



# Office of Research and Sponsored Programs

## Newsletter

October 2008

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## ANNOUNCEMENTS

### 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. Please coordinate your proposals with this new information in mind. 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, ORSP will send you the instruction manual and the downloaded application forms with the institutional information already entered. Contact Beth Rieger at [brieger@fgcu.edu](mailto:brieger@fgcu.edu).



### ORSP WEBSITE

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

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

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

### FIND FUNDING AT YOUR CONVENIENCE

If you have a GENIUS/SMARTS profile, you can search InfoEd's SPIN Plus from any on-campus computer to find funding. Call Lucia at ext.7020 to send you instructions. You can also search the Grants.gov web site for all federal funding opportunities. See [www.grants.gov](http://www.grants.gov).

### 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 that may lead to new funding from external sources. The travel must be for the purpose of increasing chances of obtaining a grant and must result in a proposal submission through ORSP. The application consists of the following items: a 50-100 word abstract of the proposed project; workshop information or the specific purpose of the trip; and an estimated budget for travel expenses. Guidelines and application are on our web page at:

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

### DO YOU NEED HELP WITH PROPOSAL PREPARATION?

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

### CHANGE TO THE EPA STAR RFA

The Climate Change and Allergic Airway Disease application has been modified and the closing date has been extended to October 22, 2008. The RFA has been amended so that individual proposals do not have to address all of the listed sources of aeroallergens or both asthma and other allergies.

[http://www.epa.gov/ncer/rfa/2008/2008\\_star\\_climate\\_change.html](http://www.epa.gov/ncer/rfa/2008/2008_star_climate_change.html)

### HOW DO YOU APPROACH CORPORATE GRANT MAKERS DURING TOUGH TIMES?

According to a new *Chronicle of Philanthropy* survey, 73% of the country's largest corporations estimate that their donations will remain flat or decrease this year. The survey looked at giving by 85 of the 150 largest American businesses. (*The Chronicle of Philanthropy*, August 21, 2008)

Tips to follow:

- Focus on businesses that are thriving (yes, there are some), not faltering.
- Prepare for better times by maintaining the good relationships you've already established.
- Ask for pro bono help rather than cash.
- Show the results you've produced from previous assistance.
- **Don't use the weak economy as your rationale for requesting support.**
- Have some empathy for the corporate staff--they're going through hard times too.

## NATIONAL SCIENCE FOUNDATION SPECIAL ANNOUNCEMENT

The National Science Foundation has posted to its website a revised version of the NSF Proposal & Award Policies & Procedures Guide (PAPPG, NSF 09-1) that will be effective for proposals received on or after January 5, 2009. A Summary of Significant Changes is posted with the Grant Proposal Guide at: [http://www.nsf.gov/pubs/policydocs/pappguide/nsf09\\_1/gpg\\_index.jsp](http://www.nsf.gov/pubs/policydocs/pappguide/nsf09_1/gpg_index.jsp)

Three of the Significant Changes are outlined below:

1. The Proposal's Project Description has had entirely new guidance added regarding mentoring activities. This was done to address the mentoring requirement of the America COMPETES Act. Each proposal that requests funding to support postdoctoral researchers must include, as a separate section within the 15-page project description, a description of the mentoring activities that will be provided for such individuals. Examples of such activities are provided and the mentoring plan will be evaluated during the merit review process, under the Broader Impacts criterion. Proposals that do not include a separate section on mentoring activities within the Project Description will be returned without review.
2. NSF's Salary Reimbursement Policy has undergone a major revision. **In general, the Foundation will now limit salary compensation for senior project personnel to no more than two months of their regular salary in any one year.** This limit includes salary compensation received from all NSF-funded grants. This change moves away from the concept of summer salary and allows for reimbursement of two months of salary per year whenever appropriate during the year.
3. Definitions of Categories of Personnel has had the (co) Principal Investigator definition clarified to state that NSF does not infer any distinction in scientific stature among multiple PIs, whether referred to as PI or co-PI. All of the senior personnel are equally responsible for the conduct of the project and submission of the requisite project reports.

**CONGRATULATION\$**

**AWARDS DURING SEPTEMBER 2008**

<b>College of Arts and Sciences</b>			
CORCORAN, Peter Blaze	Dutch Learning for Sustainable Development	Young People, Education, and Sustainable Development: Exploring Principles, Perspectives, and Practices	\$28,210.00
PIRES, Ricky	Collier County Audubon Society	Wings of Hope Assistant	\$12,000.00
THOMAS, Serge Fugate, David	St. John River Water Management District	Nutrient Cycling in Lake Jesup, Florida	\$25,501.00
<b>College of Education</b>			
GREENE, Marci	Florida Department of Education	Florida Inclusion Network 2008-2009	\$260,000.00
GREENE, Marci	Florida Department of Education	Florida Migrant Interstate Program 2007-2008	\$49,308.00
GREENE, Marci	Naples Children & Education Foundation	Early Learning Literacy Model Project 2007	\$52,843.25
<b>Student Affairs</b>			
YOVANOVICH, Michele	US Department of Education	Student Support Services 2005-2009	\$248,063.00
YOVANOVICH, Michele Doyle, Catherine	Florida Department of State	College Reach-Out Program 2008-2009	\$194,901.00
<b>Library Sciences</b>			
TAYLOR-FURBEE, Sondra	Southwest Florida Library Network	Library Cooperative Grant 2008/2009	\$240,000.00

**SUBMISSIONS DURING SEPTEMBER 2008**

<b>College of Arts and Sciences</b>			
RUMBOLD, Darren	Charlotte Harbor National Estuary Program	Bioenergetic-based Mercury Mass Balance Model for Gray Snappers as a Tool to Identify Sources of MeHg	\$17,094.00
TOLLEY, S. Gregory Peebles, Ernst B. Denkert, Brooke A.	Charlotte Harbor National Estuary Program	Response of Coastal and Estuarine Zooplankton to Variation in Freshwater Inflow in the Caloosahatchee River and Estuary: A Sample Processing Effort	\$16,170.00
<b>College of Education</b>			
GREENE, Marci	Naples Children Education Foundation	Immokalee Collaborative Project	\$53,000.00
PISCATELLI, Janette	The Barbara Bush Foundation for Family Literacy	Family Literacy Model	\$62,049.00

## FUNDING OPPORTUNITIES

### ARTS & HUMANITIES

#### HUMANITIES ENDURING QUESTIONS: PILOT COURSE GRANTS



The National Endowment for the Humanities Enduring Questions grant program is to encourage faculty and students at the undergraduate level to grapple with the most fundamental concerns of the humanities, and to join together in deep, sustained programs of reading in order to encounter influential thinkers over the centuries and into the present day.

