



Informal Science Education

National Science Foundation

Preliminary proposal deadline: Aug. 15, 2003. **Full proposal due date:** Nov. 17, 2003.

URL: <http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf03511>

The purpose of the National Science Foundation's Informal Science Education (ISE) program is to support projects designed to increase public interest in, understanding of, and engagement with science, technology, engineering, and mathematics (STEM). The outcome of all ISE projects is an informed citizenry that has access to the ideas of science and engineering and understands their role in enhancing their quality of life and the health, prosperity, welfare, and security of the nation.

Informal education is the life-long learning process in which every person acquires knowledge, skills, attitudes, and values from daily experiences and resources in his or her environment. Informal learning is self-directed, voluntary, and motivated mainly by intrinsic interests, curiosity, exploration, and social interaction.

All ISE projects have as their primary audience the informal learner -- from young child to senior citizen. Informal learning, in contrast with formal learning, refers to activities that are not primarily for school use or part of an ongoing school curriculum. Informal learning presumes voluntary participation as opposed to the mandatory participation of a credited school activity.

The goals of the Informal Science Education program are to encourage and support projects that: (1) Engage the interest of children and adults in STEM in daily life so that they develop capabilities: scientific and technological literacy, mathematical competence, problem-solving skills, and the desire to learn; (2) bring together individuals and organizations from the informal and formal education communities, as well as from the private and public sectors, to strengthen STEM education in all settings; and (3) develop and implement innovative strategies that support the development of a socially responsible and informed public, and demonstrate promise of increasing participation of all citizens in STEM. Approximately \$30 million is available for this program an amount that is expected to yield between 40 and 60 new awards. Cost sharing is not required.

NSF's Informal Science Education Program Areas of Special Interest

Building capacity within and among science education institutions

Encouraging collaborations within communities and regions

Increasing participation of underrepresented groups in science and engineering

Modeling effective after-school programs

Research Experiences for Teachers (RET) Program Directorate of Engineering, National Science Foundation

Application due date: June 10, 2003
Oct. 13, 2003

URL: <http://www.nsf.gov/pubs/2003/nsf03554/nsf03554.htm>

The Research Experiences for Teachers (RET) program supports the active involvement of K-12 teachers and community college faculty in engineering research in order to bring knowledge of engineering and technological innovation to the pre-college classroom. This is achieved by building partnerships between teachers and engineering researchers in engineering research laboratories. Through these partnerships, the RET program aims to build long-term collaborative relationships between both in-service and pre-service K-12 teachers; community college faculty, and the engineering research community; support the active participation of these teachers and future teachers in research and education projects funded by NSF/ENG; facilitate professional development of K-12 teachers and community college faculty through strengthened partnerships between institutions of higher education and local school districts; and encourage researchers to build mutually rewarding partnerships with teachers. Encouraging active participation of teachers in NSF projects is considered an excellent way to reach broadly into the teacher talent pool of the U.S. and to encourage more K-12 students to pursue engineering studies by increasing their understanding of engineering, as conveyed by their teachers. Grants of up to \$450,000 will be awarded for projects of up to 3 years in duration. Cost Sharing is not required.

Teacher Quality Enhancement Grants Program - Partnership Grants

U.S. Department of Education

Preliminary proposal due date: June 2, 2003. Full proposal due date: Aug. 8, 2003.

URL: <http://www.ed.gov/offices/OPE/heatqp/index.html>

Partnership grants are designed to promote significant improvements in teacher education by strengthening the vital role of K-12 educators in the design and implementation of effective teacher education programs, and by increasing collaboration among these educators and institutions of higher education, and departments of arts and sciences.

This initiative will provide grants to partnerships among teacher preparation institutions and high-need school districts. To ensure that new teachers can meet the many challenges of today's classrooms, the partners will work to strengthen teacher education through activities such as:

- Implementing reforms that hold teacher education programs accountable for preparing high-quality teachers.
- Improving prospective teachers' knowledge of academic content through increased collaboration between faculty at schools of education and schools of arts and sciences.
- Ensuring that teachers are well-prepared for the realities of the classroom by providing strong hands-on classroom experience and strengthening links between university and K-12 school faculties; and
- Preparing prospective teachers to use technology as a tool for teaching and learning and to work effectively with diverse students.

Partnership grants are five years in duration. Over the course of the grant period, Partnership Grants require an increasing non-Federal match - from 25 percent at the outset to 50 percent in the final year. Potential applicants are encouraged to discuss this requirement as soon as possible with representatives of the Office for Research and Sponsored Programs and with representatives from participating school districts. In many cases, with proper advance planning and discussion, cost sharing requirements are more easily achieved than one might initially expect. Application materials are not yet available but will be made available online at <http://www.ed.gov/GrantApps/#84.336>. Program contact person: Luretha Kelley, Teacher Quality Program, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW., Room 7101, Washington, DC 20006-8525. Telephone: 202-502-7878. E-mail: Luretha.Kelley@ed.gov.

