It’s been a long time coming and it’s not here yet, but federal policy to acknowledge more than one principal investigator on a research grant is on the way, according to the White House Office of Science and Technology Policy.

Taking a first step, OSTP Director John Marburger, the president’s science adviser, sent a memo to federal departments and agencies last month mandating equal time for research partners, when appropriate. Establishing a general approach, the memo states that all federal research agencies "should accommodate the recognition of two or more principal investigators on research projects (grants and contracts)."

OSTP would not replace the use of a single PI, but it calls for recognizing "the appropriateness of multiple principal investigators in this era of complex multidisciplinary research."

A work group of the National Science and Technology Council, which will include representatives from federal research agencies, "will develop an implementation strategy that meets the needs of both the research community and the funding agencies," Marburger said. Current policy at some agencies prohibits listing more than one investigator as PI. Practices at grantee institutions also have been an obstacle to recognizing multiple PIs. Concerns center around plural PIs complicating project administration, blurring lines of authority and diminishing accountability.

Advocates for change argue that failure to share credit is an anomaly at a time of increasing collaboration in science and could seriously hamper scientific advances in areas that depend on cooperative endeavors.

"Many scientific projects now involve more than a single contributing scientist and some have a compelling need for more than one principal investigator to manage the effort," Marburger observed.

"Moreover, the collaborators are often from different institutions. Careers of these investigators are driven by credit for the work performed, and we should strive to recognize contributors across disciplines and institutions," he said.

The proposal has gained impetus from the work of an NSTC panel that is examining possibilities for updating and streamlining the way research agencies and grantee institutions do business together. The Research Business Models Subcommittee of NSTC’s Committee on Science also has recommended adopting a standard set of terms and conditions for certain research grant policies across agencies. The effort, aimed at getting agencies to speak the same language and use the same formats for common research grant-related procedures, grew out of the Federal Demonstration Partnership, a collaboration of 10 agencies and 96 grantee institutions.

An Eye on Funding—Current Funding Opportunities

If you are interested in any of the following funding opportunities, send an e-Mail to lcook@oswego.edu with the program title and reference number if there is one.

ARTS

Grants for Arts (NEA) [2905]

Scope: The National Endowment for the Arts seeks grant applications under a variety of programs to expand arts literacy and education.

Areas: Initiatives include:
- Learning for Children and Youth. Grants support exemplary projects in dance, design, folk and traditional arts, literature, local arts agencies, media arts, museums, music, theater, visual arts and multidisciplinary art forms. Deadline: June 13.

Funds: Awards range from $5,000 to $150,000 each.
- Summer Schools in the Arts. Grants support challenging summer arts education programs that enable children and youths to acquire knowledge and skills in the arts, as well as gain lifelong interests in the arts and culture. Projects provide instruction in one or more disciplines and culminate in public performances, exhibitions and other participant demonstrations. Deadline: May 23. Funds: Grants range from $15,000 to $35,000 each.
- Grants for Arts Projects/Access to Excellence. Grants support exemplary projects across arts disciplines and seek to foster and preserve artistic excellence and provide broad public access. Deadline: March 14. Funds: Grants range from $5,000 to $150,000.
- Challenge America: Reaching Every Community Fast-Track Review Grants. Deadline: June 1. Funds: $10,000 each. The program aims to enable organizations, particularly small and mid-sized organizations, to extend the reach of the arts to populations whose opportunities to experience the arts are limited by geography, ethnicity, economies or disability.

EDUCATION

Teaching Fellows in K-12 Education (NSF) [2908]

Scope: The National Science Foundation solicits applications for fellowships and associated training that enables graduate students in NSF-supported fields to work with teachers in K-12 schools to gain teaching skills and help enrich science classroom instruction.

Deadline: May 4 for letters of intent; June 2 for proposals. Funds: $19 million in 2006 for 28 awards in two tracks.

Eligibility: U.S. academic institutions that grant masters or doctoral degrees in science, technology and engineering disciplines supported by NSF.

Areas: The first track funds institutional awards for new projects, the second funds past or current projects to build, expand and improve on initial experiences and disseminate models. Under the program, principal investigators, school administrators, and graduate teaching fellows partner in developing the proposal, as well as implementing the project. Training activities on campus may be part of the project plan, but most of fellows’ activities with teachers and students should take place in K-12 schools.

NSF also encourages PIs to establish collaborative arrangements with industry, nonprofit organizations, museums and other organizations.

Early Childhood Educator Development (ED) [2908]

Scope: The Education Department solicits applications to provide high-quality, sustained, intensive professional training for early childhood educators in how to provide developmentally appropriate science-based school-readiness services for preschool-age children.

Deadline: April 22.