Enduring questions are, to an overarching degree, *pre-disciplinary*. They are questions to which no discipline or field or profession can lay an exclusive claim. Enduring questions can be tackled by reflective individuals regardless of their chosen vocations, areas of expertise, or personal backgrounds. They are questions that have more than one plausible or interesting answer. They have long held interest for young people, and they allow for a special, intense dialogue across generations. The Enduring Questions grant program will help promote such dialogue in today's undergraduate environment.

What are these enduring questions? The following list is neither prescriptive nor exhaustive but serves to illustrate.

- What is the good life?
- What is justice? Mercy?
- What is freedom? Happiness?
- What is friendship?
- What is dignity?
- Is there a human nature, and, if so, what is it?
- What are the limits of scientific understanding?
- What is the relationship between humans and the natural world?
- Is there such a thing as right and wrong? Good and evil?
- What is good government?
- What are the origins of the modern world?
- What is liberal education?

The Enduring Questions grant program will support new humanities courses at the undergraduate level: their design and preparation, teaching, and assessment, as well as ancillary activities that enhance faculty-student intellectual community. Courses may be taught by faculty from any department or discipline in the humanities or by faculty outside the humanities (e.g., astronomy, biology, economics, law, mathematics, medicine, psychology), provided humanities sources are central to the course.

NEH Enduring Questions courses:

- must give evidence of “pre-disciplinary” character, encouraging reflection on human experience and avoiding extensive specialization;

- must focus on an explicitly stated question or questions, pursued in a disciplined and deliberate manner;
- must draw on significant readings from prior to the twentieth century and may draw on later works, with a preference for reading books in their entirety or near entirety;
- may draw on artworks (e.g., music, plays, sculpture);
- must reflect intellectual pluralism, anticipating more than one plausible or interesting answer to the question(s) at hand;
- must be open to all students regardless of major or concentration;
- may not be offered for graduate credit; and
- require a letter of institutional support from the president, provost, dean, program chair, or department chair, attesting to the course being new and committing to offering the course at least twice.

The Enduring Questions grant program will support new humanities courses at the undergraduate level: their design and preparation, teaching, and assessment, as well as ancillary activities that enhance faculty-student intellectual community. Courses may be taught by faculty from any department or discipline in the humanities or by faculty outside the humanities (e.g., astronomy, biology, economics, law, mathematics, medicine, and psychology), provided humanities sources are central to the course.

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

**Due Date: November 13, 2008**

### 2009-2010 AMERICORPS STATE COMPETITIVE GRANTS



AmeriCorps is a national service program that provides opportunities for citizens to serve their country and community in local communities. Each year participants of AmeriCorps, called Members, join a local program and provide specific, intensive community services such as: tutoring students who need extra help, teaching community residents about issues directly affecting them, and other services that strengthen communities. The grant award spans a period of three years but is renewable annually subject to performance reviews, availability of federal funds and progress toward sustainability.

AmeriCorps is a program funded by the U. S. Congress under the Catalog of Federal Domestic Assistance number 94.006. The national public/private partnership supporting AmeriCorps is the Corporation for National and Community Service (CNCS). CNCS receives AmeriCorps program funding from Congress and awards funding to state commissions, such as Volunteer Florida, to grant and oversee AmeriCorps programs in their state. For more information about starting up an AmeriCorps program, CNCS, and/or national AmeriCorps programs, visit [www.americorps.org](http://www.americorps.org) or [www.cns.gov](http://www.cns.gov).

AmeriCorps Programs are funded across five different focus areas: human needs, public safety, environment, education, and homeland security.

There are two types of AmeriCorps programs offered through this funding opportunity: operational and educational award only. The two program types can be distinguished by the specific benefits offered through each program:

- 1) **Operational** -An operational AmeriCorps program provides funding to pay AmeriCorps Members' benefits. Full-time AmeriCorps Members in operational programs receive a modest living allowance and healthcare coverage. Additionally, they may also be eligible for childcare during their service. In exchange for their year of service, Members receive an educational award to pay for college or repay student loans at approved institutions. An agency that applies for an operational program must provide a cash and in-kind match to support its Members. A certification of at least 60-days operating capital is required, since funding is based on cost reimbursement. The award is a three-year grant that requires continuing applications for years two and three.
- 2) **Education Award Only** -An Education Award Only program provides Members with an education award (scholarship) once they have fulfilled their commitment to the program. Unlike the AmeriCorps operational program, no funding is provided for AmeriCorps Members' living allowances or healthcare. Most AmeriCorps Education Award Only programs are existing volunteer programs that recruit work-study students, retired seniors, or volunteers who would not rely on a living allowance or healthcare to make a commitment to the program.

<http://www.volunteerflorida.org/ameriCorps/docs/2008/2009FundingApplication.PDF>

**Due Date: November 7, 2008**

## **BIOLOGY & PLANTS**

### **PLANT GENOME RESEARCH PROGRAM**



The goals of this program are to support basic research in plant genomics and to accelerate the acquisition and utilization of new knowledge and innovative approaches to the elucidation of fundamental biological processes in plants. The Program focuses on plants of economic importance and plant processes of potential economic value. In the eleven years since the NPGI began, a wealth of genomic resources have been developed for plant biology. Given these resources and the advances that have been made in technology development and bioinformatics, it should now be possible to begin addressing major unanswered questions in plant biology. In addition, advances made using model systems can now be transferred into plants of agronomic importance. New tools and methodologies are also needed to advance the field of plant biology as well as to tackle questions that are intractable using current approaches. This Program Solicitation has been developed taking those objectives and the NSF's mission and strengths into consideration.

