



Office of Research and Sponsored Programs

Newsletter, November 2009

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ANNOUNCEMENTS

GRANT WRITING WORKSHOP IN FORT MYERS, FL - DECEMBER 10-11, 2009

The Southwest Florida Enterprise Center/City of Fort Myers and Grant Writing USA will present a two-day grant writing workshop in Fort Myers, December 10-11, 2009. Beginning and experienced grant writers from city, county and state agencies as well as nonprofits, K-12, colleges and universities are encouraged to attend.

Purchase orders, checks and cards are welcome. Multi-enrollment discounts are available. Tuition payment is not required at the time of enrollment. Tuition is \$425 and includes all materials: workbook and accompanying 420MB resource CD that's packed full of tools and more than 200 sample grant proposals. Seating is limited, online reservations are necessary. For more information please visit: <http://grantwritingusa.com/events/write/fmfl1209.html>

Contact:

Cathy Rittenhouse
Grant Writing USA
800.814.8191

cathy@grantwritingusa.com

Thomas Scott
City of Fort Myers
239.321.7086

tscott@cityftmyers.com

Remember, the ORSP Faculty Travel Award is available to assist with the expenses of this workshop. Application instructions are found at [Travel Award Program](#).

NSF'S NEW GRANT GUIDELINES FOR 2010

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

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.



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 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 at: <http://www.fgcu.edu/orsp/internalPrograms.html>

DO YOU NEED 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.

CONGRATULATIONS

AWARDS DURING THE LAST MONTH

College of Arts and Sciences			
BARRETO, Jose	Department of Defense	Detoxification and Detection of Natural Toxins to Defend Against a Potential Bio-weapon Attack	\$459,903.00
COX, John	Florida Department of Education	Commissioner's Task Force on Holocaust Education	\$ 20,000.00
KELLY, Sean	SW Florida Community Foundation	FGCU Honors Program Humane Animal Research Group	\$23,548.00
PARSONS, Michael Fugate, D.; Loh, A. Rumbold, D.; Savarese, M.; Tolley, S.G.; Voley, A.	U.S. Department of Education	The Impacts of Variable Freshwater Inflow On Estuarine Process In Southwest Florida	\$333,000.00
SAVARESE, Michael	South Florida Water Management District	Restoration Coordination Efforts in Big Cypress Basin	\$81,000.00
TOLLEY, S. Gregory Parsons, M., Fugate, D.	South Florida Water Management District	The responses of Turbidity, in Seasonal Freshwater Inflow to the Caloosahatchee Estuary (2009 - 2010)	\$100,000.00
VOLETY, Aswani Rumbold, Darren	Florida Sea Grant	Elise B. Newell Seminar Series 2010	\$ 929.00
VOLETY, Aswani, Tolley, S. G.; Toll, R.; Rumbold, D.	National Science Foundation	Planning for the Field Station	\$24,070.00
WILKINSON, Neil	Lee County Mosquito Control District	Mosquito Control Education Program 2006-2009	\$104,790.00
College of Business			
REGELSKI, Dan	SW Florida Workforce Development Board, Inc.	ARRA WIA Rural Business Entrepreneurship Program	\$31,500.00
REGELSKI, Dan	University of West Florida	PTAC 2009-2010	\$50,006.00
RODRIGUEZ, Walter	SW Florida Workforce Development Board, Inc.	Workforce Training Program / Dislocated Workers 2009 - 2011	\$ 64,998.00
RODRIGUEZ, Walter	SW Florida Workforce Development Board, Inc.	Workforce Training Program 2009 - 2011	\$ 52,000.00
College of Education			
GREENE, Marci	Naples Children & Education Foundation	Early Learning Literacy Model Project 2007	\$118,400.00
GREENE, Marci Isaacs, Maddy	Florida Department of Education	Teacher Recruitment IDEA B 2009-2010	\$135,874.00
GREENE, Marci Isaacs, Maddy	Florida Department of Education	Teacher Recruitment 2009-2010	\$845,876.00
HIBBARD, Susan	Boys & Girls Club of Collier County	Boys & Girls Club Program 2009-2010	\$4,000.00
HIBBARD, Susan	SW Florida Workforce Development Board, Inc.	Evaluation for Miracle Plus 3 Project	\$1,500.00
HIBBARD, Susan	SW Florida Workforce Development Board, Inc.	Evaluation for Miracle Plus 2 Project	\$2,000.00
HIBBARD, Susan	SW Florida Workforce Development Board, Inc.	Evaluation for Miracle Plus 1 Project	\$2,000.00
SULLIVAN, Peg	Florida Department of Education	PDP Idea Part D 2009-2010	\$68,250.00
SULLIVAN, Peg	Florida Department of Education	PDP Idea Part B 2009-2010	\$56,700.00
College of Health Professions			
RODGERS, Marianne	FGCU Foundation	Edith Potter Deats Professorship	\$ 3,300.00
RODGERS, Marianne	FGCU Foundation	Southwest Florida Endowed Nursing Chair	\$18,125.75
College of Professional Studies			
MESLOH, Charlie	National Institute of Justice	Weapons And Equipment Research Institute	\$149,741.00
WFCU Public Media			
JOHNSON, Rick	Corporation for Public Broadcasting	FY 10 CPB FM CSG	\$177,377.00
JOHNSON, Rick	Corporation for Public Broadcasting	FY 10 CPB Interconnect	\$16,560.00
JOHNSON, Rick	Corporation for Public Broadcasting	FY 10 CPB TV CSG	\$830,282.00
JOHNSON, Rick Linstrom, Barbara	Florida Humanities Council	Florida: Heaven on Earth?	\$20,000.00
Library Services			
VERBESEY, J. Robert	SW Florida Library Network	Library Cooperative Grant 2009/2010	\$200,000.00

