



# Office of Research and Sponsored Programs

## Newsletter, February 2009

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## ANNOUNCEMENTS

### ORSP HAS MOVED TO HOLMES ENGINEERING

The Office of Research and Sponsored Programs has moved to the new Holmes Engineering (HE) building. Please come visit us at our new location in HE, Suite 112.

### GRANTS.GOV SUBMISSION GUIDELINES



Due to heavy traffic on the grants.gov server, ORSP has been advised to begin the submissions process to grants.gov two working days prior to the submission deadline date. This means ORSP needs your completed proposal **four** days prior to the submission deadline. The Grants.gov icon is shown next to this month's Funding Announcements that require this submission process. If you wish to apply for a grant through grants.gov, contact Beth Rieger at [brieger@fgcu.edu](mailto:brieger@fgcu.edu).

### ORSP WEBSITE

ORSP offers a multitude of services to assist you in preparing and submitting grant applications. Our website at <http://www.fgcu.edu/orsp> provides easy access to the forms, announcements, and other useful materials. We would like to include links to websites associated with the many externally funded projects currently active. Send the URLs to [dstremke@fgcu.edu](mailto:dstremke@fgcu.edu) and the link will be added to ORSP's site.

### HAVE YOU COMPLETED YOUR GENIUS/SMARTS PROFILE IN INFO ED?

In order to process your proposals, ORSP needs a GENIUS/SMARTS investigator profile in our web-based database system. To edit a Genius profile, use an on-campus computer and go to <http://fgcu-mako.primary.ad.fgcu.edu>. Click on "Login"; then on "Profile"; and proceed to edit the information contained in your profile. Please select keywords that describe your research interests. For further assistance or if you any questions about these InfoEd products please contact Lucia Soria at [asoria@fgcu.edu](mailto:asoria@fgcu.edu). If you have a GENIUS/SMARTS profile, you can search InfoEd's SPIN Plus from any on-campus computer to find funding. Call Lucia at ext.7020 to send you instructions.

### ORSP PROGRAM: STUDENT TRAVEL AWARDS

ORSP supports enrolled FGCU students by providing funds on a first-come, first-serve basis so they can present their scholarly works at conferences. ORSP staff will assist the students with the necessary paperwork, both before and after the travel. Within 30 days of travel completion, all awardees are required to submit a one-page report to ORSP describing the benefit of the award and the overall experience. Awardees are required to participate in Research Day in April. The guidelines and application form are at: <http://www.fgcu.edu/orsp/internalPrograms.html>

### **ORSP PROGRAM: FACULTY TRAVEL AWARDS**

ORSP provides travel awards up to \$1,000 for faculty to attend technical workshops or other related activities for the purpose of increasing chances of obtaining a grant. The trip must result in a proposal submission through ORSP. The application consists of the following items: a 50-100 word abstract of the proposed project; workshop information or the specific purpose of the trip; and an estimated budget for travel expenses. Guidelines and application are on our web page at: <http://www.fgcu.edu/orsp/internalPrograms.html>

### **DO YOU NEED HELP WITH PROPOSAL PREPARATION?**

Please contact Beth Rieger at [brieger@fgcu.edu](mailto:brieger@fgcu.edu) to assist you set up your budget and to complete your proposal/application package. ORSP will then enter the budget information into the sponsor's budget form for you and provide you with a copy to help you prepare the budget justification. ORSP needs to receive your completed proposal package three business days (four business days for grants.gov) before the submission deadline. We ensure all the required forms are attached and that your proposal is compliant with the specifications outlined in the RFP/RFA. Remember that additional forms, releases, and agreements may be required, so make sure [you](#) allow enough time for these documents to be prepared. If ORSP receives the completed proposal with less than the three (or four) business days' lead time, we cannot guarantee that the proposal will be submitted.

### **NSB TASK FORCE ON COST SHARING PUBLIC COMMENT OPPORTUNITY**

The National Science Board (Board) intends to revise cost sharing policies at the National Science Foundation (NSF) and is requesting, as part of the Board's continuing efforts in ensuring transparency in policy setting, public comment on the new proposed policies. Given the importance of cost sharing issues to the research enterprise, we hope that you will take this opportunity to express your views on the proposed policy changes.

