



Office of Research and Sponsored Programs

Newsletter, June 2010

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Announcements

Rapid Response Research Grants for Gulf of Mexico Oil Spill Research

In light of the recent oil spill in the Gulf of Mexico, National Science Foundation (NSF) has in place a mechanism to receive and review proposals having a severe urgency with regard to availability of, or access to data, facilities or specialized equipment, as well as quick-response research on natural or anthropogenic disasters and similar unanticipated events.

This Rapid Response Research (RAPID) mechanism has been regularly used to enable research on unanticipated events such as earthquakes, volcanic eruptions, or any other event where a timely presence is required to enable the research. A number of RAPID awards were made to support research on the earthquakes earlier this year in Haiti and Chile, and awards are being made related to the oil spill.

RAPID is a special grant mechanism developed specifically to respond to unusual circumstances where a timely response is essential to achieving research results. To help determine whether the proposed research is appropriate for NSF's RAPID funding, potential investigators must contact the NSF program officer(s) most germane to the proposal topic before submitting a RAPID proposal.

Complete guidance on submitting a RAPID proposal is located on NSF's web site at: http://www.nsf.gov/pubs/policydocs/pappguide/nsf10_1/gpg_2.jsp#IID1.

NIH Downloads and Transcripts

Free Podcast/itunes downloads and transcripts are available on the following topics:

Grant Writing for New Investigators

Considerations for Early Stage Investigators

Jump Starting Your Research Program for New Faculty Members

http://grants.nih.gov/podcasts/All_About_Grants/index.htm

NSF Handbook on International REU Sites

NSF has published a handbook of best practices for International Research Experiences for Undergraduates. <http://www.nsf.gov/pubs/2006/nsf06204/index.html> takes you right to it.

NSF's New Grant Guidelines for 2010

Follow http://www.nsf.gov/pubs/policydocs/pappguide/nsf10_1/index.jsp to download the PDF of the 2010 grant guidelines. A summary of significant changes is also posted at this site.

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. If you wish to apply for a grant through grants.gov, contact Beth Rieger at 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 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 (or an official connection to our network) 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 (found under the SMARTS link) that describe your research interests. For further assistance please contact Lucia Soria at asoria@fgcu.edu. If you have a GENIUS/SMARTS profile, you can search InfoEd's SPIN Plus from any on-campus computer (or with an official connection to our network) to find funding. Call Lucia at ext.7020 for 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 at: <http://www.fgcu.edu/orsp/internalPrograms.html>

Help with Proposal Preparation

Please contact Beth Rieger at 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.

Congratulation\$

Awards During the Past Two Months

College of Arts & Sciences			
ALLMAN, Phillip	ORSP/CAS	Hingback Tortoise in Western Ghana	\$5,000.00
AUSTIN, Rebecca	Rookery Bay Environmental Learning Center	Project Greenscape Literature Review: Perceptions of Landscapes	\$5,000.00
CEILLEY, David	Johnson Engineering Inc.	Lee County Utilities Aquatic Fauna Id	\$1,500.00
CEILLEY, David	Kitson Partners	Babcock Ranch Aquatic Faunal Sampling 2010	\$39,600.00
CEILLEY, David	Kitson Partners	Aquatic Faunal Sampling 2010	\$43,760.00
COX, John	Florida DOE	Holocaust Education	\$10,000.00
JACKSON, Kimberly	ORSP/CAS	Reading in Theory	\$5,000.00
URAKAWA, Hidetoshi	ORSP/CAS	Capture and Characterization of Key Microbes in the Nitrogen Cycle	\$5,000.00
WATANABE, Ken	NASA	Additional Observations to Search for Unpredicted Gamma-Ray	\$40,000.00
WILSON, Jo Ann Dubetz, Terry	ZONTA	GEMS/ZONTA	\$2,300.00
Lutgers College of Business			
REGELSKI, Dan	University of West Florida	SBDC 2010	\$19,000.00
RODRIGUEZ, Walter	MedCerts	Workforce Investment Act Certification Program Support	\$6,000.00
JACKSON, Gary	Lee Memorial Health System	LMHS Economic Impact Study	\$12,000.00
JACKSON, Gary	Alico, Inc.	Alico West Economic Impact Study	\$2,400.00
RODRIGUEZ, Walter	MedCerts LLC	Health Information Systems Administration: Certification Program Support	\$30,000.00
RODRIGUEZ, Walter	MedCerts LLC	MYCAA: Military Spouse Career Advancement Accounts/USD	\$6,000.00
College of Professional Studies			
MESLOH, Charlie	ORSP/CPS	Evaluation of SA-8 System	\$5,000.00
Academic Affairs			
MOORE, Steven	Florida Department of Education	FGCU Emergency Notification Enhancements 2010	\$161,500.00

Submissions During the Past Two Months

College of Arts and Sciences			
ERDMAN, Robert Parsons, Michael	FL Institute of Oceanography	Benthic Invertebrate Community Dynamics of SW Florida	\$10,800.00
FUGATE, David	National Science Foundation	Hydrodynamics and Sediment Transport	\$271,273.00
GOGATE, Lakshmi	National Science Foundation	The Multisensory Underpinnings of Lexical Comprehension	\$629,372.00
JACKSON, Jerome Jackson, Bette J.S.	Kitson & Partners	Birds of the Babcock Ranch	\$ 42,000.00
MCFARLAND, Renee Metzger, Nancy	The Blue Foundation for a Healthy Florida	Fit For Kids	\$73,942.00
THOMPSON, Glenn Bourgeois, Martin Salapska-Gelleri, Joanna	National Science Foundation	Acquisition of Instrumentation for a Shared Cognitive Lab	\$180,282.00
TOLLEY, S. Gregory	FL Institute of Oceanography	Biological Oceanography of the South-west Florida Continental Shelf	\$9,720.00
VOLETY, Aswani Rumbold, Darren Wasno, Robert	West Coast Inland Navigation District	Shark Ecology and Environmental Education Program	\$30,240.00
ALLMAN, Phillip	National Science Foundation	Social, Economic, and Ecological Sustainability in Ghana	\$99,564.00
College of Business			
RODRIGUEZ, Walter	SW FL Workforce Development Board, Inc.	SWFL Workforce Program 2010	\$10,000.00
ANDERT, Darlene M.	Institute of Responsible Corporate Governance	Study of Board Directors' Knowledge, Skills and Abilities	\$43,656.00