SUBMISSIONS DURING THE LAST MONTH

College of Arts and Sciences			
ALLMAN, Phillip	National Science Foundation	Modeling Social, Economic, and Ecological Sustainability	\$99,564.00
BARR, Kelli L.	National Institutional of Health	Treatment of Dengue Virus	\$ 249,487.00
BEATTY, Thomas Goebel, Anna M. Kern Daniel	National Science Foundation	Models for Estimating AFLP Data	\$238,290.00
GABLE, Frank	NOAA	Comparative Analysis of Marine Ecosystem Organization	\$148,237.00
PIRES, Ricky	South Florida Water Management District	Wings of Hope 2010 BCB	\$20,000.00
PIRES, Ricky	South Florida Water Management District	Wings of Hope 2010 LWC	\$20,000.00
TOLLEY, S. Gregory Parsons, Michael L.	Florida Sea Grant	Elise B. Newell Seminar Series 2010	\$ 1,096.00
VOLETY, Aswani Parsons, Michael	NOAA	Impacts Of the Red-Tide Organism on Mollusks	\$224,421.00
WILSON, Jo Ann	Naples Children Education Fund	GEMS	\$9,600.00
College of Education			
GISCHEL, Carolynne K Hibbard, Susan Triscari, Robert	Institute of Education Sciences	Behavior Analysis Teacher Training	\$499,780.05
GREENE, Marci Nowak, Leigh Anna	Department of Education	Center For Autism and Related Disabilities	\$ 24,000.00
KOHLER, Susan Sullivan, Peg	The Braitmayer Foundation	Expeditionary Learning Project	\$10,000.00
TRISCARI, Robert	U.S. Department of Education	Evaluation of RTI	\$3,685,482.89
College of Health Professions			
GELPI, Tina Anstadt, Scott Smith, Howard	U.S. Department of Justice	Second Chance	\$298,621.64
College of Professional Studies			
BUSSON, Terry	Department of Labor	Pathways to Economic and Energy Sustainability	\$2,856,907.00
PAVELKA, Sandra	SW Florida Community Foundation	Supervised Visitation and Safe Exchange Program	\$38,442.00
Whitaker Center			
DEMERS, Nora	Charlotte Harbor National Estuary Program	Stable Nitrogen Isotopes in Charlotte Harbor	3,000.00
MUJTABA, Mustafa	National Institute of Health	Characterization of A Novel Local Anesthetic	\$284,723.00
SHENG, Yinghong	Georgia Institute of Technology	Center for Chemical Evolution	\$593,844.00

FUNDING OPPORTUNITIES BUSINESS

ASSETS FOR INDEPENDENCE

The purpose of the DHHS Administration for children and Families' AFI program is to provide financial awards and other supports to entities that administer AFI projects. These projects provide low-income individuals and families with access to special matched savings accounts called IDAs and other asset-building tools such as financial literacy education and coaching and training on money management and consumer issues.



The OCS objective in administering the AFI program is to demonstrate the effectiveness of projects that use IDAs and related asset-building strategies to enable low-income families and individuals to become economically self-sufficient.

The program-wide expected outcomes are:

- 1) Increase in the amount of IDA savings participants use for an asset purchase;
- 2) Increase in the number of participants who withdraw funds from their IDA for an asset purchase; and
- 3) Increase in the ratio of amount of earned income that participants save in their IDA to the cost of project services supported with Federal AFI grant funds.

<http://www.acf.hhs.gov/grants/open/HHS-2008-ACF-OCS-EI-0053.html>

Deadline: January 15, 2010

ENVIRONMENTAL PROGRAMS

EPA RESEARCH OPPORTUNITIES FOR UNDERGRADUATE ENVIRONMENTAL STUDY

The U.S. Environmental Protection Agency (EPA), National Center for Environmental Research (NCER), invites applications for the Greater Research Opportunities (GRO) Fellowships for undergraduate environmentally related study for bachelor's level students.

The GRO Undergraduate Fellowship program is part of the national effort to help ensure that the United States meets its current and projected human resource needs in the environmental science, engineering, and policy fields (Jackson 2002). The goals of the program are to bolster the environmental generation of tomorrow, bridge to diverse communities, and boost excellent research and development that advance the protection of human health and the environment through education. The program focuses its efforts at stimulating and supporting interest in environmentally related research and development at institutions of higher education that receive limited federal funding, including in particular institutions with substantial minority enrollment (Environmental Career Organizations 2001). By enhancing and supporting quality environmental education for undergraduate students, the GRO Undergraduate Fellowship thereby encourages promising students to pursue careers in environmentally related fields and to continue their education beyond the baccalaureate level. This goal is consistent with the mission of EPA, which is to provide leadership in the nation's environmental science, research, education, assessment, restoration, preservation, and pollution prevention efforts. The GRO Fellowship program has benefited both public and private sectors by consistently providing the nation with well-trained environmental specialists to meet society's environmental challenges. GRO supported fellows have provided

new environmental research in the physical, biological, health, and social sciences as well as in engineering.

http://epa.gov/ncer/rfa/2010/2010_gro_undergrad.html

Deadline: December 10, 2009

FATE, TRANSPORT AND BEHAVIOR OF NANOMATERIALS

The U.S. Environmental Protection Agency (EPA), as part of its Science to Achieve Results (STAR) program, the National Science Foundation (NSF), and the National Institute of Food and Agriculture (NIFA) of the U.S. Department of Agriculture (USDA), are seeking applications posing research to provide data that improves the scientific understanding of fate/transport and behavior of engineered nanomaterials.

