Awards: 17

Eligible Applicants: Public and private agencies, organizations, institutions, and individuals.

Cost Sharing or Matching: This program does not require cost sharing or matching.

PRIVATE SECTOR GRANTS, FELLOWSHIPS & FOUNDATIONS

Arts Presenters Announces 2010 Creative Campus Innovations Grants to Colleges and Universities

Deadline: June 30, 2009

RFP: <http://www.artspresenters.org/newsroom/pr031709.cfm>

The [Association of Performing Arts Presenters](#), the national service organization for the field of arts presenting, has announced the second year of its Creative Campus Innovations Grant program. Funded by the [Doris Duke Charitable Foundation](#), this grant program supports interdisciplinary partnerships of higher education institutions and arts presenters working to make arts available across campus and within the academic curriculum, as well as the surrounding community.

In 2010, Arts Presenters will award up to ten one- to two-year project grants ranging from \$100,000 to \$200,000 each to college and university presenters for projects that go beyond conventional practice and perspectives on collaboration and learning, connect arts and non-arts constituencies through the creation of new interdisciplinary work, and stimulate discussion and debate on such issues as creativity, knowledge transfer, and community interaction.

Applicants are not required to be members of the association to be considered for Round I review. However, non-member applicants invited to go forward for Round II of the application process will need to acquire membership in the association prior to submission of the Round II proposal.

Applicants must be designated as the performing arts presenting organization or presenter for the college or university, and must be able to demonstrate and document a history of diverse and high quality performing arts presenting, including but not necessarily limited to dance, jazz, and/or theater, and sustained audience and community engagement.

Campus arts presenters should visit the Arts Presenters Web site for complete program guidelines and the application.

RFP Announcement: <http://www.artspresenters.org/newsroom/pr031709.cfm>

American Psychological Foundation Accepting Applications for Violence Prevention and Intervention Grant

Deadline: June 1, 2009

RFP: <http://www.apa.org/apf/violence.html>

The [American Psychological Foundation](#), the giving arm of the [American Psychological Association](#), provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

The foundation is committed to understanding and preventing violence to create a safer, more humane world. APF's Violence Prevention and Intervention Grant program aims to encourage the transfer of psychological science with regard to violence, its prevention, and intervention

strategies to applications within the community and also to support the implementation of innovative community programs aimed at preventing violence.

Applicants must be 501(c)(3) nonprofit organizations or educational institutions or affiliated with such an organization. Special consideration will be given to programs with a strong foundation in violence prevention and intervention research and have, or show promise for, broad-based community support. APF encourages proposals from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

The program will award grants of up to \$20,000 each. APF will consider requests for seed money to establish promising interventions proposed by community-based organizations or to provide funding for established community programs that have been deemed successful

The complete Request for Proposals is available at the APF Web site.

Civic Ventures Invites Community Colleges to Apply for Encore Career Grants

RFP: <http://www.civicventures.org/communitycolleges/>

Deadline: Proposals due Friday, April 24, 2009

The MetLife Foundation/Civic Ventures Community College Encore Career Project seeks to assist older adults (age 50 and older) who want "encore careers" combining continued income, personal fulfillment, and social impact. The Community College Encore Career Project is sponsored by Civic Ventures, a think tank dedicated to America's baby boomers, work, and social purpose, and is funded by the MetLife Foundation.

The Encore Career Project will award grants of up to \$25,000 each to eight community colleges in the United States that are developing innovative encore career programs for students age 50 and older in education, healthcare, nonprofit leadership, and the environment.

Accredited two-year community, junior, and technical colleges that offer associate degrees are eligible to apply.

The maximum grant to any individual community college or college consortium will be \$25,000. Separate colleges within a larger community college district are eligible to apply.

Visit the Civic Ventures Web site for complete program guidelines.

Project Ignition Invites High School Students to Create Driver Safety Projects

Deadline: June 30, 2009

RFP: <http://www.sfprojectignition.com/>

Sponsored by the [National Youth Leadership Council](#) and [State Farm](#), [Project Ignition](#) invites teams of high school students, teachers, and community program leaders to create innovative service-learning projects that promote teen driver safety.