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CSAVINA, Kristine				
Zidek, Lisa	NCIIA		Fostering Global Awareness of Engineers' Social Roles	\$44,600.00
Sweeney, James				
REGELSKI, Dan	University of West Florida		PTAC 2010 - 2011	\$50,006.00
VILLIERS, Claude				
Jong-Yeop, Kim	FL Department of Transportation		Hydroplaning on Multi Lane	\$199,052.00
Dahai, Guo				
ZALEWSKI, Janusz	National Science Foundation		CI-Team Implementation Cyber Workforce for Cyberspace	\$908,409.00
College of Education				
CHRISTENSEN, Lois	National Writing Project		National Writing Project 2010 - 2011	\$46,000.00
GILBERT, Shelby	American Educational Research Association		Examining the Narrowing Mathematics Achievement Gap in the U	\$20,000.00
GREENE, Marci	Indian River State College		Virtual ESE ITDS Courses	\$10,000.00
College of Health Professions				
KIRSNER, Kenneth	Department of Health and Human Services		Advanced Nursing	\$299,845.00
MARTIN, Linda				
Felton, Shawn	Department of Health and Human Services		Rehabilitation Training Capacity Expansion for SW Florida	\$254,000.00
Bevins, Sharon Irish				
VENGLAR, Mollie				
VanDuijn, Arie	Linda Crane Research Award		The Effects of Spinal Mobilization on Gait and Balance In People with Parkinson's Disease	\$4,000.00
Bevins, Tom				
Csavina, Kristine				
College of Professional Studies				
MESLOH, Charlie	National Institute of Justice		Police Patrol Service Dog Practices	\$154,875.00
MESLOH, Charlie	National Institute of Justice		Light As Less Lethal	\$121,359.00
MESLOH, Charlie	National Institute of Justice		Quality Control of Chemical Munitions	\$119,009.00
MESLOH, Charlie	National Institute of Justice		Factors Leading to K9 Bites	\$174,244.00
MESLOH, Charlie	National Institute of Justice		37 MM Skip Fire Munitions	\$128,659.00
MESLOH, Charlie	National Institute of Justice		Compressed Gas Weapon Evaluation	\$115,314.00
MESLOH, Charlie	National Institute of Justice		Reconstruction of Police Canine	\$327,462.00
MESLOH, Charlie	National Institute of Justice		Evaluation of 3 Mainstream 40 MM Grenade Launchers	\$165,944.00
MESLOH, Charlie	National Institute of Justice		Evaluation of the Law Enforcement Load Bearing Vest	\$117,385.00
MESLOH, Charlie	National Institute of Justice		Evaluation of the 12-Gauge Beanbag Munitions	\$105,814.00
PAVELKA, Sandra	U.S. Department of Justice		Juvenile Mentoring Project	\$623,864.00
PAVELKA, Sandra	U.S. Department of Justice		Strategic Enhancement to Mentoring	\$499,291.00
PAVELKA, Sandra	ARCA Foundation		Restoring Justice in Schools	\$34,163.00
WALSH-HANEY, Heather	Open Society Institute and Soros Foundation		Femicide In Guatemala 2010 - 2011	\$22,665.00
Sanford, Victoria				
MESLOH, Charlie	National Institute of Justice		Police Patrol Service Dog Practices	\$ 154,875.00
Student Affairs				
YOVANOVICH, Michele	US Department of Education		Camp 2010 - 2015	\$2,119,596.00
Doyle, Cathy				
Whitaker Center				
DEMERS, Nora	US Environmental Protection Agency		Mullock Creek Basin Habitat Restoration 5 Star	\$20,000.00
DEMERS, Nora	National Fish and Wildlife Foundation		East Mullock Drainage District Habitat Restoration	\$37,784.50
WGPU Public Media				
JOHNSON, Rick	SW Florida Community Foundation		WGPU Curious Kids Initiative	\$23,900.00
JOHNSON, Rick	Corporation for Public Broadcasting		CPB Digital Distribution Fund	\$582,505.00
JOHNSON, Rick	Corporation for Public Broadcasting		Digital Radio Conversion Funds	\$43,555.00
JOHNSON, Rick	General Mills Foundation		Get Up, Get Out, Get Active! 2010	\$10,000.00
Sklodowski, Paula				
JOHNSON, Rick	National Center for Media Engagement		The Tenth Inning	\$10,000.00

FUNDING PROGRAM\$ HEALTH

Building Evidence to Prevent Childhood Obesity

Active Living Research is a national program of the Robert Wood Johnson Foundation (RWJF) that supports research to inform policy and environmental strategies for increasing physical activity among children and adolescents, decreasing their sedentary behaviors and preventing obesity. The program places special emphasis on reaching children and youths ages 3 to 18 who are at highest risk for obesity: Black, Latino, American Indian and Asian/Pacific Islander children, as well as children who live in under-resourced and lower-income communities.

This call for proposals (CFP) will support opportunistic, time-sensitive studies on emerging or anticipated changes in physical activity-related policies or environments. Rapid-response grants are expected to accelerate progress toward policy and environmental strategies to prevent and reduce childhood obesity.

All letters of intent and initial application materials must be submitted via e-mail to the *Active Living Research* national program office. Detailed instructions and application materials for the letter of intent are available online at http://www.activelivingresearch.org/files/ALR_RapidResponseRd3.pdf. Invited full proposals must be submitted through the RWJF Grantmaking Online system.

A total of up to \$1.5 million will be awarded under this CFP. The maximum award for a single grant is \$150,000, with a funding period not to exceed 18 months.

Deadline: July 1, 2011, Letter of Intent. Grants awarded on a rolling basis.

Building Evidence to Prevent Childhood Obesity

Healthy Eating Research, a national program of the Robert Wood Johnson Foundation (RWJF), supports studies to identify and evaluate policies and environmental approaches that have the greatest potential to improve children's diets and energy balance to reverse the nation's levels of childhood obesity.

Healthy Eating Research issues CFPs to solicit scientifically rigorous, solution-oriented proposals from investigators representing diverse disciplines and backgrounds. The program's overall aims are to identify strategies likely to have important population-level impacts and to provide decision- and policy-makers with evidence to guide and accelerate effective action to reverse the childhood obesity epidemic.

The three types of funding opportunities included in this CFP are Round 5 grants, rapid-response grants and *New Connections* grants through *Healthy Eating Research*. All applicants are encouraged to visit the web site at www.healthyeatingresearch.org and view the abstracts for studies previously funded through the program. The Web site also has other pertinent applicant resources, such as examples of studies, a bibliography related to the research topics, syntheses of research recommendations from the Institute of Medicine and other authoritative groups, examples of nationally representative data sources, key reports, and research briefs and syntheses.

http://www.rwjf.org/files/applications/cfp/cfp_HER2010.pdf

Deadlines: March 15–September 1, 2010 (3 p.m. ET)—Concept papers may be submitted

(This program first appeared in the ORSP April Newsletter.)