The sponsors of this request for applications (RFA) are interested in supporting fundamental and applied research related to engineered nanomaterials in the following two areas:

1. Evaluation of potential exposures to engineered nanomaterials including an exploration of environmental and biological fate, transport, and transformation of these materials throughout their lifetimes; and
2. Increasing the scientific understanding of engineered nanoscale additives and ingredients intentionally introduced into food matrices for delivery of important micronutrients and modification of sensory attributes.

Fostering international research collaboration is one aim of this solicitation and is encouraged and will be evaluated as part of the peer review evaluation.

http://www.epa.gov/ncer/rfa/2010/2010_star_nano.html#Eligibility

Deadline: February 2, 2010

INVESTIGATING FOOD ALLERGY FROM GENETICALLY ENGINEERED PLANTS

EPA, as part of its Science to Achieve Results (STAR) program, requests applications for applied research on innovative or improved methods to predict whether or not a pesticide protein is a food allergen. Research to characterize the key factors that influence human immune responses to dietary proteins is needed in order to better assess potential food allergy from genetically engineered plants. Proposals are requested on the role of dose, route of sensitization, and/or the physicochemical properties of ingested proteins and their influence on the development of immune sensitization, oral tolerance, or the elicitation of allergic symptoms. Also of interest is how the food matrix and gastrointestinal environment in which proteins are ingested may affect these immune responses. The overall aim of the research program is to improve safety assessment for genetically engineered plants by enhancing the ability to estimate the potency of unknown proteins relative to known allergenic and non-allergenic proteins. Because there is no single, definitive test for determining the allergenic potential of novel pesticide proteins in the diet, risk assessment associated with the regulation of foods derived from modern biotechnology currently uses a “weight-of-evidence” approach. The research will contribute to improved methods for assessing the potential dietary allergenicity of pesticide proteins in genetically engineered plants.

Biotechnology is now commonly used to develop new pesticide products for agricultural pest control by incorporating genes that code for pesticidal proteins into plants. The genes for pesticidal proteins are often inserted into plants that are then used for human consumption including the majority of soybeans, as well as large proportions of corn, canola, and cotton crops worldwide. These genetically engineered plants express specific pesticide proteins to kill insects that eat the plant parts or confer tolerance to herbicide application. To date, no adverse health effects attributed to genetically engineered foods have been documented in the human population. As part of the pesticide registration process, EPA assesses the potential of novel pesticide proteins to cause dietary allergy.

In 2004, the EPA Office of Research and Development prioritized research on biotechnology, including research on the potential allergenicity of pesticide proteins introduced into the diet by biotechnology. Virtually all known food allergens are proteins and food allergy, an adverse immunologic reaction to food, currently affects 5-7% of children and 1-2% of adults in Europe and North America. Food allergy is believed to have increased in the past decade (see review by Kagen, 2003). The vast majority of allergic reactions to food are caused by only a few dietary items: eggs, peanuts, milk, soy, and wheat in children and shellfish, fish, nuts, and peanuts in adults (Bernstein et al., 2003). The scope of this solicitation is applied research on innovative or improved methods to predict whether or not a pesticide protein is a food allergen.

The EPA currently supports a number of biotechnology research grants resulting from previous solicitations. Information regarding current research can be found on ORD's National Center for Environmental Research (NCER) web site at <http://epa.gov/ncer/biotechandfood/>.

http://www.epa.gov/ncer/rfa/2010/2010_star_biotech.html

Deadline: January 7, 2010

HUMANITIES

AMERICA'S MEDIA MAKERS: PRODUCTION GRANTS

The National Endowment for the Humanities is accepting applications for Grants for America's Media Makers support projects in the humanities that explore stories, ideas, and beliefs that deepen our understanding of our lives and our world. The Division of Public Programs supports the development of humanities content and interactivity that excite, inform, and stir thoughtful reflection upon culture, identity, and history in creative and new ways. Grants for America's Media Makers should encourage dialogue, discussion, and civic engagement, and they should foster learning among people of all ages. To that end, the Division of Public Programs urges applicants to consider more than one format for presenting humanities ideas to the public.



NEH offers two categories of grants for media projects, Development Grants and Production Grants.

Development grants enable media producers to collaborate with scholars to develop humanities content and format and to prepare programs for production. Development grants should culminate in the refinement of a project's humanities ideas, a script, or a design document for (or a prototype of) digital media components or projects, or a prototype for a digital media project

together with a detailed plan for outreach and public engagement in collaboration with partner organizations. See application guidelines for [Development Grants](#).

Production grants support the preparation of a program for distribution. Applicants must submit a script for a radio or television program, or a prototype or storyboard for a digital media project, that demonstrates a solid command of the humanities ideas and scholarship related to a subject. The script for a radio or television program, or prototype or storyboard for a digital media project, must also show how the narrative elements, visual approach, and interactive design combine to present the project's humanities ideas. Applicants must have consulted with appropriate scholars about the project and obtained their commitment as advisers. Finally, applicants must have recruited the media team, including at a minimum the producer, director, writer, and, for a digital media project, the interactive designer. Applications may be submitted for any phase of a project. Applicants are not required to obtain a development grant before applying for a production grant. Applicants may not, however, submit multiple applications for the same project at the same deadline. An applicant must choose whether to apply for development or production of a particular project. If an application for a project is already under review, another application for the same project cannot be accepted.