The PGRP is committed to broadening participation. NSF believes that research tools and resources developed over the past eleven years should enable any institution to take part in plant

genome research. New investigators, investigators that have not participated in the PGRP in the past or from small institutions, are strongly encouraged to submit a proposal. The PGRP encourages proposals from early-career investigators and also considers proposals submitted to the CAREER program ([http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=503214](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=503214)). New investigators are strongly encouraged to contact a PGRP Program Director for further guidance.

Proposers are encouraged to consider inclusion of activities described in the Dear Colleague Letter for Developing Country Collaborations in Plant Genome Research (NSF 04-563: [http://www.nsf.gov/publications/pub\\_summ.jsp?ods\\_key=nsf04563](http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf04563)). Proposed collaborative activities should focus on research problems important to developing countries that include scientist-to-scientist interactions potentially leading to long-term partnerships among participating laboratories. The exchange of ideas and people should be reciprocal and should be built on equal partnerships between U.S. scientists and scientists of developing nations. Examples of activities to be supported would include, but not be limited to, joint research projects and long-term (one year) or short-term (between one and three months) reciprocal exchange visits. Collaborations should be developed that bring complementary sets of expertise to bear on problems of importance to the participants from developing countries and that meet their identified needs.

Four areas of opportunity will be offered as components of the Plant Genome Research Program in Fiscal Year 2009:

- 1) Genome-Enabled Plant Research (GEPR) awards to tackle major unanswered questions in plant biology on a genome-wide scale;
- 2) Transferring Research from Model Systems (TRMS) to transfer findings made using model systems to plants of economic importance;
- 3) Tools and Resources for Plant Genome Research (TRPGR) awards to support development of novel tools to enable discovery in plant biology and
- 4) Heterosis Challenge Grants (HGC) to support testing of hypotheses for the mechanism of heterosis in plants.

The Program foci recognize the utility of genomics tools in addressing major unanswered questions in plant biology, the power of using model systems as an entree to understanding key plant pathways and processes, as well the continued need for new methodologies to tackle problems that remain intractable using existing approaches. Proposers are strongly encouraged to review the guidelines for each opportunity carefully and to contact a PGRP Program Director if there are any questions about the programmatic fit.

Please note that there continues to be a limit on the number of proposals in which an investigator can be included. An investigator may only submit one proposal as a principal investigator or a co-principal investigator in response to this Program Solicitation. Proposals received in excess of this limit may be returned without review.

[http://www.nsf.gov/pubs/2008/nsf08607/nsf08607.htm?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2008/nsf08607/nsf08607.htm?govDel=USNSF_25)

**Due Date: January 20, 2009**

**OPPORTUNITIES FOR ENHANCING DIVERSITY IN THE GEOSCIENCES**



The Directorate for Geosciences of the National Science Foundation supports research and education in the Earth, Ocean, and Atmospheric sciences. The primary goal of the Opportunities for Enhancing Diversity in the Geosciences (OEDG) Program is to increase participation in the geosciences by African Americans, Hispanics/Latinos/Chicanos, Native Americans (American Indians and Alaskan Natives), Native Pacific Islanders (Polynesians or Micronesians), and persons with disabilities. An important but secondary goal is to strengthen understanding of geoscience and its relevance to modern society among broad and diverse segments of the population. The ultimate goal of the OEDG Program is to bring more members of underrepresented groups into geoscience disciplines. While there is still significant underrepresentation of women geoscientists at the highest professional levels within academia, the community has made reasonable progress in achieving parity for women earlier in the pipeline for most sub-disciplines within the geosciences. As such, while the OEDG Program will accept proposals that focus on retaining women in the geosciences, priority will be given to projects that address participation of underrepresented minorities.

Specifically, the OEDG Program supports activities that increase the number of members of underrepresented groups who:

- Are involved in formal pre-college geoscience education programs;
- Pursue bachelor's, master's, and doctoral degrees in the geosciences;
- Enter geoscience careers; and
- Participate in informal geoscience education programs.

Proposals to the OEDG Program must be firmly grounded in best practices identified through current research about the participation of underrepresented groups in STEM fields in general, and the geosciences in particular. Prospective PIs are strongly encouraged to review the abstracts of projects previously funded through the OEDG Program, available on the NSF web site, as well as build on lessons learned and best practices that are summarized in the publications and reports cited in the Additional Information section below.

Proposals that include activities to establish or enhance geoscience education and research capabilities in Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), institutions serving persons with disabilities, and other Minority-Serving Institutions (MSIs), Tribal Colleges and Universities (TCUs), and community colleges, which often have high minority student populations are encouraged. It is expected that any collaborations with these institutions will be true partnerships that serve the missions and goals of all participating institutions and are respectful of institutional needs. The OEDG Program offers three funding Tracks, OEDG Planning Grants; Track 1: Proof-of-Concept Projects; and Track 2: Full-Scale Projects.

OEDG Planning Grants: This new Track supports planning workshops, conferences, symposia and related short-term activities that facilitate either:

- 1) development of new strategic plans to implement systemic, community-wide programs to broaden participation in the geosciences; or,
- 2) development of new partnerships or collaborations between multiple institutions seeking to establish sustainable projects that address the goals of the OEDG Program. OEDG Planning Grants offer up to 12 months of funding, not to exceed \$40,000.

**Track 1: Proof-of-Concept Projects:** This Track supports short-term activities, including those that will occur only once, or are intended to be the testing phase of an anticipated long-term Full-Scale Project. Track 1 projects may test innovative mechanisms for increasing the participation of members of underrepresented groups in the geosciences. Alternatively, Track 1 projects may test the effectiveness of strategies that have been successful in a different geographic region, with a different target audience, at a different educational level, in a different academic discipline, or in a different venue (e.g., at a museum rather than in an after-school program). Track 1 awards support projects with durations of up to three years. The maximum award under Track 1 is \$200,000 (3-year total), with appropriate justification. The average award size under Track 1 is anticipated to be \$125,000 - \$150,000. Track 1 awards are eligible for renewal.