Humanities

Archaeology

The Archaeology Program provides support for anthropologically relevant archaeological research at both a "senior" and doctoral dissertation level. It also funds anthropologically significant archaeometric research. High risk exploratory research proposals are accepted for consideration and a description of these competitions is provided in the Archaeology Program Overview.

For more information about the Crosscutting Research and Training Opportunities, please visit the [Cross-Directorate Activities](#) webpage. Here, you will find a brief synopsis about each program, as well as links guiding you to the appropriate Program Solicitations.

Also, for more information on the Doctoral Dissertation Improvement Grants please visit the [Archaeology specific page](#).

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=11690&org=NSF&sel_org=NSF&from=fund

July 1, 2010

Archaeology - Senior Research

July, Annually Thereafter

December 1, 2010

Archaeometry

December 1, Annually Thereafter

December 1, 2010

Archaeology - Senior Research

December 1, Annually Thereafter

Humanities Collections and Reference Resources

The Humanities Collections and Reference Resources program supports projects that provide an essential foundation for scholarship, education, and public programming in the humanities. Awards are also made to create various reference resources that facilitate use of cultural materials, from works that provide basic information quickly to tools that synthesize and codify knowledge of a subject for in-depth investigation. Applications may be submitted for projects that address one or more of the following activities:

- arranging and describing archival and manuscript collections;
- cataloging collections of printed works, photographs, recorded sound, moving images, art, and material culture;
- providing conservation treatment for collections (including mass deacidification);
- digitizing collections;
- preserving and improving access to born-digital sources;
- developing databases, virtual collections, or other electronic resources to codify information on a subject or to provide integrated access to selected humanities materials;
- creating encyclopedias;
- preparing linguistic tools, such as historical and etymological dictionaries, corpora, and reference grammars (separate funding is available for [endangered language projects](#) in partnership with the National Science Foundation);
- developing tools for spatial analysis and representation of humanities data, such as atlases and geographic information systems (GIS); and
- designing digital tools to facilitate use of humanities resources

Because ensuring the longevity of humanities sources is critical to enabling their ongoing use, applicants may request support for implementing preservation measures, such as reformatting (including microfilming), rehousing, or item-level conservation treatment, in the context of projects that also create or enhance access to humanities collections.

Applicants seeking support for projects that focus primarily on purchasing storage furniture and rehousing collections, improving environmental conditions (including the installation of

climate control systems), and installing security, lighting, and fire-prevention systems should consult the [Sustaining Cultural Heritage Collections](#) program.

Applications may address the holdings or activities of a single institution or may involve collaboration. In all cases, projects should be designed to facilitate sharing, exchange, and interoperability of humanities information and products.

Applications that respond to NEH's new *Bridging Cultures* initiative are welcome. Such projects could focus on cultures internationally, or within the United States. International projects might seek to enlarge Americans' understanding of other places and times, as well as other perspectives and intellectual traditions. American projects might explore the great variety of cultural influences on, and myriad subcultures within, American society.

Humanities Collections and Reference Resources grants may not be used for

- acquisition of collections;
- restoration of historic structures, the preservation of the built environment, or the stabilization of archaeological sites;
- preservation, organization, reformatting, or enhancement of materials that are the responsibility of an agency of the federal government; preservation, organization, or description of materials that are the responsibility of an agency of the federal government;
- preservation, organization, or description of materials that are not regularly accessible for research, education, or public programming;
- retrospective conversion of a library's general card catalog or the basic inventory of a museum's collections;
- digitization of United States newspapers (applicants interested in such projects should consult the [National Digital Newspaper Program](#));
- maintenance or upgrading of institutional computer systems or technological infrastructure;
- creation of oral histories that do not supplement proposed activities;
- creation of tools and reference works designed exclusively for classroom instruction;
- creation of scholarly editions, including digital compilations of texts and documents with critical commentary and textual apparatus, e.g., contextual introductions and annotations as well as textual variants and links to related resources (a separate NEH grant program supports [Scholarly Editions and Translations](#));
- support of projects to document endangered languages (applicants interested in such projects should consult [Documenting Endangered Languages](#));
- GIS projects for civic planning or resource management; or
- institutional records management.

An institution whose project has received NEH support may apply for a grant for a new or subsequent stage of that project. These proposals receive no special consideration and will be judged by the same criteria as others in the grant competition. In addition, these proposals must be substantially updated and must include a description of the new activities and a justification of the new budget. The applicant must also describe how the previously funded project met its goals.

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

Deadline: July 15, 2010

Publishing Historical Records

The National Historical Publications and Records Commission seeks proposals to publish historical records of national significance. Projects may focus on the papers of major figures from American life or cover broad historical movements in politics, military, business, social reform, the arts, and other aspects of the national experience. The historical value of the records and their expected usefulness to broad audiences must justify the costs of the project. Grants are awarded for collecting, describing, preserving, compiling, editing, and publishing documentary source materials. The NHPRC does *not* fund proposals to purchase historical records or proposals to publish the papers of anyone who has been deceased for fewer than 10 years.

Applicants may apply for funding up to three years. Applicants should be aware that the Commission normally awards grants on an annual basis; subsequent funding is conditioned on previous years' project performance. Award amounts ordinarily range from \$20K to \$250K annually. Cost sharing is required.

<http://www.archives.gov/nhprc/announcement/publishing.html>

Deadlines: October 7, 2010, (New Republic through the Modern Era)

(This program first appeared in the ORSP January Newsletter.)

Improving Historical Records

The National Historical Publications and Records Commission seeks proposals to develop new strategies and tools that can improve the preservation, public discovery, or use of historical records. Projects may also focus on techniques and tools that will improve the professional performance and effectiveness of those who work with such records, such as archivists, documentary editors, and records managers. Projects must anticipate results that will affect more than a single institution or a single state.

A grant normally is for one to three years. The Commission expects to make one to three grants of between \$50K and \$150K. The total amount allocated to this category is up to \$350K. Cost sharing is required. The Commission provides no more than 75% of total project costs.

<http://www.archives.gov/nhprc/announcement/strategies.html>

Deadlines: October 7, 2010

(This program first appeared in the ORSP January Newsletter.)