Environmental Justice Partnerships for Communication

National Institute of Environmental Health Sciences

National Institute for Occupational Safety and Health

Letter of Intent Receipt Date: September 17, 2003

Application Receipt Date: October 17, 2003

URL: <http://grants.nih.gov/grants/guide/rfa-files/RFA-ES-03-007.html>

On April 22, the National Institute of Environmental Health Sciences (NIEHS) and the National Institute for Occupational Safety and Health (NIOSH) issued a joint Request for Applications (RFA # ES-03-007) to support research aimed at achieving environmental justice for socioeconomically disadvantaged and medically underserved populations in the U.S.

Generally, people want to live long and healthy lives. However, people who are economically disadvantaged and/or who live or work in areas and occupations where conditions result in greater exposure to hazardous substances are less likely to do so. At every stage of life, these persons suffer disproportionate levels of morbidity and mortality. Research evidence suggests that certain groups, especially minorities and low-income communities, bear an uneven burden of hazardous environmental or occupational stressors. These socioeconomically disadvantaged people suffer the lowest life expectancy and the highest adverse health consequences of inadequate access to high quality health care. Additionally, they most often experience the highest degree of exposure to environmental agents and frequently have the least information available about the health consequences of exposure to these agents.

One goal of the NIEHS and NIOSH is to understand the influence of economic and social factors on the health status of individuals exposed to environmental toxicants and occupational hazards and impact public health. The intent is to promote health research, education and intervention programs that address improved ways to serve low income, immigrant, and minorities who may be disproportionately exposed to environmental and occupational stressors. This component of the research program in environmental justice is designed to encourage community outreach, training, research, education and evaluation efforts that will become the catalyst for reducing exposure to or reducing the health impact from environmental and occupational stressors in underserved populations. The main objective of this RFA is to establish methods for linking members of a community, who are directly affected by adverse environmental or occupational conditions, with researchers and health care providers and to create partnerships that can address environmental and occupational health problems and develop appropriate research and policy strategies to impact public health.

Research on Children Exposed to Violence

U.S. Public Health Service

Proposal due date: June 25, 2003.

Joint sponsorship of:

National Institute of Child Health and Human Development (NICHD)
Fogarty International Center (FIC)
National Institute on Alcohol Abuse and Alcoholism (NIAAA)
National Institute on Drug Abuse (NIDA)
National Institute of Neurological Disorders and Stroke (NINDS)

Office of Behavioral and Social Sciences Research (OBSSR)
Children's Bureau, Administration on Children, Youth, and Families,
Administration for Children and Families (CB)
Centers for Disease Control and Prevention (CDC)
Office of Special Education Programs, Department of Education (OSEP)
Substance Abuse and Mental Health Services Administration (SAMSHA)

URL: <http://grants.nih.gov/grants/guide/pa-files/PAR-03-096.html>

On April 7, the above sponsoring Institutes and Agencies invited the preparation and submission of research grant applications in response to this Program Announcement with Set-aside (PAS) intended to enhance our understanding of children exposed to domestic violence, community violence, and war/terrorism. This PA is designed to develop new knowledge in these areas and in the definition, identification, epidemiology, prevention, etiology, effects, early intervention, and mechanisms of violence exposure. Child exposure to violence is a serious public health, justice, social services, and education problem. Such exposure not only compromises the immediate health of children around the world, but also affects their growth and intellectual development, their long-term physical and mental health outcomes, their propensity for prosocial or antisocial behavior and substance abuse, their future relationships with partners and children, and their economic productivity as eventual wage earners. The need for more systematic and multi-disciplinary research in these areas provides the impetus for this joint program announcement.

Studies should focus on children exposed to domestic violence, community or school violence, or civil strife/war/terrorism in the United States and, or in comparison with, other countries. Many examples of potential research topics are offered in the complete program announcement. In general, they include, but are not limited to, the following:

- (1) Theory-driven research on the identification, definition, classification, and measurement of children exposed to violence;
- (2) Research on the epidemiology of children exposed to violence;
- (3) Research on the short- and long-term consequences of exposure to violence;
- (4) Research on processes and mediators accounting for or influencing the effects of exposure to violence;
- (5) Research on prevention and intervention programs and services for children exposed to violence;
- (6) Other topics/special issues, including studies of: the effects of new legislation and policies designed to better protect or help victims of domestic violence and their children, including their impact on children and families and unintended consequences; international and local gun control policies and their effects on community violence; the effects of specific acts of terrorism (such as the attacks on September 11, 2001) on children, including the effects of direct versus indirect (e.g., through the media) exposure to such acts, the differential effects of varying degrees and types of exposure to such acts based upon age of the child, and identification of risk or protective factors that moderate the effects of exposure to such acts.