**Track 2: Full-Scale Projects:** This Track supports longer-term activities that will identify and promote pathways to geoscience careers among members of underrepresented groups through activities that can eventually be institutionalized or sustained via mechanisms other than NSF funding. Track 2 projects should either develop or make use of existing networks to improve access and retention in the geosciences by members of underrepresented groups. OEDG networks may be composed of institutions and agencies such as (but not limited to) K-12 schools and/or districts, two-year colleges, four-year colleges and universities, graduate-degree granting institutions, informal education facilities or groups, businesses and industries, and government agencies. The composition of any individual network will be determined by the characteristics of the target audience that will be served by the network. The Project Management Team (Principal Investigators plus Other Senior Personnel) assembled for Track 2 projects should include professionals with expertise in geoscience, education, and issues related to diversity in STEM disciplines. In all proposals, one institution must be identified as the Lead Institution. The Lead Institution will have primary responsibility for all aspects of the project.

Networks should be prepared to facilitate access to geosciences education, research and career pathways among members of underrepresented groups and help OEDG projects to:

- Mentor members of underrepresented groups and communicate ways in which specific individuals can prepare themselves to enroll in college-level
- degree programs in the geosciences and subsequently pursue graduate degrees
- and careers in the geosciences or related fields;
- Expose students, families, and communities to the geosciences in culturally sensitive, locally relevant, age-appropriate, and pedagogically sound ways;
- Ensure that members of underrepresented groups receive information about career opportunities in the geosciences and related fields; and

- Provide the support necessary to ensure the success of members of underrepresented groups in the geosciences.

Institutions are allowed to submit more than one Track 1 proposal. An individual may be Principal Investigator on only one proposal submitted to the FY 2009 OEDG Program competition, regardless of which Track is used.

Institutions may submit only one Track 2 proposal as either the Lead Institution of a Collaborative Proposal or the sole submitting organization. Institutions may participate as a non-Lead Institution for additional Collaborative Proposals submitted to Track 2. Institutions may obtain funding for only one Planning Grant proposal over the lifetime of this solicitation (FY 2009 and 2010).

[http://www.nsf.gov/pubs/2008/nsf08605/nsf08605.txt?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2008/nsf08605/nsf08605.txt?govDel=USNSF_25)

**Due Dates:**

- **Letter of Intent (required) OEDG Track 1 and Track 2 Due: November 11, 2008**
- **OEDG Track 1 and Track 2 Proposals Full Proposal Due: December 11, 2008**
- **OEDG Track 1 and Track 2 Proposals Due: May 01, 2009**
- **OEDG Planning Grant Proposals Only Due: November 03, 2009**

## **ENGINEERING & ACADEMIC/INDUSTRIAL COLLABORATIONS**

### GRANTS IN ENGINEERING

These awards are for beginning investigators to undertake activities, such as exploratory investigations, acquisition of preliminary data or development of collaborations that will lead to formulation of competitive grant applications.



The purpose of the award is to broaden the participation of and to increase opportunities for all engineers including those from groups underrepresented in the engineering disciplines, in order to encourage individuals to become actively and competitively engaged in research as independent investigators.

A specific goal of this program is to make ENG programs more inclusive in the future. Thus, one measure of success of these programs will be the number of future proposals received by ENG from awardees of BRIGE grants and from members of underrepresented groups influenced or mentored by BRIGE awardees.

Proposers must be affiliated with an engineering department or a department closely related to engineering. Co-investigators are not permitted, but collaborations with other scientists and/or researchers in other universities, industry, and national laboratories are encouraged. Principal investigators must be U.S. citizens or permanent residents. See Additional Eligibility Info section for further information.

[http://www.nsf.gov/pubs/2008/nsf08606/nsf08606.htm?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2008/nsf08606/nsf08606.htm?govDel=USNSF_25)

**Due date: February 13, 2009**

## INNOVATIONS IN ENGINEERING EDUCATION, CURRICULUM, AND INFRASTRUCTURE

The Division of Engineering Education and Centers seeks proposals in the three areas described below.



- 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.
- 2) **Educational Opportunities Using Cyber infrastructure and Virtual or Mixed Reality (Exploratory)**. Applications of networked computing and communication, sophisticated user input, and dynamic visualization have only begun to realize the potential benefit of these new technologies to improve, enhance, and extend engineering education. Many innovative projects in cyberlearning, virtual environments and laboratories, interactive visualizations and tutoring systems have required the development of new technology. However, as these technologies are becoming more mature and established, research is needed which will build on earlier successes to develop easily transportable applications with well documented learning improvements for engineering students.

IEECI seeks proposed research efforts which will use existing computing, communication, and interactive technology to improve learning in engineering. The proposed project must use technology reasonably available to universities and must not require custom or unusually high cost or high maintenance products so that the barrier to widespread adoption is low. The project must demonstrate improved learning and/or improved retention and include dissemination of the project product as well as the research results.

- 3) **Integrating Sustainability into Engineering Education (Exploratory)**. IEECI seeks proposals which develop greater student understanding of and technical expertise in critical issues of sustainability. Sustainability means "meeting the needs of the present without compromising the ability of future generations to meet their needs." (Brundtland Report, World Commission on Environment and Development, 1987.) Sustainable development marries two important themes: that environmental protection does not preclude economic development and that economic development must be ecologically viable now and in the long run. Dealing with sustainability requires the ability to think creatively about complex systems from an engineering, environmental, ethical and economic perspective simultaneously. At present our undergraduate and graduate students have too few opportunities to develop this important capability, and we seek proposals which will reverse this situation.

[http://www.nsf.gov/pubs/2008/nsf08610/nsf08610.txt?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2008/nsf08610/nsf08610.txt?govDel=USNSF_25)

**Due Date: March 11, 2009**

## CYBER-PHYSICAL SYSTEMS

The term cyber-physical systems refers to the tight conjoining of and coordination between computational and physical resources. We envision that the cyber-physical systems of tomorrow will far exceed those of today in terms of adaptability, autonomy, efficiency, functionality, reliability, safety, and usability. Research advances in cyber-physical systems promise to transform our world with systems that respond more quickly (e.g., autonomous collision avoidance), are more precise (e.g., robotic surgery and nano-tolerance manufacturing), work in dangerous or inaccessible environments (e.g., autonomous systems for search and rescue, firefighting, and exploration), provide large-scale, distributed coordination (e.g., automated traffic control), are highly efficient (e.g., zero-net energy buildings), augment human capabilities, and enhance societal wellbeing (e.g., assistive technologies and ubiquitous healthcare monitoring and delivery).