Interdisciplinary

Human Frontier Science Program

The Human Frontier Science Program supports **innovative** basic research into **fundamental** biological problems with emphasis placed on **novel** and interdisciplinary approaches that involve scientific exchanges across national and disciplinary boundaries. In the past decade biological research has become increasingly quantitative rather than descriptive. The participation of scientists from disciplines outside the traditional life sciences such as biophysics, chemistry, computational biology, computer science, engineering, mathematics, nanoscience or physics has contributed to this change and will continue to do so. Such collaborations have opened up new approaches for understanding the complex structures and regulatory networks that characterize living organisms, their evolution and interactions.

http://www.hfsp.org/how/appl_forms_RG.php

Deadlines: Mid-September 2010 (invited full proposals)

ORSP has registered on the HGSP website. PIs must also register. Please contact Beth Rieger or Donna Stremke for details. *(This program first appeared in the ORSP January Newsletter.)*

Research Experiences for Undergraduates

The Research Experiences for Undergraduates (REU) program supports active research participation by undergraduate students in any of the areas of research funded by the National Science Foundation. REU projects involve students in meaningful ways in ongoing research programs or in research projects specifically designed for the REU program. This solicitation features two mechanisms for support of student research: (1) *REU Sites* are based on independent proposals to initiate and conduct projects that engage a number of students in research. REU Sites may be based in a single discipline or academic department, or on interdisciplinary or multi-department research opportunities with a coherent intellectual theme. Proposals with an international dimension are welcome. A partnership with the Department of Defense supports REU Sites in DoD-relevant research areas. (2) *REU Supplements* may be requested for ongoing NSF-funded research projects or may be included as a component of proposals for new or renewal NSF grants or cooperative agreements.

Undergraduate student participants in either Sites or Supplements must be citizens or permanent residents of the United States or its possessions.

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5517&from=fund

Deadline: August 25, 2010

(This program first appeared in the ORSP April Newsletter.)

Social Services

FL DCF Family-Centered Practice innovation Site Evaluation

The evaluation is designed to help the state of Florida Department of Children and Families (DCF) improve service delivery based on process data and preliminary outcome data. The evaluation will provide DCF with key information and findings about the implementation and initial outcomes of the new Family-Centered Practice (FCP) model and innovation sites. The evaluation is designed to be low cost – with minimal impact on the workloads of the DCF circuit and state staff, contract agencies, and families being served. Study goals are:

- Help DCF document the FCP model, implementation process, services, and outcomes for parents and children who were referred to the FCP Innovation Sites and received the new FCP approach to services.
- Measure the extent to which the Innovation Site services adhere to the core practice parameters of the Florida FCP model.
- Provide qualitative and quantitative information to public, special interest and other community stakeholders about the work, learning, and progress of DCF in this area.

Maximum budget of \$75,000 for the period of July 15 to December 31, 2010. A second phase of the evaluation is likely to be funded for 2011, pending site progress and funding availability.

To see the full proposal, please contact Donna Stremke at 590-7029 or dstremke@fgcu.edu.

Deadline: June 25, 2010

Juvenile Justice Programs

Group Mentoring Research and Evaluation Program

OJJDP seeks to expand what is known about nontraditional mentoring programs as a prevention and intervention strategy for juvenile delinquency. While mentoring appears to be a promising intervention for disadvantaged youth, more evaluation work is required to identify the programs and program elements that best bring about desired changes in participating youth. OJJDP seeks to evaluate the effectiveness of select group mentoring programs supported by local Boys and Girls Clubs. The evaluator will work with the Boys and Girls Clubs of America to identify the project's scope and will monitor the implementation of mentoring programs at several sites across the country. The evaluator will conduct process and outcome evaluations to measure the success of the implementation of these programs and their impact on intervention in and reduction of juvenile delinquency.

Research supported by OJJDP and others indicates that mentoring matches should be structured to support a relationship that lasts at least 12 months or through an entire school year. Research further finds that mentoring relationships that last 2 or more years increase positive outcomes for youth. Research also indicates that significant training for the mentor, oversight of the relationship, and data collection to track the relationship and its outcomes contribute to the structured support that is crucial to the mentoring relationship. While some studies have shown mentoring to be a promising intervention for disadvantaged youth, further evaluation is needed to determine the type of programs and the components of those mentoring programs that are necessary for bringing about desired changes in participating youth.

As mentoring has grown in popularity, there has been an expansion from the traditional one-on-one mentoring relationship to other types of mentoring, such as site-based, group mentoring models in after-school programs. Research indicates characteristics of mentoring programs that increase the likelihood for positive outcomes, including the length, frequency, and quality of the mentoring relationship. But rigorous research and evaluation on nontraditional group mentoring programs has been more limited. OJJDP is committed to making promising intervention strategies more effective and making these strategies available to a larger population of at-risk juveniles.

This solicitation will support evaluation of the effectiveness, implementation, and impact of the following nontraditional mentoring programs implemented by local Boys and Girls Clubs across the country: *Project Learn*, *Gang Prevention Through Targeted Outreach*, and *SMART Leaders*.

Project Learn. This project reinforces and enhances the skills and knowledge that young people develop at school through productive learning activities at the Club and in the home. ***Project Learn*** emphasizes collaborations among Club staff, parents, and school personnel.

Gang Prevention Through Targeted Outreach. Responding to the growth of youth gangs growing in cities and their expansion into suburban and rural communities, this program is a gang prevention and intervention initiative targeting youth ages 6 to 18. Through referrals from schools, courts, law enforcement, and community youth service agencies, the program identifies at-risk and delinquent youth and recruits them into ongoing BGCA Club programs and activities.

<http://ojjdp.ncjrs.gov/grants/solicitations/FY2010/GroupMentor.pdf>

Deadline: June 28

Evaluations of Girls' Delinquency Programs

Juvenile delinquency prevention, intervention, and treatment programs have been customarily designed with boys in mind. Little is known about how well girls respond to these interventions. In addition, while many states and communities design programs to prevent and treat female delinquency, little is known about whether these programs work as intended.

To research such issues and provide a sound foundation to guide the development, testing, and implementation of strategies to prevent and reduce girls' delinquency, OJJDP funded the Girls Study Group in 2004. For information about OJJDP's activities related to understanding and preventing girls delinquency, including links to the Girls Study Group Bulletins, see OJJDP's Girls' Delinquency Web page (www.ojjdp.ncjrs.gov/programs/girlsdelinquency.html).

The purpose of this solicitation is to support evaluations to test the effectiveness of existing delinquency prevention, intervention, and treatment programs for girls. This solicitation is consistent with OJJDP's goal of promoting evidence-based programs and practices and is intended to fund well-designed, rigorous outcome evaluations of girls' delinquency prevention and intervention programs.

To understand more about how effective girls' delinquency programs are in preventing and reducing girls' delinquent behavior and risk factors, the Girls Study Group reviewed 26 promising and model programs that exist in the Blueprints for Violence Prevention database (www.colorado.edu/cspv/blueprints/) and completed a nationwide review of 61 girls' delinquency programs using standardized criteria. See —Girls Study Group—Charting the Way to Delinquency Prevention for Girls|| (www.ncjrs.gov/pdffiles1/ojjdp/223434.pdf).