Although the R01 (Traditional Research Project grant) mechanism is intended as the main form of support for this PA, potential applicants are also encouraged to consider other funding mechanisms (e.g., the R15 "AREA") for the submission of proposals. Applications submitted in response to this program announcement will be accepted on June 25, 2003, June 25, 2004, and June 24, 2005. An information/technical assistance pre-application workshop addressing the scientific and administrative issues associated with this initiative will be held on April 29, 2003 and, again in April 2004 and April 2005 in Bethesda, Maryland. Logistic information, including time and location, will be posted at <http://www.nichd.nih.gov/PA/PAR-03-096/PAR-03-096.htm>

Summer Stipends Program

National Endowment for the Humanities

Deadline for self-nominations: September 12, 2003, 5:00 pm
NEH due date: October 1, 2003

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

Summer Stipends grants provide individuals with an opportunity to pursue research in the humanities that contributes to scholarly knowledge or to the public's understanding of the humanities. Projects should be completed during the tenure of an award or represent part of a long-term endeavor. Recipients might eventually produce scholarly articles, a monograph on a specialized subject, a book on a broad topic, an archaeological site report, a translation, an edition, a database, or other scholarly tools.

NEH "Summer Stipends Program" continued.

Summer Stipends awards cannot be used for: research for doctoral dissertations or theses by students enrolled in a degree program; specific policy studies or educational or technical impact assessments; preparing or publishing textbooks; studying teaching methods or theories; surveys of courses and programs; preparing institutional curricula; or creating inventories of collections.

Awards are for \$5,000 for two consecutive months of full-time research and writing. Summer Stipend recipients may hold other research grants during the tenure of their awards, but they must work full-time on their projects during the two months of their tenure. Summer Stipends normally support work carried out during the summer months, but arrangements can be made for holding tenure at other times of the year. Individuals may apply for both a Summer Stipend and a Fellowship, but they cannot hold both in any given fiscal or calendar year.

Faculty members teaching full-time at colleges and universities must be nominated by their institutions to apply for a Summer Stipend. Applications should be submitted online by faculty only after they have been nominated. The deadline for submission of self-nominations at Hofstra University is 5:00 pm, September 12, 2003. Each college and university in the United States and its jurisdictions may nominate two faculty members. Of the two, at least one should be a junior nominee. Applicants who hold the rank of instructor or assistant professor or who are at comparably early stages of their careers will be considered junior nominees. Those holding the rank of associate professor or professor will be considered senior nominees.

Research in Undergraduate Institutions National Science Foundation

Application due dates: Vary by program.

URL: <http://www.nsf.gov/search97cgi/vtopic>

NSF Research in Undergraduate Institutions (RUI) grants support research by faculty members of predominantly undergraduate institutions through the funding of (1) individual and collaborative research projects, (2) the purchase of shared-use research instrumentation, and (3) Research Opportunity Awards for work with NSF-supported investigators at other institutions. All NSF directorates participate in the RUI activity. RUI proposals are evaluated and funded by the NSF programs in the disciplinary areas of the proposed research. Eligible "predominantly undergraduate" institutions include U.S. colleges and universities that (1) grant baccalaureate degrees in NSF-supported fields, (2) have undergraduate enrollment exceeding graduate enrollment, and (3) award an average of no more than 10 Ph.D. or D.Sc. degrees per year in all NSF-supportable disciplines. Under this third criterion, Hofstra University faculty are eligible. Potential applicants for a Research Opportunity Award, referenced above, should note that these awards are usually funded as supplements to the existing NSF grant of the host researcher, and the application is submitted by the host institution, but should be done in coordination with appropriate offices of Hofstra University, including the Office of Dean and the Office for Research and Sponsored Programs.

Many NSF programs have deadlines or target dates to allow time for consideration by review panels that meet periodically. To confirm a date, please refer to the program's page on the NSF Web site (<http://www.nsf.gov/>) or contact the Office for Research and Sponsored Programs at extension 3-6810. This is particularly important in engineering, computing sciences, and mathematics and the physical sciences. Several upcoming target dates in the biological sciences and social/behavioral sciences are offered below, but, again, this is not an all-inclusive list.

July 10, 2003: Molecular and Cellular Biosciences; Environmental Biology; Integrative Biology and Neuroscience

July 15, 2003: Developmental and Learning Sciences; Human Cognition and Perception; Social Psychology;

August 15, 2003: Decision, Risk and Management Science; Economics; Law and Social Science; Political Science; Sociology; Science and Technology Studies.

HOFSTRA UNIVERSITY

RESEARCH AND SPONSORED PROGRAMS NEWSLETTER

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Hofstra University, Hempstead, New York 11549-1440.

Telephone: (516) 463-6810 **Fax:** (516) 463-6505

URL: <http://www.hofstra.edu/grants>

*For further information regarding any programs listed in this
newsletter, please call extension 3-6810.*

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