Draft NSB Report on NSF Cost Sharing Policies at:

[http://www.nsf.gov/nsb/publications/2009/cs\\_draft\\_report.pdf](http://www.nsf.gov/nsb/publications/2009/cs_draft_report.pdf)

Submit comments by Monday, February 16, 2009 to Jennifer Richards, Executive Secretary, Task Force on Cost Sharing at [nsbcostsharing@nsf.gov](mailto:nsbcostsharing@nsf.gov). If you have any questions, contact Ms. Richards at (703) 292-7000

## CONGRATULATIONS

### AWARDS DURING THE LAST MONTH

<b>College of Arts and Sciences</b>			
CEILLEY, David	South Florida Water Management District	Lake Trafford Phase III	\$ 50,000.00
DEMERS, Nora	Southwest Florida Watershed Council, Inc.	Shoreline Match 2009	\$300.00
ISERN, Sharon	Defense Threat Reduction Agency	Novel Protection & Decontamination Strategies	\$726,327.00
KELLY, Sean	Florida Coalition Against Human Trafficking	Human Trafficking Awareness	\$15,000.00
McDONALD, Michael	Seminole Tribe of Florida	Archaeological Research - Fort Shackelford	\$15,000.00
PIRES, Ricky	South Florida Water Management District / Ft. Myers	Wings of Hope 2009	\$20,000.00
<b>College of Business</b>			
JACKSON, Gary	SW Florida Regional Planning Council	Regional Incubator Network Study	\$57,000.00
PEGNETTER, Richard	Alico Corporation	Alico Corporation Endowed Chairs	\$33,111.32
REGELSKI, Dan	University of West Florida	SBDC 2008 - 2009	\$303,263.00
REGELSKI, Dan	City of Cape Coral	SBDC/Cape Coral	\$30,000.00
<b>College of Education</b>			
GREENE, Marci	Florida Department of Education	Parents Educating Parents 2008-2009	\$90,000.00
GREENE, Marci	Naples Children & Education Foundation	Early Learning Literacy Model 2007	\$33,144.65
SULLIVAN, Peg	University of South Florida	PIRC Evaluation 2008	\$45,426.00
<b>College of Health Professions</b>			
RODGERS, Marianne	FGCU Foundation	Edith Potter Deats Professorship	\$4,998.46
RODGERS, Marianne	FGCU Foundation	Southwest Florida Endowed Nursing Chair	\$14,596.73
<b>Student Affairs</b>			
DOYLE, Cathy	School Board of Collier County	Collier County Services for Scholar's Club 07-08	\$10,000.00

### SUBMISSIONS DURING THE LAST MONTH

<b>College of Arts and Sciences</b>			
EVERHAM, Edwin	Charlotte Harbor National Estuary	<i>Melaleuca quinquenervia</i> Litter Nutrient Dynamics	\$12,071.00
FITCH, John	U.S. Environmental Protection Agency	Combining Innovative Renewable and Native American Technologies in the Design of a Sustainable "Outdoor Classroom"	\$9,994.00
WILSON, Jo Ann Dubetz, Terry	American Association of University Women	GEMS At Rookery Bay	\$6,725.00
<b>College of Education</b>			
CHRISTENSEN, Lois RAY, Linda	National Writing Project	National Writing Project at FGCU 09-10	\$46,000.00
<b>College of Professional Studies</b>			
ANSTADT, Scott Coccoma, Patricia	Silberman Fund	Substance Abuse, Spirituality and Graduate Students: What is the Relationship?	\$13,306.00
PAVELKA, Sandra	Junior League of Fort. Myers	Supervised Parenting Time and Safe Exchange Program	\$5,000.00

## FUNDING OPPORTUNITIES

### AEROSPACE

#### FLORIDA SPACE RESEARCH PROGRAM

The Florida Space Research Program (FSRP) is jointly funded by the Florida Space Grant Consortium, and Space Florida. This grant program is to support the expansion and diversification of Florida's aerospace industry by addressing workforce development and increasing statewide academic involvement in space research, technology development, engineering, education and training programs that are consistent with the state's space industry priorities. Funding is intended to support research that will:

- a) compete for larger sponsored research awards;
- b) attract and leverage other federal or industry funding;
- c) produce technologies that lead to commercial opportunities;
- d) promote Florida leadership in emerging aerospace technologies;
- e) address workforce development issues and/or f) in other ways enhance the technological competitiveness of Florida universities and space industry.

This matching grant program combines state, federal, and other funds for competitive award to projects sponsored within, or conducted in partnership with, the state's public and private academic institutions. Teaming with industry, nonprofit institutions, and federal agencies is strongly encouraged. K-12 collaboration is also encouraged on appropriate projects.

Since FSGC is funded by NASA under a Training Grant and as required under the Terms and Conditions for a Training Grant the following conditions apply :-

- a) Research proposals from PIs who are US citizens may include direct support funds eg. Salary, travel etc. However, proposal from PIs who are non-US citizens may be selected for funding (based on their reviews) provided that NO salary, stipend, travel or any other form of direct support to the non US citizen PI is funded from this award.
- b) Students supported and funded by PIs under this program have to be US citizens only – no exceptions are allowed.
- c) PI's are allowed to submit only one proposal per category.