The review of programs that came from the Blueprints database found that out of 26 promising and model programs, only 8 program evaluations analyzed whether outcomes differed for boys and girls. The Study Group's review of the 61 girls' delinquency programs found that only a fraction of them had published evaluations, and that none of the programs could be rated effective, effective with reservation, or ineffective. In short, this was because most programs were rated as having insufficient evidence.

The two primary findings from the review of girls' delinquency programs were that more evaluations are needed and many of the programs reviewed are no longer in existence, which suggests a lack of program sustainability. This solicitation responds to these findings.

<http://ojjdp.ncjrs.gov/grants/solicitations/FY2010/EvalGirlsDelinquency.pdf>

Deadline: July 8

National Girls Institute

Since the passage of the Juvenile Justice and Delinquency Prevention Act in 1974 and the creation of OJJDP, the juvenile justice community has recognized that girls who are at risk of entering or who have entered the delinquency system often present issues and exhibit needs that differ from those arising from boys. Yet, because delinquency prevention, intervention, and treatment programs have been customarily designed with boys in mind, it is unclear how well girls respond to these interventions. In addition, while many states and communities implement programs to prevent and address female delinquency, little is known about whether these programs work as intended.

Over the past two decades, OJJDP and other federal and state agencies have sponsored a number of activities to enhance our understanding of girls' delinquency, to identify promising and evidence-based approaches to address the needs of at-risk and delinquent girls, and to assist and strengthen the agencies and practitioners who work with them. OJJDP's principal activity in

this area has been the establishment of the Girls Study Group in 2004. The group sponsored a series of studies to gain a better understanding of girls' involvement in delinquency and to guide the development, testing, and implementation of strategies to prevent and reduce girls' delinquency. For information about OJJDP's activities related to understanding and preventing girls delinquency, including links to the Girls Study Group bulletins, see OJJDP's Girls' Delinquency Web page (www.ojjdp.ncjrs.gov/programs/girlsdelinquency.html).

OJJDP expects that the National Girls Institute will translate the information learned through the Girls Study Group, as well as other research and expert knowledge, for practitioners and policy makers. NGI will serve as OJJDP's national training and technical assistance provider for promising and evidence-based practices in girls delinquency prevention, intervention, and treatment.

The overall goal of this initiative is to improve girls' delinquency programming and practices at the national, state, and local levels. OJJDP will expect the NGI, as the national training and technical assistance provider for girls' delinquency prevention, intervention, and treatment, to undertake a range of activities. Primary objectives include:

- developing and implementing multi-level training and technical assistance to improve the job performance of individuals and service delivery systems of states, tribes, communities, and organizations working with at-risk and delinquent girls and their families;
- developing and disseminating information, using different means, to advance understanding of the causes and correlates of girls' delinquency; provide guidance on how programs can improve their response to the needs of girls and their families; and improve policies and practices that may contribute to bringing girls further into the system;
- identifying information, resources, current practices, policies, laws, and regulations that inadequately support the needs of at-risk and delinquent girls and preparing recommendations that address these gaps; and
- facilitating communication and collaboration with other federal, state, tribal, and national and community-based organizations that serve or are concerned about girls.

The activities outlined above should incorporate information acquired from research on the needs of girls and their families and from promising and evidence-based programming and practice. They should address the multiple levels of the system (schools, law enforcement, courts, probation, detention, corrections, and aftercare). Activities and materials should be gender-sensitive and culturally relevant.

Deliverables in the initial year of this 3-year project will include:

- establishment of an OJJDP National Girls Institute Web site
- assessment of the current training, technical assistance, and informational needs of state, tribal, and local entities that serve at-risk and delinquent girls and their families
- development of standards of practice for those who work with girls in custody (e.g., juvenile detention and correctional facilities)
- providing content updates for OJJDP's Web-based resource, which provides the results of a gender review of risk assessment instruments and treatment-focused instruments for justice-involved youth (<https://www.nttac.org/GirlsStudyGroup/instruments1.cfm>).

At the end of the first year, the grantee should plan to submit a comprehensive report that summarizes the anticipated activities and deliverables for the project's second and third years. These activities and deliverables should be based on the field's identified needs and gaps. In the project's third year, the grantee should plan to conduct a National Girls Symposium in collaboration with OJJDP.

OJJDP will make one award through this solicitation of as much as \$500,000 per year for a 3-year period. Based on performance and the availability of funds, awards will be made for years two and three of up to \$500K for each year. Applicants should submit a 3-year budget although funding will just be awarded for year- one. The total amount over the 3-year period will be \$1.5 million.

<http://ojjdp.ncjrs.gov/grants/solicitations/FY2010/NatlGirlsInst.pdf>

Deadline: June 30

National Training and Technical Assistance Center for Youth in Custody

Youth who enter the justice system require age-appropriate and safe interventions. Youth who are detained in or committed to juvenile justice facilities represent a unique segment of juveniles who must be targeted for intensive rehabilitation and treated in accordance with constitutional principles of safe and humane conditions of confinement.

Juvenile detention and confinement facilities have numerous priorities, key among them are safety, security, and rehabilitation of youth.

The National Training and Technical Assistance Center for Youth in Custody will serve as a resource for juvenile detention and confinement facilities, youth in custody, and communities working to rehabilitate juvenile offenders. Among other activities, the Center will promulgate data-driven approaches for facilities to identify, monitor, and improve conditions and treatment services provided to youth in custody, using national standards and outcome measures. The Center will document, disseminate, and train on best practices for youth in a range of custody settings. **Goals, Objectives, and Deliverables** The grantee will perform tasks in the area of detention and commitment of juveniles. This includes, but is not limited to:

- serving as the national resource center and information clearinghouse for youth in custody
- establishing a panel of experts and practitioners in the field of juvenile corrections and holding quarterly meetings to share information
- informing the OJJDP Administrator of the latest trends, practices, and programming in juvenile corrections on at least an annual basis
- providing training and technical assistance to individuals and justice agencies in the full range of juvenile detention and correction settings, which will include a national conference on youth in custody and/or a series of Webinar events.

<http://ojjdp.ncjrs.gov/grants/solicitations/FY2010/NTTACYC.pdf>

Deadline: June 29

Field Initiated Research and Evaluation Program

Many studies have examined the best ways to prevent delinquency, but fewer have investigated how the system responds to delinquent acts once they occur. Punitive sanctions, such as transferring juvenile offenders to adult court, further complicate the issue. Additionally, the fact that minority youth come into contact with and enter the juvenile justice system at greater

rates than white youth and, research indicates, they receive more punitive sentences than their white counterparts under-scores the importance of this issue.