Project teams design safety-awareness campaigns using their choice of media — TV commercials, print ads, radio spots, Web sites, direct mail, special events, performances, art exhibitions, publications, short films, etc. Grants will be awarded to a maximum of twenty-five

programs. The grantee's school will receive a \$2,000 grant to implement their program in the fall of 2009. Teams will then conduct their projects and submit a portfolio of their work for judging. The top ten teams go on to attend the National Service-Learning Conference and participate in the National Teen Driver Safety Youth Summit. A national panel of judges will select the "Best of the Best," earning that team an additional grant of \$10,000.

Visit the official Project Ignition Web site for more information and the application.

Workshops

A Message from Vice Chancellor Gillian Small:

Dear Colleagues,

In order to enhance our faculty's ability to submit successful NSF and NIH grant proposals, our office is holding a half-day, nuts-and-bolts seminar geared specifically for faculty planning proposal submissions to NSF and NIH. It will take place at the **Graduate Center, Room C-202 from 1-4 PM on Friday, May 29, 2009.**

The workshop will be presented by Dr. Beth Schachter, a science writer, and grant writing and professional development consultant.

This workshop will cover the following key areas:

1. Getting to know funding the agencies and the different types of grants they offer (e.g. individual grants, dual Principal Investigator grants, instrumentation proposals, career development proposals, program project and center proposals)
2. NSF vs NIH: Their different missions, how they each evaluate grant proposals, who decides what gets funded, and what each organization funds (and does not fund)
3. Planning and drafting your NSF or NIH research grant proposal
 - The warm-up summary - A brief written statement or presentation to start getting feedback on novelty, significance, and feasibility of the plan
 - Crafting your Aims: Turning plans into testable hypotheses
 - Building your case: Background and Significance
 - Showing your strengths: Preliminary Results
 - Your plan of attack: Proposed Research
 - Placing your research plan in the bigger picture: honing the significance (NIH) and broader impact (NSF) sections of your proposal
 - Identifying and getting buy-in from collaborators and consultants
 - Demonstrating feasibility of the proposal
4. Tips on good writing, which apply both to grant and manuscript writing
5. Tips on effective use of graphic elements in a proposal
6. ARRA funding: What is currently available and how can CUNY scientists optimize their proposal plans for a piece of the ARRA pie?
7. Guidelines for resubmitting grants for ARRA

This program will include handouts containing additional practical tips for grant and manuscript writing as well as suggested reading on these topics.

Faculty interested in attending this workshop must register at <<http://tinyurl.com/c9k2u8>>. Space is limited to the first 120 individuals to register. Inquiries may be directed to Laurence Frabotta <laurence.frabotta@mail.cuny.edu>

Gillian M. Small, Ph.D.
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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.

New York City Cyber Security Summit Complimentary for government employees!

May 4, 2009
Marriott
333 Adams Street
Brooklyn, NY 11201

Home: <http://www.govtech.com/events/nycss2009?dumpcache=1>

Agenda: <http://www.govtech.com/events/nycss2009/agenda>

Advisory Board: http://www.govtech.com/events/nycss2009/advisory_board?dumpcache=1

Location: <http://www.govtech.com/events/nycss2009/location?dumpcache=1>

Register Online: <http://www.govtech.com/events/nycss2009/reg?dumpcache=1>

General Session

How to Avoid that "NY Post Moment"

Security Incident Response: New York Case Studies

How quickly can you respond to a security threat? Data theft, system attacks, operational errors - the list can seem endless. Fortunately, a threat loses its strength once it is identified and understood. Therefore, the key to survival is spotting a threat before it wreaks havoc, and better yet, to prevent it from happening in the first place. This session analyzes several actual incidents with the goal of raising awareness and reducing reaction time.

Topics Will Include

- National Cyber Security Agenda
- Securing the Mobile Enterprise
- Project Management Security Boot Camp
- The Human Side of Security
- Aligning Information Security into Overall Governance
- Tackling Secure Application Development
- Virtualization and Security
- Security Incident Response: New York Case Studies

Complimentary for government employees!