List of Categories:

- Space Exploration and Spaceport Technology Development (SESTP)
- Space-Based Research and Payload Development
- Space Education & Training Programs

<http://floridaspacegrant.org/userfiles/fsrp2009-pdf.pdf>

**Notice of Intent and Abstract by February 16, 2009** to [fsgc@mail.ucf.edu](mailto:fsgc@mail.ucf.edu)

**Proposals due by April 17, 2009**

**Awards Announced June 30, 2009**

**Grants awarded on July 15, 2009**

## FLORIDA SPACE GRANT CONSORTIUM PROGRAMS

NASA is pleased to announce the following programs and opportunities for undergraduate students, graduate students, and faculty in Florida universities and colleges for the following programs:

Space Grant Fellowship Program  
**Due Date: March 31, 2009**

JPL Internships (Summer)  
**Due Date: February 1, 2009**

Florida Space Research Program  
**Due Date: April 17, 2009**

USRP (Fall)  
**Due Date: March 6, 2009**

Space and Aeronautics Internship Program  
**Due Date: April 1, 2009**

All FSGC student awardees have to be US citizens. Faculty submitting proposals under the Florida Space Research Program need not be US citizens as long as they are not receiving any direct support from the grant. For example, a non-US citizen can be the PI on a grant as long as he/she is not requesting salary or travel funds. All students supported by the Research grant have to be US citizens. This is a result of FSGC being a Training grant from NASA. For additional information please visit:

<http://www.floridaspacegrant.org>

## **ARTS AND HUMANITIES**

### DIGITAL HUMANITIES START UP GRANTS



The National Endowment for the Humanities and the Institute of Museum and Library Services 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.

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.

#### **Types of projects not supported**

- projects that mainly involve digitization, unless the applicant is proposing an innovative new method for digitization;
- the implementation or assessment of existing digital applications in the humanities (however, exploration of or planning for a new direction or tool for an established project is allowed);
- recurring or established conferences or professional meetings;
- acquisition of computer equipment or software in excess of 20 percent of the grant total;
- creative or performing arts;
- empirical social scientific research;
- work undertaken in the pursuit of an academic degree;
- the preparation or publication of textbooks;
- projects that seek to promote a particular political, philosophical, religious, or ideological point of view; or
- projects that advocate a particular program of social action.

**Award Types:**

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.

<http://www.neh.gov/grants/guidelines/digitalhumanitiesstartup.html>

**Due Date: April 8, 2009**

**BIOLOGY**

**HEALTHY EATING RESEARCH**

Robert Wood Johnson Foundation has released its Round 4 and 2009 *New Connections* calls for proposals (CFPs). Both CFPs focus on studies of policy and environmental strategies in four areas: food pricing and economic approaches; food and beverage marketing; improving access to healthy foods in low-income communities; and evaluations of promising food-related policy and environmental strategies in settings where children and their families make food choices.

Approximately \$2.4 million will be awarded for two types of research grants: (1) small- and large-scale studies on food environments or policies and (2) macro-level analyses of food and beverage policies and environmental approaches. Target populations include children and adolescents ages 3 to 18 and their families, especially those in the low-income and racial/ethnic populations at highest risk for obesity.

<http://www.healthyeatingresearch.org/content/view/175/172/>

**Due Date: February 24, 2009 (3 p.m. ET).**

**EXPANDING THE CHEMICAL SPACE FOR CARBOHYDRATES**



This FOA issued by the National Institute General Medical Sciences, National Institutes of Health, seeks to catalyze the rapid expansion of biologically relevant chemical space for carbohydrates and the means to use these glycans to speed progress in the emerging field of glycomics.

**Specific Research Objectives:** R01 applications are sought to address a critical need for new chemical methodologies and development of high-throughput assays to speed progress in the emerging field of glycomics. Applications are sought to develop new rapid, facile and cost-effective methodologies to synthesize biologically relevant carbohydrate libraries; develop new methods to functionalize/link carbohydrates; develop new innovative, efficient, high-throughput screening tools for exploring glycan-protein, and glycan-lipid interactions; and develop carbohydrate standards needed for structural analysis. Ready access to these reagents, libraries, glycan standards, and tools will allow rapid progress in the emerging field of glycomics. Choice of synthetic targets should be well justified based on relevance to human health.

Research collaborations that will facilitate the application of proposed chemistries to important biological problems, and/or the development and validation of needed tools are encouraged.

Examples of applications responsive to this FOA would include but are not limited to:

- New, facile, cost-effective chemistries for synthesis of complex glycans, including development of “glycan building blocks” to facilitate synthesis;
- New strategies for synthesis and production of homogeneous glycopeptides, glycoproteins, glycolipids, and glycosaminoglycans/proteoglycans;
- New strategies for conjugating or linking glycans to proteins, lipids, and solid supports;
- New strategies for exploring glycan-protein, and glycan-lipid interactions using solid-phase and/or solution-based technologies including means for miniaturizing these analytical approaches;
- Synthesis of new tools such as inhibitors of glycosyltransferases and glycan-binding proteins that will facilitate exploration of expression and biological functions;
- Synthesis of sugar nucleotide derivatives such as derivatives of CMP-sialic acid as tools for discovery;
- Synthesis of standards for the structural analysis of biologically relevant glycans.