OJJDP seeks to fund research that examines this complicated issue and attempts to determine the appropriate system response to delinquent acts. Applicants must clearly indicate a central research question and should present a thorough and reasonable research methodology. The application should also fully consider and incorporate how the research will suggest ways in which the juvenile justice system can be improved. OJJDP will consider a wide range of research questions for funding, which may include the following, among others:

- Does a system of graduated sanctions and use of risk assessment mechanisms help juvenile justice personnel determine appropriate sanctions for delinquent behavior?
- Is arrest for juveniles criminogenic?
- What are viable alternatives to arrest for low-level, nonviolent juvenile offenses, and what is their impact on recidivism and outcomes for youth?
- Do punitive sentences serve as a general or specific deterrent?
- What is the balance between public safety and punitive sentences that lead to greater rates of recidivism?

The FIRE Program's purpose is to support research and evaluation of programs and initiatives that focus on the juvenile justice system response to delinquency and system improvement. One of OJJDP's primary responsibilities is to provide guidance on how the juvenile justice system operates. To that end, OJJDP supports research, initiatives, and strategies to enhance the system. This solicitation is designed to advance understanding of how the juvenile justice system responds to delinquency.

The program's goal is to generate research that has practical application for juvenile justice system improvement and, in particular, how the system responds to delinquent acts. Its objectives include the following:

- identifying a gap or need for research on how to improve the juvenile justice system;
- presenting the status and knowledge base of the current literature on relevant research and the capacity to answer the research question proposed;
- investigating the question via a feasible and reasonable research design and methodology; and
- presenting how the findings from the proposed study informs the field and provides policy suggestions on how to improve the juvenile justice system.

Expected deliverables include:

- detailed progress reports every 6 months that describe the status of the research/evaluation, methodological and implementation issues, progress toward project goals, and other matters relevant to the study's completion;
- several reports on the study's findings and results, at least one of which will document the theoretical and implementation issues and implications of the research question and study and be suitable for publication in a refereed journal, and another shorter version suitable for publication as an OJJDP bulletin; and
- a final detailed summary of the entire project from start to finish.

The publication and dissemination of all such products will be at the discretion of OJJDP.

<http://ojjdp.ncjrs.gov/grants/solicitations/FY2010/FIRE.pdf>

Deadline: June 29, 2010.

Presidential Awards Science, Mathematics and Engineering Mentoring

The PAESMEM Program seeks to identify outstanding mentoring efforts that enhance the participation of groups (women, minorities, and persons with disabilities) that are underrepresented in science, technology, engineering, and mathematics. The awardees serve as leaders in the national effort to develop fully the Nation's human resources in science, technology, engineering, and mathematics.

Approximately 16 awards will be made in each nomination round. These will be distributed over the individuals and organizations as is appropriate in a given round. The PI is the nominee and only one nomination per individual or program will be considered. An individual may wish to make a self nomination. This is allowable; no Co-PI is necessary. There is no limit on the number of submissions by an organization. Multiple programs or individuals from one institution may be nominated in a year; however a program or individual can be nominated only one time.

http://www.nsf.gov/pubs/2010/nsf10520/nsf10520.htm?WT.mc_id=USNSF_25

Deadlines: October 6, 2010 (for 2011 nominations);

(This program first appeared in the ORSP January Newsletter.)

Basic, Applied, and Advanced Research White Papers

The Naval Surface Warfare Center solicits scientific and engineering research "white papers" to identify capabilities of University and Non-Profit Institutions to conduct basic research, applied research, and advanced research projects in a wide variety of scientific and engineering disciplines. **NSWC is seeking submission of capability statements only.** Research projects are expected to require a high level of technical expertise, primarily involving PhD level personnel; personnel requirements include, but are not limited to, the following categories: distinguished postdoctoral, senior postdoctoral, postdoctoral, professors, and graduate students.

NSWC anticipates making multiple awards of grants, cooperative agreements, other transactions, or contracts. When appropriate, research grants will be the preferred award method.

https://www.fbo.gov/index?s=opportunity&mode=form&id=19bed3b41180fea87997eb9fcfc8a1b3&tab=core&_cview=0&cck=1&au=&ck=

Deadline: September 30, 2010

(This program first appeared in the ORSP January Newsletter.)

Measurement, Science and Engineering Research Grants

The National Institute of Standards and Technology announces that the following programs are soliciting applications for financial assistance for FY 2010:

- Electronics and Electrical Engineering Laboratory Grants Program;
- Manufacturing Engineering Laboratory Grants Program;
- Chemical Science and Technology Laboratory Grants Program;
- Physics Laboratory Grants Program;
- Materials Science and Engineering Laboratory Grants Program;
- Building Research Grants and Cooperative Agreements Program;
- Fire Research Grants Program;
- Information Technology Laboratory Grants Program;
- NIST Center for Neutron Research Grants Program;
- Center for Nanoscale Science and Technology Grants Program;
- Technology Services Grants Program.

<http://edocket.access.gpo.gov/2009/pdf/E9-29825.pdf>

Deadlines vary by programs. Submission is via grants.gov.

(This program first appeared in the ORSP January Newsletter.)

The Structure And Organization Of Cells and Cellular Processes

The Cellular Systems Cluster, one of three thematic areas within the [*Division of Molecular and Cellular Biosciences*](#), supports research into the structure and organization of cells and the dynamics of cellular processes. The Cellular Systems cluster is interested not only in traditional areas of cell biology, but also in the development of quantitative, theory-driven approaches to cell biology that integrate experimental studies at the molecular genetic, biochemical, biophysical, transcriptomic and proteomic levels. Network theory (e.g., as applied to signal transduction) and molecular dynamic modeling (e.g., as applied to the structure/function relationships of cellular structures) are also of particular interest. While proposals using approaches and model systems traditional in the field of cell biology are welcome, studies focused on novel, unique approaches and on non-traditional model organisms are encouraged.

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12772

Deadline: **July 12, 2010**

(This program first appeared in the ORSP January Newsletter.)

STEM Talent Expansion Program

The Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP) seeks to increase the number of students receiving associate or baccalaureate degrees in established or emerging fields within science, technology, engineering, and mathematics. Type 1 proposals provide for full implementation efforts at academic institutions. Type 2 proposals support educational research projects on associate or baccalaureate degree attainment in STEM.

Program activities under the STEP Type 1 competition should be efforts aimed at adapting and implementing best practices that will lead to an increase in the number of students (US citizens or permanent residents) obtaining STEM degrees at institutions with baccalaureate degree programs; or completing associate degrees in STEM fields or completing credits toward transfer to a baccalaureate degree program in STEM fields at community colleges. The goal of the project must be to increase the total graduation numbers of such students at the institution(s), and all STEP proposals must include specific numerical targets for these increases. If a project focuses efforts on only a subset of STEM fields, increases in those fields must not be at the expense of degrees in other STEM fields. Projects may focus on the retention and/or recruitment of undergraduate students into STEM fields. Outreach efforts are appropriate only if the efforts can be expected to result in additional STEM majors and graduates at the submitting institution(s) within the grant period.