NEH encourages radio, television, and digital media projects that

- combine radio or television programs with complementary projects using emerging technologies, museum exhibitions, reading and discussion programs, and other formats that expand and enhance programs' humanities content, deepen the audiences' experience of the content, engage audiences in new ways, and expand the distribution of programs;
- advance the role of cultural repositories in online teaching, learning, and research for public audiences, teachers, students, and scholars;
- culminate in products such as DVDs, Web sites, games, virtual environments, streaming video, and podcasts, as well as user-generated content;
- simultaneously produce a broadcast program and interactive companion content in order to extend the educational experience of the program's audience, use resources efficiently, and keep the humanities ideas at the center of the project as the broadcast program and the interactivity are designed;
- engage public audiences interactively in exploring humanities ideas and questions by using new ways to contextualize, interpret, and distribute content;
- result in large-scale, collaborative programs featuring multiple formats; and
- build new programs around previously funded NEH projects, using complementary formats that will add new dimensions to the original project and take advantage of new formats and technologies to reach audiences that were not served by the original project.

Radio projects may feature documentary programs or historical dramatizations and involve single programs, limited series, or segments within an existing, ongoing program vehicle. They may also develop new humanities content to augment existing radio programming or add greater historical background or improved humanities analysis to the subjects of existing programs. They may be intended for regional or national distribution.

Television projects may be documentary programs or historical dramatizations that address significant figures, events, or developments in the humanities and draw their content from humanities scholarship. They must be intended for national distribution.

Digital technology projects may expand the content of a radio or television program. Alternatively, they may be components of a larger, non-broadcast project or be projects in their own right.

NEH also supports **Chairman's Special Award** projects. These projects are more complex and would be of compelling interest to the general public; they have the capacity to examine important humanities ideas in new ways and promise to reach large audiences. These goals can often be accomplished through combining a variety of program formats, forming creative collaborations among diverse institutions, and expanding the scope and reach of the project.

All projects should:

- build on sound humanities scholarship;
- deepen public understanding of significant humanities questions;
- involve humanities scholars in all phases of development and implementation;
- appeal to broad audiences;
- approach a subject analytically and interpretively through an appropriate variety of perspectives; and
- employ appealing and accessible program formats that will actively engage the general public in learning.

To ensure that the ideas are well conceived, projects must use a team of scholars who represent major fields relevant to the subject matter and offer diverse perspectives and approaches. As needed, projects may also include other participants with experience and knowledge appropriate to the project's formats or technical requirements.

http://www.neh.gov/grants/guidelines/AmMediaMakers_production.html

Deadline: January 13, 2010

2011 SMALL MATCHING HISTORIC PRESERVATION GRANTS

Florida Department of State is currently soliciting applications for Small Matching Grant-in-Aid assistance for historic preservation projects. Small Matching grant funds will be available to support both Acquisition & Development and Protection & Education activities.

Acquisition & Development Projects include acquisition, preservation, protection, restoration, rehabilitation and stabilization of historical and archaeological properties; also the investigation of archaeological sites, the taking of photographs, the preparation of measured drawings and such other records as are necessary to record historical and archaeological sites and properties threatened with damage or destruction; and planning for eligible Acquisition & Development activities, such as the preparation of plans and specifications.

Protection & Education Activities include survey and evaluation of historical and archaeological properties; preparation of data for and the actual listing or registering of historical and archaeological properties in the Florida Master Site File or the National Register of Historic Places; preparation of long-range historic preservation and management plans for historical and archaeological properties; development of automated information systems to facilitate the recording of property data or to facilitate the management of information on other subjects pertaining to historic preservation; community education and community relations projects promoting the preservation of historical and archaeological properties in general; research to study the effectiveness and results of historic preservation programs, methods and techniques; research of historical documents for the purpose of documenting and evaluating the significance of historical and archaeological properties; and use of staff or a private consultant hired through appropriate procurement standards to organize a Certified Local Government program or its components.

GENERAL PRIORITIES

Historic Preservation

The goal of the Bureau is to locate, identify and protect the significant historic properties of the state as rapidly as possible to provide a basis for effective preservation planning throughout the state. In accordance with the application evaluation criteria outlined in Chapter 1A-39, Florida Administrative Code ("Division of Historical Resources Grants Programs"), projects within each category shall be compatible with the following priorities:

A. Survey Priorities

1. Surveys to identify, evaluate and document historic properties and archaeological sites associated with Florida's minority heritage.
2. Surveys of broad areas where no previous surveys have been undertaken.
3. Surveys located in areas subject to intensive development pressure.
4. Surveys designed to complete comprehensive coverage of areas in which partial surveys have been made.
5. Surveys that address historic themes not covered or under-represented in previous surveys.

B. Registration (National Register) Priorities

1. Registration of historical resources identified by previous survey activity.
2. Registration of properties of national significance, and not previously listed in the National Register.
3. Registration of properties of statewide or local significance, and not previously listed in the National Register.

C. Planning Priorities

1. Development of historic preservation elements (or historic preservation components of coastal management, future land use or housing elements) of Local Government Comprehensive Plans.
2. Development of plans for informing the public as to the economic and other benefits of preserving historical resources.
3. Development of protection tools, such as local ordinances.
4. Implementation of automated information systems to facilitate the recording of site data or information on other historic preservation subjects.

D. Community Education Priorities

1. Historic preservation education programs for school children.

2. Projects having to do with minority historic preservation.
3. General publications about preservation.
4. Self-guided tours of historic areas.

E. Acquisition and Development Priorities

1. Assistance for stabilization or other appropriate preservation treatments for properties which are in imminent danger of being lost due to physical deterioration or planned development.
2. Assistance in the development of plans for the restoration or rehabilitation of properties, particularly those that will be placed in public use.
3. Assistance in the restoration and rehabilitation of properties for which appropriate preservation planning is complete or well underway, particularly those which will be placed in public use.
4. Assistance for restoration or rehabilitation projects which will yield technical innovations which will have application in other projects.

Applications for all types of eligible projects are earnestly solicited and encouraged and will be judged on their merits according to the criteria in Section 1A-39.008, Florida Administrative Code.