<http://grants.nih.gov/grants/guide/rfa-files/RFA-GM-09-005.html>

**Due Date: March 20, 2009**

## **ENVIRONMENTAL**

### IMPROVING AIR POLLUTION INFORMATION

The U.S. Environmental Protection Agency, as part of its Science to Achieve Results program, is seeking applications proposing research to improve air pollution emissions information.

The Environmental Protection Agency Office of Research and Development, National Center for Environmental Research, in cooperation with the EPA Clean Air Research Program, announces a funding competition supporting research into the development and improvement of air pollution emission inventories. EPA is interested in supporting research that will advance scientific understanding leading to improvements in air pollution emissions information since emission inventories are relied on both to develop effective control strategies and reliable information about air quality trends for accountability, and to help produce accurate air quality forecasts.

This solicitation seeks to support research that will build on past improvements and strengthen the understanding of air pollution sources and how they affect current and near-term future air quality. Development of better emissions inventories is an iterative process requiring work with atmospheric measurements, source characterizations, and numerical modeling analyses; hence, all these techniques have been used to improve emission inventories.

Emission inventories are used by scientists and decision makers working to understand and improve air quality. Such inventories include the type, amount, location, and timing of the emissions and are used in a variety of policy and research applications, as when they are used as inputs to air quality models to represent the initial introduction of air pollutants into the

atmosphere. Consequently, the quality of emissions information is a strong determinant of the model output fidelity judged against the atmosphere. Improvements in the fidelity of air quality models and in the understanding of emission sources will directly strengthen the ability to design effective control strategies to reduce air pollution. Relatedly, states and private entities use inventories for planning emission reduction efforts. Moreover, emission inventories are used as an accountability tool to indicate the trends in air quality over time which can be used to measure the effectiveness of implemented air pollution control strategies. Furthermore, inventories are used to identify key compounds for which the chemical mechanisms in numerical air quality models can be improved since incorrect or incomplete information about important compounds can decrease the fidelity and predictive ability of these models.

Emission inventories are developed from a collection of emission data from a variety of sources over a defined geographic area and time period. Field sampling and testing data are used to determine emission rates or factors and models. These data from direct measurements are combined with databases of sources and activity levels, source data, and growth factors.

[http://es.epa.gov/ncer/rfa/2009/2009\\_star\\_air\\_pollution.html#Synopsis](http://es.epa.gov/ncer/rfa/2009/2009_star_air_pollution.html#Synopsis)

**Due Date: April 21, 2009**

### NATIONAL ECOSYSTEM SERVICES RESEARCH PARTNERSHIP

The United States Environmental Protection Agency is seeking partners with the goals of:

1. establish ecosystem service standards, indicators, and measurement protocols that support environmental accounting systems and markets;
2. advance ecosystem service valuation techniques;
3. create institutional capacity for investments in natural capital that provides sustainable flows of ecosystem services; and
4. improve the ability to perform ecosystem service assessments across institutional, spatial, and temporal scales.

One possible action for the Partnership is to establish multiple Centers of Excellence that can host long-term inquiry in particular geographic areas with unique challenges and implementation opportunities, such as large metropolitan centers, coastal areas, or other biogeographically or politically-defined regions. The participants, organizational structure, responsibilities, and funding opportunities will be determined in collaboration with interested parties through future communications, including meetings, telephone conferences, and correspondence. The purpose of this announcement is to identify interested parties from the governmental, nongovernmental, and private sectors interested in pursuing a multi-disciplinary, multi-institutional, national research partnership.

**Overview.** Ecosystem services are vital for public health and the wellbeing of human communities. Improved understanding of ecosystem services across institutional, spatial, and temporal scales is crucial for designing management strategies and institutional and

governmental policies intended to increase and sustain the value of ecosystem services. The ESRP is focused on understanding the present and future ecological dynamics of ecosystem services to create a solid scientific foundation for environmental decision-making. Approximately 200 epa scientists with an annual in-house budget of \$62 million are associated with this program and will participate in the Partnership; epa funding will primarily support this in-house research effort. For more information on the ESRP, please visit: <http://www.epa.gov/ecology/>.

The Partnership will join not only ecology and economics, but also law, public policy, and business, among other disciplines. The ESRP proposes a three-part framework to understand ecosystem services research: (1) the ecology frame; (2) the economic-ecologic frame; and, (3) the institutional frame. The ecology frame focuses on the biophysical characterization of ecosystem functions and services, seeking to make multidimensional, multi-scalar phenomena quantifiable using methods that are replicable across contexts. The economic-ecologic frame is intended to advance and extend research at the interface between ecology and economics, often using joint economic-ecological models to characterize production relationships between ecosystem status and the delivery of economically valuable services. The institutional frame emphasizes law, policy, and business research to enable routine, operational investments in ecosystem services.