For projects that are considering outreach to high school students, such activities are only appropriate if they will recruit students to the proposing institution(s) and if the high school students will be entering and progressing through undergraduate STEM majors within the five-year period of the proposed project. In most cases, this requires that outreach and recruitment efforts be limited to juniors and seniors in high schools that have a history of sending their graduates to the proposing institution(s).

<http://www.nsf.gov/pubs/2008/nsf08569/nsf08569.htm>

Deadline: **September 28, 2010**

(This program first appeared in the ORSP March Newsletter.)

Math and Science Partnership

The MSP program is a major research and development effort that supports innovative partnerships to improve K-12 student achievement in mathematics and science. MSP projects are expected to raise the achievement levels of all students and significantly reduce achievement

gaps in the mathematics and science performance of diverse student populations. In order to improve the mathematics and science achievement of the Nation's students, MSP projects contribute to what is known in mathematics and science education and serve as models that have a sufficiently strong evidence/research base to improve the mathematics and science education outcomes for all students.

Through this solicitation, NSF seeks to support five types of awards:

1. **Targeted Partnerships** focus on studying and solving teaching and learning issues within a specific grade range or at a critical juncture in education, and/or within a specific disciplinary focus in mathematics or the sciences;
2. **Institute Partnerships - Teacher Institutes for the 21st Century** focus on meeting national needs for teacher leaders/master teachers who have deep knowledge of disciplinary content for teaching and are fully prepared to be school- or district-based intellectual leaders in mathematics or the sciences;
3. **MSP-Start Partnerships** are for awardees new to the MSP program, especially from minority-serving institutions, community colleges and primarily undergraduate institutions, to support the necessary data analysis, project design, evaluation and team building activities needed to develop a full MSP Targeted or Institute Partnership;
4. **Phase II Partnerships** are for prior NSF MSP Partnership awardees to continue implementation on specific innovative areas of their work where evidence of the potential for significant positive impact is clearly documented. The intent is that there will be focused efforts to carry out the necessary research to advance knowledge and understanding in the specific area(s); and
5. **Research, Evaluation and Technical Assistance (RETA) projects** (a) study the relationships among MSP activities and student learning using theoretically informed, methodologically rigorous methods; (b) develop and validate instruments of teacher or student knowledge that MSPs and others can use to assess the impact of their work, or (c) provide technical assistance to MSP projects to help them rigorously evaluate their work.

As a Lead partner, FGCU may submit only one proposal per Partnership category - Targeted Institute, MSP-Start or Phase II. We may be a non-Lead partner on more than one proposal. There are no limits on the number of RETA proposals submitted by an Institution or a Principal Investigator. Please send an abstract to Donna Stremke (x7029 or dstremke@fgcu.edu) by **June 30, 2010**. If multiple abstracts are received, you will be invited to present a project synopsis to the G&R Team during the second week of July.

http://www.nsf.gov/pubs/2010/nsf10556/nsf10556.htm?WT.mc_id=USNSF_25&WT.mc_e v=click

Deadline(s): July 08, 2010 (Institute Partnerships, MSP-Start Partnerships, Phase II Partnerships, RETA Projects)
October 14, 2010 (Targeted Partnerships)

Transforming Undergraduate Education in STEM

The NSF Transforming Undergraduate Education in Science, Technology, Engineering, and Mathematics (TUES) program seeks to improve the quality of science, technology, engin-

earing, and mathematics education for all undergraduate students. This solicitation especially encourages projects that have the potential to transform undergraduate STEM education, for example, by bringing about widespread adoption of classroom practices that embody understanding of how students learn most effectively. Thus transferability and dissemination are critical aspects for projects developing instructional materials and methods and should be considered throughout the project's lifetime. More advanced projects should involve efforts to facilitate adaptation at other sites.

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.

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5741&org=NSF

Deadline: *January 14, 2011 (Type 2 and 3 proposals, Central Resource Project proposals)*

Deadline: *May 26, 2011 (Type 1 proposals).*

Environmental Engineering

In broadest terms, the field of **Environmental Engineering** is concerned with understanding the impacts of human activities on the public health, natural environmental quality, and natural resources and with developing the scientific basis for identifying, analyzing, solving, mitigating, or managing environmental problems caused by human activities.

The **Environmental Engineering** program supports fundamental research and educational activities across the broad field it serves. The goal of this program is to encourage transformative research which applies scientific principles to minimize solid, liquid, and gaseous discharges into land, inland and coastal waters, and air that result from human activity, and to evaluate adverse impacts of these discharges on human health and environmental quality. The program fosters cutting-edge scientific research based on fundamental science for identifying, evaluating, and developing new methods and technologies for assessing the waste assimilative capacity of the natural environment and for removing or reducing conventional and emerging contaminants from polluted air, water and soils. The program is based on four types of engineering tools - - measurement, analysis, synthesis, and design.

Major areas of interest and activity in the program include:

- Developing innovative biological, chemical, and physical treatment processes to remove and degrade pollutants from water and air
- Measuring, modeling, and predicting the movement and fate of pollutants in the environment
- Developing and evaluating techniques to clean up polluted sites by preserving and enhancing the self-purification ability or waste assimilative capacity of natural environmental systems, such as landfills and contaminated aquifers; restoring the quality of polluted water, air, and land resources, and rehabilitating degraded ecosystems.

Along with its sibling environmental programs (Energy for Sustainability, Environmental Implications of Emerging Technologies, and Environmental Sustainability), the program fosters

environmental sustainability through pollution control and resource management/conservation, and development of techniques to minimize or avoid generating pollution. Research may be directed toward improving the cost-effectiveness of pollution avoidance, as well as developing new principles for pollution avoidance technologies. Research for new and improved sensors of environmental conditions and innovative waste reduction and recycling processes also are important components of this program.

Proposals should address the **novelty** of the concept being proposed, compared to previous work in the field. Also, it is important to address why the novelty might be important in terms of engineering science, as well as to also project the potential impact on society and /or industry of success in the research.

The duration of unsolicited awards is generally one to three years. The average annual award size for the program is \$100,000. Small equipment proposals of less than \$100,000 will also be considered and may be submitted during these windows.

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.

Please refer to the Proposal and Award Policies and Procedures Guide (PAPPG), January 2010, (NSF 10-1) when you prepare your proposal. The PAPPG is available for download at:

http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf101

Deadline: August 15, 2010 - September 23, 2010

July, annually (Engineering CAREER proposals) <http://www.nsf.gov/pubs/2008/nsf08051/nsf08051.jsp>.