SPECIAL PROJECTS within the Small Matching Grant Program

For the special projects described below, the Grant Review Panel appointed by the Secretary of State may waive matching requirements. The Grant Review Panel reserves the right to decline to recommend funding for any applications in these areas if, in the judgment of the Bureau and the Panel, the proposed goals of these projects would not be met.

1. Survey and Inventory of Rosenwald Schools and Expansion of the previous Multiple Property Submission covering Historic Black Public Schools in Florida, Phase II

Special consideration will be given for applications for the continuation of an inventory of Florida's Rosenwald Schools that was initiated during the FY2007-2008 fiscal year. These schools are a legacy of Sears, Roebuck and Company President Julius Rosenwald. Concerned with the status of African American education in the South, Rosenwald began in 1914 to assist with the construction of primary and secondary schools and underwrite instruction. This project will require research into the locations and conditions of Rosenwald Schools in Florida. The final document will be developed in close consultation with the Division of Historical Resources. Product deliverables will be one electronic copy and two hard copies of the expansions to Florida's Historic Black Public Schools MPS, including completed site file forms with maps and photographs for resources inventoried during this project.

2. Florida Main Street Program

Special consideration will be given for grants to national and statewide organizations whose programs assist local redevelopment of historic downtown business districts to assist in the administration and provision of technical assistance within the Florida Main Street Program, and non-matching \$10,000 "start-up" grants for newly selected Florida Main Street communities.

3. Phase II of the production of the color booklet , *Florida Civil War Heritage Trail*

In addition to a historical overview of Florida during the Civil War, the booklet will include a listing and map of publicly accessible sites organized by region and county; sidebars of special interest; and biographies of significant individuals.

The research, writing and gathering of photographic materials (Phase I) is to be accomplished with grant funds during the 2009-2010 fiscal year. Phase II, to be completed during the 2010-2011 fiscal year, will include graphic design, layout, printing and distribution of the completed book.

MATCH REQUIREMENTS AND PROJECT SUPPORT

The above special projects and applications submitted by local governments and not-for-profit organizations located in communities that are eligible to request a waiver or reduction of matching requirements as per S.288.06561, Florida Statutes, are the only potential non-matching grants anticipated. All other funding will be awarded in the form of 50/50 matching grants. That is, funds will be given to support up to 50% of the cost of an eligible project, with the other 50% to be provided by the grant recipient (grantee) in the form of cash match or allowable in-kind and donated services match with a specified cash value. The required match must include a minimum cash contribution of 25%.

In computing grant match, please note that, while direct administrative costs for conducting grant activities will be considered allowable expenditures, indirect administrative charges or overhead will be considered on a case-by-case basis and may not exceed 10% of the grant award request. It is important that the applicant document support for the project for which funding is requested. Several letters of support, endorsements, resolutions, and other documentation evidencing local, regional or statewide support for the project contribute significantly to the application review.

<http://www.flheritage.com/GRANTS/>

Deadline: December 18, 2009

HISTORICAL AND CULTURAL PLANNING GRANTS

America's Historical and Cultural Organizations grants support projects in the humanities that explore stories, ideas, and beliefs that deepen our understanding of our lives and our world. The Division of Public Programs supports the development of humanities content and interactivity that excite, inform, and stir thoughtful reflection upon culture, identity, and history in creative and new ways. Grants for America's Historical and Cultural Organizations should encourage dialogue, discussion, and civic engagement, and they should foster learning among people of all ages. To that end, the Division of Public Programs urges applicants to consider more than one format for presenting humanities ideas to the public. NEH offers two categories of grants for America's Historical and Cultural Organizations: Planning and Implementation Grants.



Planning grants are available for projects that may need further development before applying for implementation. This planning can include the identification and refinement of the project's main humanities ideas and questions, consultation with scholars in order to strengthen the humanities content, preliminary audience evaluation, preliminary design of the proposed interpretive formats, beta testing of digital formats, development of complementary

programming, research at archives or sites whose resources might be used, or the drafting of interpretive materials.

Implementation grants support the final preparation of a project for presentation to the public. Applicants must submit a full walkthrough for an exhibition, or a prototype or storyboard for a digital project, that demonstrates a solid command of the humanities ideas and scholarship that relate to the subject. Applicants for implementation grants should have already done most of the planning for their projects, including the identification of the key humanities themes, relevant scholarship, and program formats. For exhibitions, implementation grants can support the final stages of design development, but these grants are primarily intended for installation. Applicants are not required to obtain a planning grant before applying for an implementation grant. Applicants may not, however, submit multiple applications for the same project at the same dead-line. If an application for a project is already under review, another application for the same project cannot be accepted.

http://www.neh.gov/grants/guidelines/AHCO_PlanningGuidelines.html#eligibility

Deadline: January 13, 2010

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

HONDA INITIATION GRANT

Honda is interested in proposals that focus in one of the following areas:

- **Automotive, Motorcycle & Power Sport-Related**
 - Isolation systems to reduce < 100 Hz Powertrain input forces to vehicle body
 - Light weight, cost effective methods for vehicle braking
 - Technology to help reduce young driver collision events
 - Technology related to adaptive restraints based on occupant characteristics and crash event severity
 - New chassis concept that breaks the compromise between ride and handling
 - Road vehicle energy harvesting or recovery concepts

- **Green Technology and Advanced Materials**
 - Advanced material and processing for improved performance, safety, and smart functions
 - Highly aesthetic materials for advanced interior and exterior design and feeling
 - Highly aesthetic materials for advanced interior and exterior design and feeling
 - Novel catalyst concept for sustainable energy applications
 - New theoretical and experimental approach of energy-related applications using quantum confinement effect
 - Novel concept of energy conversion & storage in the area of:
 - Solar energy utilization with high cost efficiency
 - Electrochemical cells and components for power generation
 - Electric power storage that replaces existing secondary battery