The CPS program is seeking proposals that address research challenges in three CPS themes: *Foundations*; *Methods and Tools*; and *Components, Run-time Substrates, and Systems*. *Foundations* research will develop new scientific and engineering principles, algorithms, models, and theories for the analysis and design of cyber-physical systems. Research on *Methods and Tools* will bridge the gaps between approaches to the cyber and physical elements of systems through innovations such as novel support for multiple views, new programming languages, and algorithms for reasoning about and formally verifying properties of complex integrations of cyber and physical resources. The third CPS theme concerns new hardware and software *Components, Run-time Substrates* (infrastructure and platforms), and (engineered) *Systems* motivated by grand challenge applications.

Three sizes of research and education projects will be considered:

- Small Projects are individual or small-team efforts that focus on one or more of the three defined CPS themes. Funding for Small Projects will be provided at levels of up to \$200,000/year for up to three years.
- Medium Projects also span one or more CPS themes and may include one or more PIs and a research team of students and/or postdocs. Funding for Medium Projects will be provided at levels up to \$500,000/year for up to three years.
- Large Projects are multi-investigator projects involving teams of researchers and their students and/or postdocs representing the same or multiple disciplines in computer science, engineering, and physical application domains, who together address a coherent set of research issues that either cut across multiple CPS themes or that explore in great depth a particular theme. Funding for Large Projects will be provided at levels up to \$1,000,000/year for up to five years.

[http://www.nsf.gov/pubs/2008/nsf08611/nsf08611.htm?govDel=USNSF\\_30](http://www.nsf.gov/pubs/2008/nsf08611/nsf08611.htm?govDel=USNSF_30)

**Date Due: February 27, 2009**

## **ENVIRONMENTAL PROGRAMS**

### **PROTECT OUR REEFS**

The focus of the Mote Marine Laboratory grants funding will primarily be directed towards the major reef tract that extends from Miami to the Dry Tortugas. However research, education and conservation proposals that are focused on coral reefs off the coast and throughout the State of Florida will also be considered. The Grants Program funding will encompass each of the elements of the coral reef ecosystem and will not be limited to stony corals alone:

- **Coral Reef:** Reefs or shoals composed primarily of corals
- **Coral Reef Ecosystem:** Corals and other species and communities of reef organisms (including reef plants) associated with coral reefs and the environmental factors that directly affect coral reefs (that together function as an ecological unit in nature).

<http://www.mote.org/index.php?src=gendocs&link=Reefplategrantapp&category=Main>

**Due date: December 15, 2008**

### **SUSTAINABILITY FOCUSING ON PEOPLE, PROSPERITY AND THE PLANET**

The U.S. Environmental Protection Agency (EPA), as part of the P3 Award Program, is seeking applications proposing to research, develop, and design solutions to real world challenges involving the overall sustainability of human society. The P3 competition highlights the use of scientific principles in creating innovative projects focused on sustainability. The P3 Awards program was developed to foster progress toward sustainability by achieving the mutual goals of economic prosperity, protection of the planet, and improved quality of life for its people-- people, prosperity, and the planet – the three pillars of sustainability. The EPA offers the P3 competition in order to respond to the technical needs of the world while moving towards the goal of sustainability. Please see the P3 website (<http://www.epa.gov/P3>) for more details about this program.

[http://es.epa.gov/ncer/rfa/2009/2009\\_p3.html#Synopsis](http://es.epa.gov/ncer/rfa/2009/2009_p3.html#Synopsis)

**Due Date: December 23, 2008**

### **SEA WORLD & BUSCH GARDENS CONSERVATION FUND**

The fund considers proposal involving government managed lands, sites and programs. As with all proposals receiving Fund support, however, the project must have broad community/ constituency support and be based on legitimate scientific and conservation principals. When reviewing such proposals, the Board will be interested in government supplied matching funds. Awarded projects generally range from \$5,000 to \$25,000 for one year.

[http://www.swbg-conservationfund.org/get\\_involved.html](http://www.swbg-conservationfund.org/get_involved.html)

**Due Date December 1, 2008**

### SAFEGUARDING SOURCES OF DRINKING WATER

The U.S. Environmental Protection Agency (EPA), as part of its Science To Achieve Results (STAR) program, is seeking applications to conduct research to support the development of sound risk management strategies for the underground injection of anthropogenic carbon dioxide (CO<sub>2</sub>) in candidate subsurface geologic formations. To further the scientific understanding of this practice, research is needed to investigate how integrating approaches in design, siting, modeling and monitoring of CO<sub>2</sub> in the subsurface can provide safe and effective storage, mitigate potential risks, and prevent endangerment of existing and potential sources of drinking water.

[http://es.epa.gov/ncer/rfa/2008/2008\\_star\\_gsc02.html](http://es.epa.gov/ncer/rfa/2008/2008_star_gsc02.html)

**Date Due: January 6, 2009**

## HEALTH PROFESSIONS

### HEALTH PROFESSIONAL EDUCATION

The Josiah Macy, Jr. Foundation is primarily focused on domestic health professional education. Proposals are evaluated on the importance of the project and its relevance to the Foundation's [funding priorities](#); the significance of the project's expected results and potential applicability to similar situations; and the sponsor's commitment to continue successful programs after the Foundation's support ceases. The Foundation's funding priorities:

1. Projects to improve medical and health professional education in the context of the changing health care system;
2. Projects that will increase diversity among health care professionals;
3. Projects that demonstrate or encourage ways to increase teamwork between and among health care professionals; and
4. Educational strategies to increase care for underserved populations.

While no effort is made to achieve a strict proportion of Foundation activities across the four areas at any one time, an overall balance is attempted. In addition, they provide useful guidance in assessing the relevance and importance of grant proposals as well as in determining and designing conferences sponsored by the Macy Foundation.