Research to Aid Persons with Disabilities

The Research to Aid Persons with Disabilities (RAPD) program supports research that will lead to the development of new technologies, devices, or software for persons with disabilities. Research may be supported that is directed to the characterization, restoration, and/or substitution of human functional ability or cognition, or to the interaction of persons with disabilities and their environment. Areas of particular recent interest are disability-related research in neuroscience/neuroengineering and rehabilitation robotics. Emphasis is placed on significant advancement of fundamental engineering and scientific knowledge and not on incremental improvements. Proposals should advance discovery or innovation beyond the frontiers of current knowledge in disability-related research. Applicants are encouraged to contact the Program Director prior to submitting a proposal.

Undergraduate Engineering Design Projects are also supported, especially those that provide prototype "custom-designed" devices or software for persons with disabilities. The education of undergraduate engineering students is enhanced through Undergraduate Engineering Design Projects' awards supported by the RAPD program. Characteristics of undergraduate engineering design projects to aid persons with disabilities include:

- The primary goal of this activity is to provide a meaningful design experience for the engineering student that will directly aid a specific individual with a disability. Undergraduate student engineers or engineering technology students develop prototype "custom-designed" devices and software in this regard.
- The PI and the students work with institutions providing care or education for individuals with disabilities.

- The proposal must include a short description of ten possible design projects. These projects should be suitable for an undergraduate student, or a small team of students, to complete in about one year. The proposal should include a letter of support from an appropriate administrator of an institution providing care or education to individuals with disabilities. The letter should certify that the institution and the university will work cooperatively on the design projects.
- The PI provides an annual report that includes a description of the successfully completed design projects during the previous academic year. Each PI is expected to implement a high percentage of projects each year. It is also expected that the projects will contain appropriate levels of quantitative engineering analysis.

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=501021&org=NSF&sel_org=NSF&from=fund

Deadlines: August 15, 2010 - September 23, 2010

Chemical Catalysis

The Chemical Catalysis Program supports fundamental experimental and theoretical research directed towards the synthesis and characterization of catalysts and pre-catalysts. This Program accepts proposals on catalytic approaches which facilitate, direct, and accelerate efficient chemical transformations and include, but are not limited to: the design and synthesis of organic, inorganic and hybrid catalytic and pre-catalytic species on the molecular, supramolecular, and nanometer scales; kinetic, mechanistic, and dynamic studies of homogeneous, heterogeneous, biomimetic and biologically-inspired catalytic reactions; characterization of chemical and biochemical catalytic reactions occurring at solid surfaces and/or interfaces; polymerization catalysis; single site catalysis; electrocatalysis (such as water splitting), photocatalysis (such as solar energy conversion); catalytic conversions of fossil fuel feedstocks, biomass conversions, CO₂ activation and other energy-related, catalytic processes; combinatorial catalysis approaches; environmentally-friendly catalytic processes; and applications of modeling, theory, and simulation to catalytic reactions.

The Chemical Catalysis Program does not support scale-up, processing, transport dynamics, long-term stability studies, and other engineering aspects of catalysis.

Biological catalysis using cellular systems (systems that are not biological model or biological mimics) should be directed to other programs--Chemistry of Living Systems Program or the Division of Molecular and Cellular Biosciences or the National Institutes of Health.

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503418&org=NSF&sel_org=NSF&from=fund

Deadlines: July 1, 2010 - August 2, 2010
November 1, 2010 - November 30, 2010

Geography and Spatial Sciences

The goals of the NSF Geography and Spatial Sciences (GSS) Program are:

- To promote scientific research in geography and the spatial sciences that advances theory and basic understanding and that addresses the challenges facing society
- To promote the integration of geographers and spatial scientists in interdisciplinary research
- To promote education and training of geographers and spatial scientists in order to enhance the capabilities of current and future generations of researchers
- To promote the development and use of scientific methods and tools for geographic research

The GSS Program sponsors research on the geographic distributions and interactions of human, physical, and biotic systems on the Earth's surface. Investigations are encouraged into the nature, causes, and consequences of human activity and natural environmental processes across a range of scales. Projects on a variety of topics (both domestic and international) qualify for support if they offer promise of contributing to scholarship by enhancing geographical knowledge, concepts, theories, methods, and their application to societal problems and concerns. GSS encourages projects that explicitly integrate undergraduate and graduate education into the overall research agenda.

Proposals submitted for consideration by the GSS Program at NSF tend to be most competitive if the research is grounded in relevant geographical theory, if it focuses on one or a few core questions grounded in the theoretical framework that has been established, if it articulates how scientifically sound methods will be used to explore the validity of answers to the core questions, and if the results are likely to contribute not only specific answers to those specific questions but also to the enhancement of broader geographic and/or spatial scientific theory. The project can draw on and contribute to theory in other fields, too, but to obtain at least some funding from GSS, efforts should be made to enhance fundamental geographic theory, and the investigators should plan to disseminate their results through presentations and publications for geographers and spatial scientists as well as other relevant communities.

GSS frequently engages in joint review of regular research proposals with other NSF programs. Such joint review entails multiple programs coordinating the review of a single project proposal submitted to NSF. Efforts are made to enable such joint review to provide "double opportunity" rather than "double jeopardy" for applicants, because a single program can provide support for proposed work it finds meritorious even if other programs are not as enthusiastic about the proposed work. Investigators who believe that their work might be appropriate for joint review are encouraged to contact program officers for all programs they think might have interest in their work well in advance of proposal-submission target dates or deadlines in order to assess whether joint review may be a viable option and to write their proposal accordingly.

Regular proposals submitted to the GSS Program should be fully compliant with specifications in the [*Grant Proposal Guide \(GPG\)*](#).

http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5410&org=NSF

Deadlines: August 15, 2010, January 15, 2011

Improvements to Biological Research Collections

This program provides funds for improvements to network, secure, and organize established natural history collections for sustained, accurate, and efficient accessibility of the collection to the biological research community. It encourages collaborative proposals to network collections on regional and continental scales, especially collaborations that bring large and small collections together into networks. The BRC program also provides for enhancements to existing collections to improve collections, computerize specimen-related data, develop better methods of specimen curation and collection management through activities such as symposia and workshops. Biological collections supported include those housing natural history specimens and jointly curated collections such as preserved tissues and other physical samples, e.g. DNA libraries and digital images. Such collections provide the materials necessary for research across broad areas of biological sciences.

FGCU is allowed to submit only one application. Please send an abstract to Donna Stremke (x7029 or dstremke@fgcu.edu) by **June 30, 2010**. If multiple abstracts are received, you will be invited to present a project synopsis to the G&R Team during the second week of July.

<http://apps.research.ufl.edu/research/fyi/article.cfm?id=21116>

Deadline: July 23, 2010 due to the NSF