- **Computer Science/Humanoid Robotics**
 - cognition and machine vision for scene understanding
 - Human-like and commonsense reasoning
 - Developmental learning and knowledge acquisition
 - Speech and hearing
 - Language-based communication for advanced man-machine interactions
 - Dynamics and control of humanoid robots
 - Computational Photography
 - Human Robot Interaction concepts

<http://www.hondagrants.com/callforproposals.aspx>

Pre-proposal Deadline: December 2, 2009

INNOVATIONS IN ENGINEERING EDUCATION, CURRICULUM, AND INFRASTRUCTURE

NSF's funding opportunity for The Innovations in Engineering Education, Curriculum, and Infrastructure (IEECI) program supports research which addresses three aspects of engineering education:

- (1) how students best learn the ideas, principles, and practices to become creative and innovative engineers, and how this learning is measured
- (2) how to more effectively translate successes in engineering education research into widespread practice with consideration of curriculum, student learning, innovation models, and cyber-learning technology, and
- (3) implementation of programs for students supported by the GI Bill.

Engineering education today is facing an unprecedented array of challenges and opportunities. As a national resource that drives economic growth, the quality of engineering education has a direct impact on our ability as a nation to compete in the increasingly competitive global environment of the 21st century. The National Science Board (Moving Forward to Improve Engineering Education, 2007) emphasizes that "engineering education must change in light of changing workforce demographics and needs." The 21st century engineer must be able to deal with a rapid pace of technological change, a highly interconnected world, and complex problems that require multidisciplinary approaches, systems thinking, and effective use of human and natural resources.

The Division of Engineering Education and Centers seeks proposals in the three areas which are described below. Proposals in all areas are required to have the following project features.

Quality, Relevance, and Impact: Projects should address an identified need or opportunity in engineering education, clearly indicate how they will meet this need, and be innovative in their production and use of new materials, processes, and ideas, or in their implementation of tested ones. Projects should be based on an accurate and comprehensive understanding of the disciplinary field and utilize appropriate technology in all learning environments. The relevant research or knowledge base that supports the effectiveness of the proposed efforts should be included. If innovative strategies are proposed, the proposal should include compelling arguments for why these strategies are expected to produce results. At the end of the project, the Principal

Investigator should be able to describe how student learning has changed, and how our knowledge of how students learn has increased.

Expected Measurable Outcomes: Projects should have goals and objectives that have been translated into a set of expected measurable outcomes which can be monitored using quantitative or qualitative approaches or a combination of both. These outcomes should be used to track progress, guide the project, and evaluate its ultimate success.

Project Evaluation: All projects should have an evaluation plan that includes both a strategy for monitoring the project as it evolves to provide feedback to guide these efforts (formative evaluation) and a strategy for evaluating the effectiveness of the project in achieving its goals and for identifying positive and negative findings when the project is completed (summative evaluation). These efforts should be based on the project's specific expected measurable outcomes defined in the proposal and should rely on an appropriate mix of qualitative and quantitative approaches in measuring the outcomes.

Project Reporting: In addition to annual and final reporting requirements, the project results need to be communicated widely to share best practices. Projects should plan to make their results available through the NSF-sponsored National STEM Digital Library. Those receiving awards are required to participate in annual grantee meetings.

Area 1. Innovations in Teaching and Learning

Projects will be supported that contribute to significant breakthroughs in understanding how students learn engineering so that our undergraduate and graduate programs prepare engineers to meet the needs of the changing economy and society. Specifically, we are interested in research that addresses the following:

- **Engineering Epistemologies:** Research on what constitutes engineering thinking and knowledge within current and future social and economic contexts.
- **Engineering Learning Mechanisms:** Research on engineering learners' developing knowledge and competencies in context, with special interest in evolving areas such as service learning, systems level thinking, design, sustainability, and the intersection of biology and engineering.
- **Engineering Learning Systems:** Research on the instructional culture, institutional infrastructure, and epistemology of engineering educators. Of special interest here is research on effective learning systems for personalized learning, one of the NAE Grand Challenges for Engineering (<http://www.engineeringchallenges.org/>).
- **Engineering Diversity and Inclusiveness:** Research on how diverse human talents contribute solutions to the social and global challenges and relevance of the profession.
- **Engineering Entrepreneurship:** Research on innovation and the development of entrepreneurial behavior.
 - Engineering topics from previous IEECI exploratory areas:
 - Educational Opportunities Using Cyberinfrastructure and Virtual or Mixed Reality
 - Integrating Sustainability into Engineering Education

- Future Directions for U.S. Doctoral Programs
- Strategic Supply-Chain Partnerships for Engineering and Technology Programs
- Insights into the Business of Engineering Education

Research teams submitting proposals to the Innovations in Teaching and Learning topic must include at least one tenured engineering faculty with an exemplary teaching record so that the research project will be informed by experienced and successful practitioners. This will also facilitate dialogue between researchers and the practitioners in the classroom and provide an early path for dissemination.

Area 1 projects must also have all the features described at the beginning of this program description section.

Area 2. Translation of Engineering Education Research into our Classrooms

Research results in engineering education often face significant barriers to widespread adoption into practice. While the economic challenge of translating research to innovation is well studied for other fields of engineering and the chasm between has been labeled "the valley of death," for engineering education research there are additional challenges and the "commercialization" process is much more complex. In the United States there are about 22,000 engineering faculty and approximately 600,000 engineering undergraduate and graduate students. These are populations for which research and innovation in engineering education ultimately should be manifested in improved learning and productivity. In a recent editorial in the Journal of Engineering Education on how research fits into engineering education, Karan Watson emphasized that "Research is necessary, but without translation into changes in faculty, courses and curriculum, it will not produce called for changes." The importance of sharing information and building community was stressed by Fincher's statement in an editorial that "We cannot afford at this stage in the growth of the field, to become disassociated with the very people we hope our work will influence and advantage."