Funds: $14.7 million for three to six awards of $2.5 million to $5 million a year each. The project period is three years.

Eligibility: Partnerships of at least one: a higher education institution or other public/private entity that provides professional development for early childhood educators who work with children from low income families in high-need communities; a public agency; and an entity with demonstrated experience in providing training in identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse.

Areas: ED is especially interested in:
- Applications that focus on development of those who work with young children, infants or toddlers with limited English, disabilities or other special needs.
- Focus on specific science-based curricula used to promote school readiness in language, cognitive development, early reading and numeracy skills, which also have standardized training procedures and published curriculum materials to support implementation.

Staples Foundation for Learning [70111]

Scope: The sponsor funds non-profit, tax-exempt organizations for programs that support or provide job skills and/or education for all people, with a special emphasis on disadvantaged youth.

Deadline: Mar 28, June 28, Sept 27.

Areas: The sponsor’s mission is to provide funding to programs that support or provide job skills and/or education for all people, with a special emphasis on disadvantaged youth. The sponsor seeks to support causes that teach, train and inspire people from all walks of life and diverse backgrounds.

American Educational Research Association [72520]

Scope: The sponsor awards research grants intended to: stimulate research on fundamental educational issues, with a priority for the education of poor, urban, or minority students and for mathematics and literacy education;
An Eye on Funding (continued from page 2)

attract a cadre of talented scholars and enhance their research preparation; build a network of scholars whose collaborations focus on high priority educational issues; and contribute to basic knowledge, the improvement of practice, and the informing of policy in educationally important contexts.

**Deadline:** September 1.

**Areas:** Research topics may cover a wide range of education-related issues. Priority will be given to research that addresses mathematics and literacy education and the education of poor, urban, or minority students. Additional topics may include cultural and linguistic diversity; alternative forms of educational assessment; school persistence; early childhood education; contextual factors (individual, curricular, and school related) in education; materials (curriculum) development; school reform; and the quality of educational institutions. Preference will be given to research that intersects theory and practice in such areas.

Constellation Energy Group [68120]

**Scope:** The sponsor recognizes that education is the foundation of both personal and economic growth. The sponsor supports education programs in areas where its employees live and work. It also administers a Matching Gifts Program for higher education to encourage employees to join the company in financially supporting institutions of higher learning in which they have an interest.

**Deadline:** May 1

**HEALTH & WELLNESS**

Mind-Body Interaction and Health (NIH) [2903]

**Scope:** Eleven National Institutes of Health funding components seek applications for research on the mind-body relationship and health.

**Deadline:** June 1 and Oct. 1.

**Funds:** There is no dollar setaside. Funding is via the research project grant, which provides varying amounts for four or five years. Applicants requesting $500,000 or more in direct costs in any one year must contact relevant program staff at least six weeks before submitting the application to obtain agreement that the institute will consider the application.

**Areas:** General interest areas are: the effect of cognition or personality—beliefs, attitudes, values and modes of thinking—and emotions on physical health and the underlying physiological, behavioral and social pathways those factors travel to affect health; determinants and antecedents of the cognitive, personality and emotional factors that affect health and how they develop and are maintained or changed; and how stress influences health.

Research topics reflect the missions of participating funding components, which include: the National Cancer Institute; National Center for Complementary and Alternative Medicine; National Heart, Lung and Blood Institute; National Institute on Alcohol Abuse and Alcoholism; National Institute of Dental and Craniofacial Research; National Institute of Environmental Health Sciences; National Institute of Mental Health; National Institute of Child Health and Human Development; National Institute on Aging; and National Institute on Drug Abuse.

**Discrimination in Health Care (NIH)** [2906]

**Scope:** The National Institutes of Health invites applications for research on instruments and methods to improve the measurement of racial/ethnic discrimination in health care delivery, probe the link to health disparities and reduce the prevalence of disparities (Oct. 23 NIH Guide).

**Deadline:** June 1 and Oct. 1.

**Funds:** There is no specific funding setaside. Funding is via the research project grant of varying amounts for up to five years; the small project grant of $50,000 a year each for two years; and the two-year exploratory/development grant of $275,000 each.

**Areas:** NIH specifically encourages:
- Descriptive and analytical studies that examine racial/ethnic discrimination as a risk factor for disparities in disease incidence, treatment and outcomes.
- Development of data resources, including the identification and/or development of new data collection modalities and the evaluation of existing data collection instruments.
- Design of innovative methods of measuring racial/ethnic discriminatory behavior, perception of exposure to discrimination and approaches to the analysis of quantitative and qualitative data to describe discriminatory behavior and exposure to it.
- Study of the prevalence of racism in health care systems or policies and its role in disparities.
- Development and evaluation of interventions that improve cross-cultural communication and reduce discriminatory behavior, its perception and health related consequences.
- Studies that examine bias in attitudes, beliefs and behaviors that may limit access of ethnic/racial minorities to diagnostic technologies and therapies, especially for disparities in cardiovascular disease, cancer detection, infectious disease and infant mortality.