The ESRP's core strength is in the ecology frame. ESRP research products (e.g., ecological methods, data, maps, and models) will be EPA's primary contribution to the Partnership. We seek feedback from all potential partners on ways to make our research products more valuable for decision-making within the public and private sectors. We encourage others to use this Partnership to critique, refine, extend, and apply ESRP research in novel ways, including branding, investment standards, marketing, or other approaches that can create revenue streams from ecosystem service investments.

The ESRP is also using strategic partnerships to advance its work within the economic-ecologic frame. Establishing a research focus within the institutional frame is of the utmost importance to the ESRP, and we especially seek partners to advance this area. Institutional approaches will necessarily draw upon research from the ecology and economic-ecologic frames. They must also respond to a different set of challenges related to the design of institutional policies and instruments required to enable significant private, public, and municipal sector investments in the protection and restoration of ecosystem services.

**Intent of Interest.** If you are interested in pursuing participation in this research partnership please email Alexander Macpherson ([macpherson.alex@epa.gov](mailto:macpherson.alex@epa.gov)) with the following information by February 15, 2009:

1. Name and address of your organization
2. Name, address, telephone number, and email address of organization's contact person
3. Area(s) of research that most interest your organization

<http://www.epa.gov/ecology/spotlight.htm>

**Due Date: February 15**

## SUSTAINABLE CONSERVATION IN PRIORITY ECOSYSTEMS

The United States Agency for International Development (USAID) is seeking applications for Assistance Agreements to conserve globally important biological diversity through a program entitled “SCAPES - Sustainable Conservation Approaches in Priority EcosystemS.”

USAID may award up to four Leader with Associate Cooperative Agreements for the SCAPES Program. The Leader agreements may be with single institutions or with small consortiums of institutions (no more than four). The Leader Awards will have one or more sites or policy initiatives funded by the Biodiversity Team in USAID’s Office of Natural Resource Management in the Bureau for Economic Growth Agriculture and Trade (EGAT). Subject to the availability of funds, it is estimated that the USAID/EGAT Biodiversity Team contribution to these agreements will total approximately \$15 million dollars for all SCAPES Leader with Associate Cooperative Agreements over a five-year period from FY2009 to FY2014.

Once the LWA program is awarded, USAID Missions and Bureaus will be able to develop their own stand alone cooperative agreement (Associate award) with any of the Leader Award holders without repeating the competition process, so long as the Associate cooperative agreements or grants fit within the terms and scope of the Leader award. The Agreement Officer in the operating unit issuing the Associate award and the Biodiversity Team technical officer will jointly determine whether the program description of the Associate award is consistent with the leader award program description. Each Associate award will be awarded to a recipient of a leader award: other members of the consortia are not eligible to receive stand alone associate awards through this mechanism.

<http://www07.grants.gov/search/search.do?oppId=44787&mode=VIEW>

**Due Date: February 17, 2009-11:00a.m. EST**

**JUSTICE STUDIES**

## TRANSITION FROM PRISON TO COMMUNITY



The National Institute of Corrections is soliciting to help offenders make a successful transition from prison back into the community has been the focus of much interest in recent years. In 2001, the National Institute of Corrections (NIC) launched its Transition From Prison to the Community (TPC) initiative to bring the best of practical thinking and research knowledge to this issue. The goal was to articulate a comprehensive and strategic approach to transition that incorporates the lessons of evidence-based practice, emphasizes the importance of collaboration, and provides a practical tool for use by corrections agencies and their governmental and community partners. The TPC model was developed and NIC is now bringing to conclusion extensive implementation assistance to a first set of eight states. The TPC Reentry Handbook (see “Background”) provides a thorough record of that initiative and what has been learned so far. Building specifically on NIC’s efforts to date, this cooperative agreement award will deliver TPC technical assistance to a new set of approximately six states and the provider, in conjunction

with NIC, will continue to advance the model and develop products that can assist non-participating jurisdictions who have an interest in TPC implementation.

<http://www07.grants.gov/search/search.do?oppId=44844&mode=VIEW>

**Due Date: March 9, 2009**

## GANG PREVENTION



The Office of Juvenile Justice and Delinquency Prevention offers a funding opportunity for a Community-based gang prevention and intervention to involve multiple organizations and programs working in partnership to deliver complementary services to a specific population in a targeted area. The Gang Prevention Coordination Assistance Program provides communities with funds to hire a multi-strategy gang coordinator who will enhance the coordination of existing community-based gang prevention and intervention programs and strategies that are closely aligned with local law enforcement efforts. Effective coordination can help identify existing programs and resources and maximize their impact through information sharing, mutual referrals, joint case management, and collective action.

The program's goal is to strengthen coordination of existing resources and activities that support multiple complementary antigang strategies, thereby reducing gang activity in targeted communities. Awards will support coordination of community-based anti-gang initiatives that involve law enforcement as an essential partner. Other partners may include schools, social services, faith- and community-based organizations, and businesses. Successful applicants will demonstrate that they are implementing community-based anti-gang activities consistent with two or more of the anti-gang strategies described below using existing funding.