The Foundation does not consider requests for general undesignated support, endowments, equipment, construction or renovation projects. The Foundation generally cannot support individual institutions in their efforts at curriculum change.

**Applications may be made at any time.** A preliminary letter of no more than three pages will determine whether submission of a full proposal is warranted.

[http://www.josiahmacyfoundation.org/index.php?section=grant\\_guidelines](http://www.josiahmacyfoundation.org/index.php?section=grant_guidelines)

## **HISTORIC PRESERVATION**

### **HISTORIC PRESERVATION GRANTS**

The Department of State is currently soliciting application for Small Matching Historic Preservation grants. This basic matching grant assistance for the restoration of historic structures, archeological excavations, recording of historic and archaeological sites, state historical markers, and historic preservation education projects. Grants range from \$920.00 to \$50,000.

A grant writing and online application workshop will be offered via teleconference on October 27, 2008. Please visit the website for more information and also call 1-800-847-PAST.

<http://www.flheritage.com/grants/preservation/>

**Due Date: December 15, 2008**

### **HISTORIC PRESERVATION TECHNOLOGY TRAINING**

[National Center for Preservation Technology & Training](#) seeks innovative projects that advance the application of science and technology to historic preservation. The PTT Grants program funds projects that develop new technologies or adapt existing technologies to preserve cultural resources. Projects may include, but are not limited to:

- laboratory or field research that explores or assesses novel or adaptive methods;
- training activities, including workshops, and course or curriculum development that promote the use of new or adaptive technologies;
- documentation using new methods;
- manuscript or website development that disseminates innovative preservation technologies; and
- meetings that convene experts to discuss the use of technologies to address preservation problems.

Grants are awarded competitively with a maximum award of \$25,000 (including indirect costs). All grants require a one-to-one match of cash or in-kind services. Grants are funded by annual federal appropriation and are subject to availability of funds.

NCPTT funds projects within several overlapping disciplinary areas. These include:

- archaeology
- collections management
- architecture
- engineering
- historic landscapes
- materials research

Although any proposal will be considered that advances NCPTT's mission, NCPTT will give preference to proposals that advance technologies or methods to:

- conserve cultural resources of the "recent past,"
- monitor and evaluate preservation treatments,

- investigate minimally invasive techniques to inventory and assess cultural resources
- protect cultural resources against natural and human threats, preserve cemeteries and places of worship, and
- safeguard resources from effects of pollution and climate

<http://www.ncptt.nps.gov/Grants/2009-PTT-Grants-Call-for-Proposals.aspx>

**Due Date: October 15, 2008.**

## INTERDISCIPLINARY

### SOLAR ENERGY INITIATIVE

The purpose of this NSF Initiative is to support interdisciplinary efforts by groups of researchers to address the scientific challenges of highly efficient harvesting, conversion, and storage of solar energy. Groups must include three or more co-Principal Investigators; one must have demonstrated high expertise in chemistry, a second in materials research, and a third in mathematical sciences. The goal here is to create a new modality of linking the mathematical with the chemical and materials sciences to develop transformative paradigms in an area of much activity but largely incremental advances. Successful proposals will offer potentially transformative projects and new concepts based on the integrated expertise and synergy from the three disciplinary communities.



Proposals, and their associated preliminary proposals, must include three or more co-Principal Investigators (co-PIs); one must have demonstrated high expertise in chemistry, a second in materials research, and a third in mathematical sciences. An investigator may participate as a PI, co-PI, or other senior research associate on only one proposal and associated preliminary proposal submitted per year in response to this solicitation.

[http://www.nsf.gov/pubs/2008/nsf08598/nsf08598.htm?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2008/nsf08598/nsf08598.htm?govDel=USNSF_25)

**Preliminary Proposal Due Date (required): December 16, 2008**

**Full Proposal Due Date: March 09, 2009**

### HEALTHY COMMUNITIES FOR ACTIVE AGING

The EPA Aging Initiative, located in the Office of Children's Health Protection and Environmental Education, is seeking proposals for a new grant opportunity for Building Healthy Communities for Active Aging: **Training and Demonstration Projects**. Proposals must include their strategy for accomplishing one of the following two goals: (1) Training older adults, to be environmental leaders on local planning decisions that affect their community's built environment; (2) Demonstrating how greenways and sustainable streets can improve the quality of life for persons of all ages while improving environmental quality.



EPA anticipates awarding up to two grants for a total of approximately \$200,000; one grant for \$100,000 to train older adults to be environmental leaders on local planning decisions and another grant for \$100,000 to demonstrate greenways, sustainable streets or other smart growth activities that can improve the environment and quality of life for persons of all ages.

FGCU may only submit one application per area (one application for training and one for demonstration projects for greenways and sustainable streets). Those interested in submitting an application should submit a Letter of Intent to Donna Stremke in ORSP by OCTOBER 13, 2008. If more than one Letter of Intent is received by ORSP for each topic area, PIs will be asked to present a summary of their project to the G&R Team at the October 16 meeting.

Answers to frequently asked questions will be posted on the U.S. EPA Aging Initiative web site ([www.epa.gov/aging](http://www.epa.gov/aging)).

[http://www.epa.gov/aging/grants/grant-list/2008\\_11\\_21\\_rfp-epa-ao-ochp-08-01-fnl-rev-9-24.pdf](http://www.epa.gov/aging/grants/grant-list/2008_11_21_rfp-epa-ao-ochp-08-01-fnl-rev-9-24.pdf)

**Due Date: November 21, 2008 (either hard copy receipt or grants.gov submission)**

## INTERNATIONAL OPPORTUNITIES

### NEW PERSPECTIVES ON CHINESE CULTURE AND SOCIETY

Funded by the Chiang Ching-kuo Foundation for International Scholarly Exchange, ACLS offers a program of support for conferences and publications on New Perspectives on Chinese Culture and Society. This program is intended to support projects in the humanities and related social sciences that bridge disciplinary or geographic boundaries, engage new sources, develop fresh approaches to traditional materials and issues, or otherwise bring innovative perspectives to the study of Chinese culture and society. Proposals are expected to be empirically grounded, theoretically informed, and methodologically explicit. The program especially encourages proposals concerning pre-modern China.