Area 2 research projects will be supported which identify significant barriers to the adoption of demonstrated successful research in engineering education and propose ways to remove or overcome these barriers so that the research results can be more effectively translated into practice. Some examples of possible projects are:

- **Transfer of specific research results to broad application with demonstrated improvement in learning:** These projects may take a case study approach to discover the important factors necessary for broad adoption. The impact on different student populations and learning environments should be considered. Identification of characteristics of faculty and their environments which facilitate successful adaptation of new methodologies.
- **Improvements in assessments and communication:** A significant barrier may be lack of faculty awareness of and confidence in engineering education innovations. Projects may focus on assessments based on confirmed learning theory that can be replicated and demonstrate that learning objectives are more effectively met. Projects may also focus on more effective communication among practitioners about successful implementations.
- **Effective use of technology:** Projects may demonstrate improved learning using communication, networking, and computation technology with low barriers to widespread adoption.

- **Business model of engineering education:** Projects may develop new models that show the relationship between improved student learning, resource allocation, and institutional success. How will those faculties who adopt and translate contemporary research into their classroom be more successful?
- **Innovation and "commercialization" model:** Projects may explore the basic impediments to crossing the "valley of death" for engineering education research that will advance understanding of what "commercialization" means for engineering education research.

Area 2 projects must also have all the features described at the beginning of this program description section.

Area 3. Implementation of Programs for Students Supported by the GI Bill.

In August 2009, the new program of educational benefits for veterans of the U.S. armed forces who served on active duty after September 10, 2001 went into effect. The program greatly expands the post-secondary educational benefits to cover tuition, housing, and a stipend for books and supplies. It also creates a tremendous opportunity for the United States to expand its technical workforce while serving veterans. In April 13-14, 2009, the NSF's Division of Engineering Education and Centers sponsored a workshop to generate ideas on how to encourage post-9/11 veterans to use the new benefit toward educational opportunities that lead to careers in engineering. The workshop report, entitled "Veterans' Education for Engineering and Science", describes the new veterans benefit, examines the population it will serve and outlines recommendations. The report can be found at <http://www.nsf.gov/div/index.jsp?div=EEC>.

Area 3 research projects will be supported which help Schools of Engineering get ready to serve veterans. Proposals should include some or all of the features of an exemplary education and career development program for veterans such as:

- Providing year-round, start-to-finish program support for veteran students by providing customized curriculum which appropriately credits their military training and community college coursework.
- Organizational efforts to supplement the 36 months of academic support provided through the new GI bill with internships provided by industry and research activities provided by the university.
- Encouraging innovative ways to support networking of veterans and the services they will need.
- Cultivating external relationships established for the veterans that are intended to directly impact their career opportunities.
- Celebrating the special attributes of veterans that recognize their unique attributes as a community of interest.
- Institutionalizing the organizational model that is put in place to oversee and direct the integrated program being offered.

Proposals must include commitments from potential employers and educational partners such as community colleges. Each must include planning for how to sustain the program after this grant. In addition, Area 3 projects must have all the features described at the beginning of this program description section.

http://www.nsf.gov/pubs/2010/nsf10502/nsf10502.htm?WT.mc_id=USNSF_25

Deadline for Area 1 projects: January 20, 2010

Deadline for Area 2 and Area 3 projects -March 31, 2010

CYBER-ENABLED DISCOVERY AND INNOVATION

Cyber-Enabled Discovery and Innovation (CDI) is NSF's bold five-year initiative to create *revolutionary* science and engineering research outcomes made possible by innovations and advances in computational thinking. Computational thinking is defined comprehensively to encompass computational concepts, methods, models, algorithms, and tools. Applied in challenging science and engineering research and education contexts, computational thinking promises a profound impact on the Nation's ability to generate and apply new knowledge. Collectively, CDI research outcomes are expected to produce paradigm shifts in our understanding of a wide range of science and engineering phenomena and socio-technical innovations that create new wealth and enhance the national quality of life.

CDI seeks ambitious, transformative, multidisciplinary research proposals within or across the following three thematic areas:

- **From Data to Knowledge:** *enhancing human cognition and generating new knowledge from a wealth of heterogeneous digital data;*
- **Understanding Complexity in Natural, Built, and Social Systems:** *deriving fundamental insights on systems comprising multiple interacting elements; and*
- **Virtual Organizations:** *enhancing discovery and innovation by bringing people and resources together across institutional, geographical and cultural boundaries.*

With an emphasis on bold multidisciplinary activities that, through computational thinking, promise radical, paradigm-changing research findings, CDI promotes transformative research within NSF. Accordingly, investigators are encouraged to come together in the development of far-reaching, high-risk science and engineering research and education agendas that capitalize on innovations in, and/or innovative use of, computational thinking. Research and education efforts around the world are beginning to address various aspects of the CDI themes, and CDI projects are expected to build upon productive intellectual partnerships involving investigators from academe, industry and/or other types of organizations, including international entities, that advance CDI objectives within the rapidly evolving global context. Congruent with the three thematic areas, CDI projects will enable transformative discovery to identify patterns and structures in massive datasets; exploit computation as a means of achieving deeper understanding in the natural and social sciences and engineering; abstract, model, simulate and predict complex stochastic or chaotic systems; explore and model nature's interactions, connections, complex relations, and interdependencies, scaling from sub-particles to galactic, from subcellular to biosphere, and from the individual to the societal; train future generations of scientists and engineers to enhance and use cyber resources; and facilitate creative, cyber-enabled boundary-crossing collaborations, including those with industrial and international dimensions, to advance the frontiers of science and engineering and broaden participation in STEM fields.