Award recipients will provide semi-annual progress reports that compare the status of existing partnerships and resource coordination with the baseline at the start of the project. Award recipients will participate in an all-sites meeting during the first 12 months of the project period to share the status of existing activities and coordination. A second all-sites meeting will be held in the second 12 months of the project period, during which grant recipients will deliver written reports and presentations on their progress.

**Anti-gang Strategies.** Gang activity is a complex social phenomenon that varies by age, degree of gang involvement, and severity of offending. Risk factors associated with the probability that a young person will join a gang run across family, school, peer, and community lines. Accordingly, no single program or strategy operating independently is likely to have a lasting effect in reducing gang activity. Comprehensive anti-gang initiatives, however, coordinate multiple approaches in OJJDP FY 09 Gang Prevention Coordination Assistance Program 5 recognition that each strategy plays a role toward a coordinated effort. As previously noted, communities have adopted a broad range of strategies to combat gang activity, many of which may be categorized as follows:

- Primary prevention includes activities designed to reduce risk factors or increase protective factors among the entire population of youth and families in communities with significant levels of gang activity.

- Secondary prevention includes programs and services intended to decrease the likelihood of joining a gang among youth who have already displayed early signs of problem behavior or who are exposed to multiple known risk factors for gang activity. These services typically include some form of individual risk assessment and often focus on youth 7 to 14 years old and their families. Younger siblings and family members of gang-involved youth are particularly suitable for these services.

Intervention with high-risk or gang-involved youth includes community-based programs that balance the delivery of services and educational and employment opportunities with supervision and accountability. Intervention services typically involve outreach to youth and families, individual risk/needs assessment, case management, service referrals, coordinated service delivery, and supervision.

Targeted gang enforcement includes community-oriented and problem-oriented policing strategies with an emphasis on gangs and collaborative enforcement strategies involving probation and prosecution to target high-rate gang offenders, gang leaders, and serious violent offenders.

<http://ojjdp.ncjrs.gov/grants/solicitations/FY2009/GangPrevention.pdf>

**Due Date: March 4, 2009**

### RESEARCH AND DEVELOPMENT FOR LAW ENFORCEMENT



NIJ seeks applications for research and development leading to the adoption into practice by law enforcement and corrections agencies of technologies and devices providing:

- Improved means to confirm an individual's identity.
- Improved situational awareness.
- Improved means to locate and track cooperative or noncooperative individuals.
- Improved data analysis tools.
- Improved means to detect contraband.

<http://www.ncjrs.gov/pdffiles1/nij/sl000862.pdf>

**March 2, 2009**

## **PSYCHOLOGY**

### AMERICAN PSYCHOLOGY FOUNDATION

The APF visionary and Weiss grants seek to seed innovation through supporting research, education, and intervention projects and programs that use psychology to solve social problems in the following priority areas in order to understand and foster the connection between mental and physical health to ensure well-being:

- Reducing stigma and prejudice to promote unity and harmony;
- Understanding and preventing violence to create a safer, more humane world; and
- Supporting programs that address the long-term psychological needs of individuals and communities in the aftermath of disaster.

One-year grants are available in amounts ranging from \$5,000 to \$20,000. Multi-year grants are no longer available. Additionally, a \$10,000 Raymond A. and Rosalee G. Weiss Innovative Research and Programs Grant is also available for any program that falls within APF's priority areas.

Applicants must be affiliated with 501(c)(3) nonprofit organizations. APF will NOT consider the following requests for grants to support:

- political or lobbying purposes
- entertainment or fundraising expenses
- localized direct service
- anyone the Internal Revenue Service would regard as a disqualified group or individual
- conference/workshop expenses

<http://www.apa.org/apf/grantguide.html>

**Due Date: March 15, 2009**

## STEM EDUCATION

### PARTNERSHIPS FOR INTERNATIONAL RESEARCH AND EDUCATION



The NSF's Partnerships for International Research and Education (PIRE) program seeks to catalyze a higher level of international engagement in the U.S. science and engineering community by supporting innovative, international research and education collaborations. The program will enable U.S. scientists and engineers to establish collaborative relationships with international colleagues in order to advance new knowledge and discoveries at the frontiers of science and engineering and to promote the development of a diverse, globally-engaged U.S. scientific and engineering workforce. International partnerships are, and will be, increasingly indispensable in addressing many critical science and engineering problems. As science and engineering discoveries result more and more from international collaboration, U.S. researchers and educators must be able to operate effectively in teams comprised of partners from different nations and cultural backgrounds. The PIRE program will support bold, forward-looking research whose successful outcome results from all partners—U.S. and foreign—providing unique contributions to the research endeavor. It is also intended to facilitate greater student preparation for and participation in international research collaboration, and to contribute to the development of a diverse, globally-engaged U.S. science and engineering workforce. The program aims to support partnerships that will strengthen the capacity of institutions, multi-institutional consortia, and networks to engage in and benefit from international research and education collaborations.