The program will support collaborative work of three types:

1. **Conferences:** Grants up to \$25,000 will be offered for formal research conferences intended to produce significant new research published in a conference volume.
2. **Workshops/Seminars:** Grants up to \$15,000 will be offered for workshops or seminars designed to facilitate discussion of ongoing research on newly available or inadequately researched problems, data, or texts.
3. **Planning Meetings:** Grants up to \$6,000 will be offered for less formal meetings to plan conferences or workshops, or for less structured explorations of issues in Chinese culture and society.

The program aims to promote interchange among scholars who may not otherwise have the opportunity to work together. Accordingly, proposals will not be supported for activities of scholars from one institution or that fall within an institution's normal range of colloquia, symposia, or seminar series. In addition, the program does not normally support regularly scheduled meetings, conventions, or parts thereof.

The program aims to encourage collective efforts by groups of scholars who are prepared to work together on a limited set of issues. Accordingly, efforts should be made at the earliest

possible stage of projects to ensure that the eventual set of conference papers is intellectually coherent and not a loose collection of essays on topics only tangentially related. Funds awarded in these competitions cannot be used to cover the following expenses:

- Direct research expenses, such as those of field work
- obtaining research materials, or analysis of data;
- Salaries or released time for organizers or participants;
- Honoraria or speakers' fees for organizers or participants;
- Purchase of equipment;
- Institutional overhead. (Direct administrative costs are allowed.)
- Proposals for conferences should normally be more elaborate than proposals for planning meetings or workshops.
- Workshops are understood to last three or four days, and provide an opportunity for participants to discuss and analyze new approaches and/or new sources in a seminar-like setting.
- Planning meetings are understood to last one day.

<http://www.acls.org/grants/Default.aspx?id=528&linkidentifier=id&itemid=528>

**Due Date: November 12, 2008**

## **SOCIAL AND BEHAVIORAL SCIENCES**

### **SMOKING CESSATION INTERVENTIONS**

This NCI funding opportunity announcement (FOA) addresses marked disparities in smoking prevalence that disproportionately increase health risks in certain populations. Specifically, this FOA encourages research grant applications for projects designed to improve outcomes of smoking cessation in adult low-income populations. This FOA is expected to stimulate research to improve the effectiveness, quality, accessibility, utilization, and costs of smoking cessation for low-income adults in an effort to substantially decrease rates of smoking among this population. The long-term goal is to facilitate a significant reduction in smoking prevalence among low-income adults, thereby reducing the excess disease burden of tobacco use within these groups and decreasing the prevalence of smoking in the United States (U.S.) as a whole.

Using the NIH R01 funding mechanism, this FOA focuses on discrete, specified, circumscribed projects based upon strong preliminary data. Applications submitted in response to this FOA should propose projects to directly address smoking cessation in the low-income population via targeted individual systems, or population-based treatment approaches. All applicants must provide a strong rationale for why the proposed approach is specifically relevant to the population of interest. This FOA is not intended to support animal research or observational human studies.

The development and testing of strategies to improve cessation among low income smokers could include creating novel treatment interventions based on unique individual-level needs of this population; developing strategies to more actively engage low income smokers in treatment; individual, organizational, and systems-level interventions intended to improve access and

utilization of evidence-based smoking cessation interventions among low income adults; and implementation research intended to facilitate the adaptation and sustainability of evidence-based smoking cessation interventions within health care settings providing services to low income adults.

Applicants may propose projects that develop and test novel interventions that target different levels including: communities of low income adults; health care systems serving low income adults (e.g., general medical settings, emergency rooms, mental health programs, the drug abuse treatment system); and/or a specific sub-sample of low income adults (e.g., pregnant low income women, clients attending a community mental health clinic, etc.).

### **“Low Income” Populations.**

To provide investigators with the maximum flexibility in targeting appropriate populations, there is no rigid definition of “low income” for this FOA. As a general guideline, “low income” individuals would be those who are living at or below the Federal poverty level (e.g., family of four making <\$21,000 per year). Applicants, however, may use alternative definitions if doing so allows them use appropriate available populations and community resources to facilitate research. For example, researchers may be able to recruit participants from a community health, mental health, or drug abuse treatment clinic that uses specific criteria for low income. All applicants, however, must clearly define their selection criteria and provide appropriate justification for classifying populations to be used in their project as “low income populations.”

<http://grants.nih.gov/grants/guide/rfa-files/RFA-CA-08-022.html>

**Letters of Intent Due Date: October 24, 2008**

**Due Date: November 24, 2008**

### **CHANGING FACES OF AMERICA’S CHILDREN**

The goals of the Foundation for Child Development Young Scholars Program are to:

- Stimulate both basic and policy-relevant research about the early education, health and well-being of children living in immigrant families from birth to age ten, particularly those who are living in low-income families.
- Support young investigators - from the behavioral and social sciences or in an allied professional field - who are untenured but in tenure-track positions or who have received tenure in the last four years from a college or university in the United States. No applications from full professors will be accepted.

Eligible researchers will have earned their doctoral degrees within the last 15 years, and be full-time, faculty members of a college or university in the United States. Applicants must hold a Ph.D. or its equivalent in one of the behavioral and social sciences or in an allied professional field (e.g., public policy, public health, education, social work, nursing, medicine). Three to four fellowships of up to \$150,000 for use over one to three years (maximum) will be awarded competitively. Please note individuals with tenure-equivalent positions are not eligible for the fellowship. Once selected, FCD Young Scholars must fulfill a number of requirements. The FCD

Young Scholars Program (YSP) focuses on understanding the changing faces of the nation's children as reflected in the current demography of the United States. YSP seeks to support a new generation of scholars conducting research on the development of children in immigrant families, from birth to age ten, particularly those who are living in low-income families. Given the limited research on young immigrant children, proposals focused on children from birth to age eight are highly encouraged.

The goals of this competitive award program are to:

1. Stimulate both basic and policy-relevant research in this area.
2. Support the career development of young investigators - from the behavioral and social sciences or in an allied professional field - to attain tenure or who have received tenure in the last four years from a college or university in the United States.