Two types of CDI awards will be supported as a result of the FY 2010 CDI competition:

- **Type I awards** will require efforts up to a level roughly comparable to: summer support for two investigators with complementary expertise; two graduate students; and their collective research needs (e.g. materials, supplies, travel) for three years.
- **Type II awards** will require larger (than Type I) efforts up to a level roughly comparable to: summer support for three investigators with complementary expertise; three graduate students; one or two senior personnel (including post-doctoral researchers and staff); and their collective research needs (e.g. materials, supplies, travel) for four years. The integrative contributions of the Type II team should clearly be greater than the sum of the contributions of each individual member of the team.

In subsequent years, subject to availability of funds, funding opportunities will be provided for three classes of awards, Types I and II as defined above, and Type III as defined below:

- **Type III awards** will require the engagement of larger (than Type II) multidisciplinary teams, roughly comparable to multiple senior investigators with complementary expertise, multiple graduate students, several senior personnel, and their collective research needs (e.g. materials, supplies, travel) for up to five years. As for Type II awards, the integrative contributions of the Type III team should be clearly greater than the sum of the contributions of each individual member of the team.

http://www.nsf.gov/pubs/2010/nsf10506/nsf10506.htm?WT.mc_id=USNSF_25

Deadline Type I: February 4, 2010

Deadline Type II: February 5, 2010

MULTIDISCIPLINARY UNIVERSITY RESEARCH INITIATIVE

The DoD Multidisciplinary University Research Initiative (MURI) is sponsored by the DoD research offices: the Office of Naval Research (ONR), the Army Research Office (ARO), and the Air Force Office of Scientific Research (AFOSR).

The MURI program supports basic science and/or engineering research at U.S. institutions of higher education (hereafter referred to as "universities") that is of potential interest to DoD. The program is focused on multidisciplinary research efforts that intersect more than one traditional science and engineering discipline to address issues of critical concern to the DoD. As defined by the DoD, "basic research is systematic study directed toward greater knowledge or understanding of the fundamental aspects of phenomena and of observable facts without specific applications towards processes or products in mind. It includes all scientific study and experimentation directed toward increasing fundamental knowledge and understanding in those fields of the physical, engineering, environmental, and life sciences related to long-term national security needs. It is farsighted high payoff research that provides the basis for technological progress." (www.defenselink.mil/comptroller/fmr/02b/02b_05.pdf). The DoD's basic research program invests broadly in many specific fields to ensure that it has early cognizance of new scientific knowledge.

The FY 2010 MURI competition is for the 30 topics listed below. Detailed descriptions of the topics can be found in Section VIII entitled, “Specific MURI Topics”, of this BAA. The detailed descriptions are intended to provide the proposer a frame of reference and are not meant to be restrictive to the possible approaches to achieving the goals of the topic and the program. Innovative ideas addressing these research topics are highly encouraged.

White papers and full proposals addressing the following topics (1) through (10) should be submitted to The Office of Naval Research:

- (1) Optical Metamaterials
- (2) Adaptive Cognitive Maps for Autonomous Systems
- (3) Non-linear Mediums Converting Frequencies of Propagating E/M and Pressure Waves
- (4) Biofuels: Microbial Communities, Biogeochemistry and Surface Interactions
- (5) Design, Synthesis, and Characterization of Electro-Active Polymers for Dielectric Energy Storage
- (6) Reasoning for Image Understanding in Uncertain Environments
- (7) Fundamental Study of High- and Low-K Dielectrics for III-V Electronic Devices
- (8) Provably-Safe Perception-Based Control for Autonomous UAS Operations around Complex, Unstructured Terrain
- (9) Dynamical Systems Theory in 4D Geophysical Fluid Dynamics
- (10) Hyperspectral, Radar and EO/IR Signatures in the Littorals

White papers and Full proposals addressing the following topics (11) through (20) should be submitted to the Air Force Office of Scientific Research (AFOSR):

- (11) Novel Catalytic Mechanisms for the Chemical Reduction of Carbon Dioxide to Energy-Dense Liquids
- (12) Third Order Nonlinear Optical Organics
- (13) Fundamental Processes in High-Temperature Gas-Surface Interactions
- (14) Propagation of Ultrashort Laser Pulses through Transparent Media
- (15) Superconducting Semiconductors
- (16) Human-Machine Adversarial Networks
- (17) Biologically-Engineering of Adherent / Spectroscopically Interrogated Microstructures
- (18) Control of Information Collection and Fusion
- (19) Stable Metrics for Global Inference in Social Networks to Predict Collective Behavior
- (20) Solid State Cooling

White papers and full proposals addressing the following topics (21) through (30) should be submitted to the Army Research Office (ARO):

- (21) Neuronal Behavior in Primary Blast
- (22) Identifying and Extracting the Mathematical Signatures of Prokaryotic Activity in DNA; Developing a Theoretical Foundation for Predicting DNA Stability

- (23) Tomography of Social Networks of Asymmetric Adversaries
- (24) Adaptive Perception and Agile Autonomy in Severe Environments
- (25) Structured Modeling for Low-Density Languages
- (26) Directed Self-Assembly of Reconfigurable Materials
- (27) "Atomtronics": A generalized electronics
- (28) Bio-Electronic Templates for Interfacing to the Nanoscale
- (29) Ion Transport In Complex Heterogeneous Organic Materials
- (30) Defect Reduction in Superlattice Materials

<http://www.onr.navy.mil/02/baa/docs/10-002.pdf>

Deadline: White Papers- December 11, 2009

Deadline: Full Proposals-March 2, 2010