<http://www.nsf.gov/pubs/2009/nsf09505/nsf09505.htm>

**Preliminary Proposal Due Date: February 26, 2009**

**Invited Proposals are due August 4, 2009.**

### NSF HIGH-END COMPUTING UNIVERSITY RESEARCH ACTIVITY



High-performance computing is increasingly essential to progress in science and engineering. Contemporary high-end computing (HEC) systems often comprising of tens- to hundreds-of-thousands of processors allow researchers to study complex problems that were previously intractable. However, emerging data-intensive scientific challenges and opportunities demand

more of HEC systems. For example, observation- and simulation-driven applications require higher throughput input/output (I/O) capabilities, large data storage capacities, and tools for efficiently finding, processing, organizing and moving data. Data-management challenges also include the need to access large volumes of data produced by different applications, in numerous locations, and in various formats.

Although storage capacity and processing power are growing rapidly, increases in data bandwidth and access times are not keeping pace. In fact, the advent of multicore processors has resulted in a decrease in memory and bandwidth per core. The performance gap between HEC processing power and storage device performance demands advances in massively parallel I/O systems to maintain the throughput of applications. The ability to efficiently map I/O operations between millions of distributed memories and hundreds-of-thousands of storage devices is also a formidable problem that calls for research.

Accordingly, in 2009, the High-End Computing University Research Activity program invites research and education proposals in the areas of I/O, file and storage systems design for efficient, high-throughput data storage, retrieval and management in cases where HEC systems comprise hundreds-of-thousands to millions of processors. Research areas of interest include, but are not limited to:

- I/O architectures and I/O middleware;
- archives/backups as extensions to file systems;
- file systems research and file systems-related protocols;
- metadata research;
- access methods;
- data management systems;
- security;
- novel storage devices for the I/O stack;
- Quality of Service;
- management, and reliability and availability at scale (RAS);
- hardware and software tools for design and simulation of I/O, file and storage systems; and
- efficient benchmarking, tracing, performance measurement and tuning tools of I/O, file and storage systems.

For more information:

[http://www.nsf.gov/pubs/2009/nsf09530/nsf09530.html?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2009/nsf09530/nsf09530.html?govDel=USNSF_25)

**Due Date: April 15, 2009**

### PATHWAYS TO REVITALIZED UNDERGRADUATE COMPUTING



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 algo-

rhythmically 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:

1. contribute to the development of a globally competitive U.S. workforce with CT competencies essential to U.S. leadership in the global innovation enterprise;
2. 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
3. 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 disciplines.

**Limit on Number of Proposals per PI: 1.** An individual may participate as PI, Co-PI, or Senior Personnel in at most one proposal in each annual CPATH competition. At least one individual on the project leadership team (PI or co-PI) must be a member of the community served by CISE.

[http://www.nsf.gov/pubs/2009/nsf09528/nsf09528.html?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2009/nsf09528/nsf09528.html?govDel=USNSF_25)

**Due Date: April 28, 2009**

### [EARTHQUAKE ENGINEERING SIMULATION](#)



The National Science Foundation invites proposals for research that uses the George E. Brown, Jr. Network for Earthquake Engineering Simulation to advance knowledge discovery and inno-

vation for (1) earthquake and tsunami loss reduction of our nation's civil infrastructure, and (2) new experimental simulation techniques and instrumentation for NEES. NEES comprises a network of earthquake engineering experimental equipment sites, available for experimentation on-site or in the field and through telepresence, linked together through cyberinfrastructure. Projects proposed and supported under this solicitation must use one or more of the NEES equipment sites listed at <http://www.nees.org>. Information about the NEES experimental equipment sites (including detailed specifications about each site's equipment and capabilities as well as contact information), and NEES cyberinfrastructure is available at <http://www.nees.org>. These equipment sites include shake tables, geotechnical centrifuges, a tsunami wave basin, unique large-scale testing laboratory facilities, and mobile and permanently installed field equipment. The NEES cyberinfrastructure connects, via Internet2, the equipment sites as well as provides telepresence, a curated central data repository, simulation tools, and collaborative tools for facilitating on-line planning, execution, and post-processing of experiments.

This solicitation especially seeks ground-breaking, transformative basic research, requiring the use of NEES equipment sites, which will produce fundamentally new ways of thinking about earthquake loss reduction and experimental simulation, i.e., rethinking the "science" of earthquake engineering from basic concepts of materials and design to complete systems to multi-hazard approaches to sustainable mitigation. It is not expected that all research awarded under this solicitation will directly result in immediate technology transfer or code applications, but rather may provide the basis of fundamental knowledge for future investigations that could eventually transform hazard mitigation or experimental simulation nationally and globally.