Register Online: <http://www.govtech.com/events/nycss2009/reg?dumpcache=1>

If you are interested in attending or require further information, contact:

Jeremy Smith

Registration Coordinator

800.917.7732 ext. 1402

jsmith@govtech.com

Bringing Home the Green Recovery: A User's Guide

Link at:

<http://www.greenforall.org/resources/recoveryusersguide/?searchterm=Bringing%20Home%20the%20Green%20Recovery>

The recently passed \$787 billion [American Recovery and Reinvestment Act](#) is a big, bold, and historic investment intended to kick-start the United States economy and lay the foundation for long-term economic growth and stability. It can also serve as a down payment, if invested wisely, on building an inclusive green economy strong enough to lift people out of poverty.

The challenge, however, is the political and economic urgency to spend Recovery Act funds quickly in order to put large numbers of people back to work.

Green For All and PolicyLink have prepared this User's Guide to assist local and state advocates, nonprofit organizations, public agencies, and policymakers in making the best use of recovery dollars.

The guide is organized into four parts:

I. The Recovery Act: A Bird's Eye View

Summarizes the Recovery Act, emphasizing information local and state leaders focused on building an inclusive green economy should be aware of as implementation unfolds.

II. Recommendations for Equitable Implementation

Offers ideas to help local and state leaders develop strategies to influence how dollars are spent to maximize an equitable and green recovery.

III. Advocacy Hooks and Pressure Points

Complements the recommendations section by identifying program-specific hooks and pressure points that advocates, practitioners, and policymakers can use to ensure that low-income communities are at the center of state and local recovery and reinvestment initiatives.

IV. Overview of Green Recovery Programs

Offers an in-depth grid summarizing a range of programs and funding streams that can be utilized to foster inclusive and green communities and help lower-income people and communities of color access quality green jobs. It also offers website links to additional resources that local and state leaders can utilize to shape implementation efforts.

ECONOMIC STIMULUS 2009

Link at: <http://www.ncsl.org/statefed/2009economicstimulus.htm>

NCSL has launched a new, [electronic discussion board](#) on the economic stimulus. We hope that this new service will help answer your questions about ARRA and serve as a forum for exchanging ideas, insights and best practices. We encourage you to post questions not only for NCSL staff to answer but to other legislators and legislative staff as well. *Only legislators and legislative staff* have access to this service, which is why we require participants to register before gaining admission to the message board.

To use this service, please click on the following link:

http://www.websitetoolbox.com/mb/ncsl_webforum.

Or you can submit questions directly to NCSL staff at: ncsl-statefederal-office@ncsl.org.

Enrollment in Postsecondary Institutions, Fall 2007; Graduation Rates, 2001 & 2004 Cohorts; and Financial Statistics, Fiscal Year 2007

First Look MARCH 2009

Laura G. Knapp, Janice E. Kelly-Reid & Scott A. Ginder

RTI International

NCES 2009-155

U.S. DEPARTMENT OF EDUCATION

This First Look report presents findings from the Integrated Postsecondary Education Data System (IPEDS) spring 2008 data collection, which included four components: Student Financial Aid for full-time, first-time degree/certificate-seeking undergraduate students for the 2007-08 academic year; Enrollment for fall 2007; Graduation Rates for full-time, first-time degree/certificate-seeking undergraduate students beginning college in 2001 at 4-year institutions or in 2004 at less-than-4-year institutions; and Finance for fiscal year 2007.

Full Report: <http://nces.ed.gov/pubs2009/2009155.pdf>

Opportunities for Community Colleges

March 2009

State of Community College Plus 50 Programs Nationwide

The American Association of Community Colleges Plus 50 Initiative is a three-year effort to identify a pilot group of two-year institutions that will create or expand campus programs to engage the 50+ population in learning; training/re-training programs; and/or volunteer, civic, service activities. The initiative is funded by a grant to AACC from The Atlantic Philanthropies. AACC provided sub-grants to member colleges selected through a competitive grant process.

Report at:

http://plus50.aacc.nche.edu/docs/pubs/Educating_Plus_50_Learners_Opportunities_for_Community_Colleges.pdf

Link to web site: <http://plus50.aacc.nche.edu/>