Fellowship recipients are expected to produce a book or article(s) suitable for publication, and to articulate how their research may potentially inform public policies regarding young newcomer children.

The Foundation for Child Development is particularly interested in research that can inform policies regarding the health and education needs of young newcomer children. Proposals may include research designs for an empirical study, pilot work for a larger scale research project that will seek funding from other public and private funders, or analysis of data previously collected. Research areas of interest are limited to the following:

1. Factors (e.g., individual, familial, cultural, neighborhood) contributing to both positive and negative outcomes for young immigrant children in their communities and schools.
2. Individual and group identity formation among young children from a variety of groups living in different environments.
3. The experiences of newcomer children in early education, kindergarten, and elementary school programs. What characteristics of these programs foster the cognitive, social, and emotional well-being of newcomer children?
4. Language development among immigrant children. What are the influences of different approaches to instruction for English language learners during the early education and elementary school years on educational achievement?
5. Evaluation of the impact of public policies in health and in education that affect the life prospects of newcomer children. What is the impact of policies and practices in health care delivery on child health outcomes?

Special consideration will be given to research involving the following understudied populations and topics:

1. The development, education, and health of young English Language Learners with learning disabilities.
2. The development, education, and health of children living in families with parents who are refugees.

3. The effects of racial/ethnic bias/discrimination on newcomer children's identity development and on other developmental, education, and health outcomes.
4. Reasons for geographic mobility of immigrant children and families, and consequences for the educational achievements, health, and well-being of these children.
5. The effects of deportation or detention of family members on the development, education, health or well-being of children living in immigrant families.

[http://www.fcd-us.org/usr\\_doc/YSP2009ProgDescript.pdf](http://www.fcd-us.org/usr_doc/YSP2009ProgDescript.pdf)

**Due Date: Wednesday, November 5, 2008**

### AMERICAN FOUNDATION FOR SUICIDE PREVENTION

These research grants support studies that aim to increase understanding of the causes of suicide and factors related to suicide risk, or to test treatments and other interventions designed to prevent suicide. Investigators from all academic disciplines are eligible to apply, and both basic science and applied research projects will be considered, providing the study has an essential focus on suicide or suicide prevention. AFSP grants are awarded for one or two-year periods. Grant applications are not accepted from for-profit organizations, or from federal or state government agencies.

An individual can hold only one AFSP grant at a time. Applicants should carefully review the [grant policy statement](#) for additional guidelines and restrictions. Grant applications that do not conform to the stated policies will not be reviewed. Forms for grant applications can be obtained by using the links below. New grantees must begin their studies within six months of the approved start date. Failure to begin the study within this time frame may result in withdrawal of the grant award.

[http://www.afsp.org/index.cfm?fuseaction=home.viewPage&page\\_id=0535FDA2-FA7D-AAE8-D7A9A6BCFFE3574B](http://www.afsp.org/index.cfm?fuseaction=home.viewPage&page_id=0535FDA2-FA7D-AAE8-D7A9A6BCFFE3574B)

**Due Date: Dec. 1 and June 15**

**STEM**

### DISCOVERY RESEARCH K-12

The goal of this program is to enable significant advances in preK-12 student and teacher learning of the STEM disciplines through the development, implementation, and study of resources, models, and technologies. All activities funded under this solicitation must be based upon a research question or hypothesis about effective preK-12 STEM learning and teaching. Two types of projects are accepted: projects to develop or adapt innovative resources, models, or technologies and to conduct research on their effects on learning and teaching; and, projects to conduct research on the implementation and impact of previously developed and promising resources, models, and technologies

In DR-K12, *resources* include such materials for learning as curriculum modules, replacement units, supplementary materials, course materials, assessment instruments, or teacher professional development activities, any of which may come in print, media, networked, or virtual forms.

*Models* comprise curricular frameworks, curricular learning progressions, teacher education and professional development program design frameworks, standards, and other guides for learning and teaching. *Technologies* include opportunities for cyberlearning (learning that is mediated by networked computing and communication technologies), via such modes as computer software, labware, networking and collaboration tools, web-based resources, on-line gaming, virtual learning environments, or portable digital media. Because both hardware (memory, computation, interfaces, and connectivity) and supportware (operating systems, applications, and human understanding of their use) are evolving rapidly, projects to develop and study technologies should build in the assumption that the possibilities will be greater in each successive year of the grant. DR-K12 recognizes that the research questions and methodology may change as the work moves from prototype to more mature interventions.

DR-K12 encourages proposals for projects that are potentially transformative. Such projects would go beyond what is easily extrapolated from current research and practice and lay the foundation for transformation of preK-12 educational institutions and those who work within them. These projects would have the potential to lead to paradigm shifts for education, by challenging commonly held beliefs about how children or teachers learn, what they can learn, how education should be organized and delivered, the relationship between in-school and out-of-school learning, access to information, and other features of today's education. Such projects also might help transform research methods and analytic procedures used in the development and research study of resources, models, and technologies.

DR-K12 seeks to balance its portfolio by supporting work ranging from that of immediate applicability to work that anticipates and provides the foundation for preK-12 education as it could be in future decades. Projects that address immediate and pressing challenges typically develop and study resources, models, and technologies that could be implemented and brought to scale in the relative near term, in highly innovative and potentially transformative ways. Projects that anticipate education as it could be in 10-15 years, and beyond, put forward ideas, concepts, theories, and modes of research and development that may challenge existing assumptions about STEM learning and teaching. Such projects should envision educational systems that are dramatically more effective with the diversity of learners they will serve; where STEM learning can be supported with collaborative and interactive tools for cyberlearning; where the experts and resources from whom students and teachers learn may be scientists, practitioners, and experts far from the classroom or teacher education setting; and where the boundaries between in-school and out-of-school learning are blurred.

DR-K12 accepts proposals for research and development projects, exploratory projects, synthesis projects, and conferences/workshops. Most projects, especially research and development projects, are expected to have interdisciplinary collaborations.

[http://www.nsf.gov/pubs/2008/nsf08609/nsf08609.htm?govDel=USNSF\\_25](http://www.nsf.gov/pubs/2008/nsf08609/nsf08609.htm?govDel=USNSF_25)

**Due Date: January 08, 2009**