**Limit on Number of Proposals per PI: 1.** An individual may be included as a Principal Investigator (PI) or co-Principal (co-PI) in only one proposal in any annual competition and may be included as Senior Personnel in a second proposal in any annual competition. An individual who is not included as a PI or co-PI in any proposal submitted to an annual competition may be included as other Senior Personnel in up to two proposals in any annual competition. An individual, who is not a PI or co-PI in the proposal, whose biographical sketch is provided and/or requests any financial support, will be considered Senior Personnel in the proposal. If an individual appears in more than two proposals submitted to this solicitation in any annual competition, then all proposals in which that individual is participating in that annual competition will be **returned without review**.

[http://www.nsf.gov/pubs/2009/nsf09524/nsf09524.htm?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2009/nsf09524/nsf09524.htm?govDel=USNSF_25)

**Due Date: March 27, 2009**

### COURSE, CURRICULUM, AND LABORATORY IMPROVEMENT

NSF's 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.

**Project Components.** All proposals must contribute to the development of exemplary undergraduate STEM education. Typically projects include one or more of the components described below and they build on prior knowledge, both in the STEM fields and in undergraduate education. In addition, CCLI welcomes proposals describing untested, forward-looking, and unconventional activities that could have a high impact and contribute to transforming undergraduate STEM education. Prospective principal investigators for this kind of project should discuss their ideas with a CCLI Program Officer in advance of proposal submission to help gauge the appropriate scope and scale of the proposal.

**Creating Learning Materials and Strategies.** Projects developing new learning materials and strategies for improving courses, curriculum, and laboratories should be guided by research on teaching and learning and should incorporate and be inspired by advances within the disciplines. Instrumentation and equipment requests are appropriate but must be based on their impact on student learning. Early stage projects typically carry the development of materials, and assessment of learning, to the stage where judgments can be made about whether further investment in the new materials or approaches is justified. Later stage projects should yield evaluation results sufficiently conclusive and descriptive so that successful products and processes can be adopted, distributed widely or, when appropriate, commercialized.

**Implementing New Instructional Strategies.** To ensure their broad based adoption, successful instructional strategies should be widely practiced. Therefore, CCLI welcomes proposals to change undergraduate STEM courses, curricula and laboratories by implementing strategies to reflect proven or promising pedagogical techniques in ways that encourage widespread adoption. These strategies may come from previous CCLI projects or from other sources in the STEM community. Instrumentation and equipment requests are appropriate in implementation projects, based on their impact on student learning, and provided a convincing case is made that the planned acquisition contributes to understanding how to achieve widespread adoption of the approach they support. Implementation projects should contribute to the community's understanding about how new strategies are transferred to diverse settings and about how they impact student learning. Evaluation plans for implementation projects should explore the challenges and opportunities for adapting new strategies in diverse educational settings. Projects that specifically address the challenges to achieving widespread adoption of proven practice are especially welcome.

**Developing Faculty Expertise.** Using new learning materials and teaching strategies often requires faculty to acquire new knowledge and skills in order to revise their curricula and teaching practices. Projects focused on developing faculty expertise can range from short-term workshops to sustained activities. They should include evaluation efforts to describe the impact on the faculty participants, and in large, later stage projects, on student learning in classes taught by these faculty. Projects should provide professional development for a

diverse group of faculty so that new materials and teaching strategies can be widely implemented.

**Assessing and Evaluating Student Achievement.** Proposals for designing processes and instruments to measure the effectiveness of new materials and instructional methods are responsive to this solicitation. Some projects may develop and disseminate valid and reliable tests of STEM knowledge; other projects may collect, synthesize, and interpret information about student understanding, reasoning, practical skills, interests, attitudes or other valued outcomes. Projects that apply new and existing processes and instruments to conduct broad-based evaluations of educational programs or practices are appropriate if they span multiple institutions and are of general interest. In discussing these aspects of curricular change, projects should carefully document institutional demographics and characteristics. Projects using established instruments and strategies likely to have only a local impact are discouraged.

**Conducting Research on Undergraduate STEM Education.** Results from assessments of learning and teaching as well as from projects emphasizing other programmatic components provide a foundation for developing new and revised models of how undergraduate STEM students learn. Research to explore how effective teaching strategies and curricula enhance learning and attitudes, how widespread practices have diffused through the community, and how faculty and programs implement changes in their curriculum are appropriate. Research results should provide a foundation for creating learning materials, teaching strategies, faculty development approaches, and evaluation methodologies that have the potential for a direct impact on STEM educational practices.

For additional information please visit:

[http://www.nsf.gov/pubs/2009/nsf09529/nsf09529.html?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2009/nsf09529/nsf09529.html?govDel=USNSF_25)

**Due Date: May 21, 2009**

## **TECHNOLOGY ENHANCEMENTS**

### **HP INNOVATIONS IN EDUCATION GRANTS**

The Hewlett-Packard Innovations in Education grants for higher education institutions in the US 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. The HP Innovations in Education grant recipients will become a global network of educators around the world who are designing the future of undergraduate high-tech education. Each grant supports program improvement in four key 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

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

**Due Date: March 30, 2009**