**INTERDISCIPLINARY**

**Developmental and Learning Sciences (DLS)—Workshops and Small Conferences (SBE—BCS) [63422]**

**Scope:** The sponsor supports studies that increase our understanding of cognitive, linguistic, social, cultural, and biological processes related to children’s and adolescents’ development. Support is provided for workshops and small conferences to assist in assessing the research need of the field and for planning ways to address research gaps. Workshop and conference proposals will be awarded on a one-time basis.

**Deadline:** July 15.

**Areas:** The primary objective of this...
Fund for Higher Education Research Faculty Fellowships Pgm.

The Fund for Higher Education Research is soliciting applications for up to three $2,500 research fellowships for original studies for public higher education in New York. Our goal is to support and distribute empirical studies of the CUNY and SUNY systems that will enhance public understanding and appreciation of these institutions and contribute to their improved performance.

- Projects will be judged in terms of originality, relevance to the mission of the Fund for Higher Education Research, feasibility, and likely impact.
- Topics may include, but are not limited to, curricular and pedagogical issues, questions of governance and finance, admissions, testing, standards, work conditions, and diversity.

There is no formal application form. Applications should include:
- A cover letter describing the project and the applicant’s qualifications for studying it; a 500 to 2,000 word description and timetable for the project; and a current CV for the principal researcher(s).
- Applications must reach our offices by April 9, 2005. Successful applicants will be notified by May 3. Stipends of $500 will be distributed in May with the balance paid on delivery of an acceptable report by October 4, 2005. All reports shall become the property of the Fund for Higher Education Research, though individual fellows may publish their findings sixty days after publication by FHER. The fund will share half of any reprint rights sold by the Fund. The Board reserves the right to delay, reduce, or withhold final payment of the research award for studies which, in its sole opinion, fail to meet its standards. Successful fellows should be prepared, at the Board’s expense, to make media appearances elaborating and defending their research findings. Proposed projects will be judged by the Fund’s research committee and all decisions of the Board are final.

(Continued on page 7)

An Eye on Funding (continued from page 3)

program is to support research that focuses on the mechanisms of development that explain when and how children and adolescents acquire new skills and knowledge and to elucidate the underlying developmental processes that support learning. The sponsor states the following research areas as a priority:
- Fundamental research on developmental processes during the perinatal and prenatal periods, infancy, childhood, adolescence, and young adulthood.
- Studies of the relationships among biological, cognitive, linguistic, social, and emotional aspects of human development over the life course.
- Developmental cognitive neuroscience research on how people learn, neurologic pathways and brain adaptability, and experiential and environmental factors that stimulate development.
- Development of higher-order cognitive processes, including critical thinking, communication, memory, language, mental representation, and other processes that maximize learning potential.
- Relations between the development of specific and general forms of knowledge; age-related changes in the processes of transfer of knowledge in one domain to children’s understanding of another domain.
- Multidisciplinary, multi-method, microgenetic, and longitudinal approaches to the study of development during childhood and adolescence, including ethnographic research.
- Use of molecular genetics data to inform the study of continuities and discontinuities in development.
- Development of new methods, models, and theories for studying learning and development.
- Relations of children’s and adolescents’ development of peer relationships, family interactions, social identities, and motivation.
- Studies of the multiple influences on children’s development, including the impact of family, school, community resources, and social institutions on the learning and development of children and adolescents.
- Research on how development is mediated by peers, social institutions, the media, and popular culture.
- Relations of adolescents’ development to their preparation for entry into the workforce.

The role of cultural influences and demographic characteristics (e.g., children’s socioeconomic status, ethnicity, immigrant status, gender) on development; and the role of culture as internal processes (e.g., value perspectives,
Campus News—Psychology Professor to Research Spontaneous Eye Blinking in Human Infants

Leigh F. Bacher, Psychology, has received a 2 year grant from the National Eye Institute of NIH to investigate the early development and correlates of spontaneous eye blinking.

The long-term objective of this research is to determine the potential clinical utility of spontaneous eye blinking (SEB) in human infants. Previous work has established that: baseline rates of SEB are altered under some pathological conditions, central dopamine systems participate in the regulation of SEB rate, modest evidence of developmental continuity of SEB mechanisms exists, and the rate of SEB can be temporarily altered in adults, children and infants.

Specific aims of the current project are: (1) Describe individual differences in SEB and assess stability of individual differences. (2) Test whether individual differences in SEB rate are linked to variation in infant temperament and whether transient rate changes are linked to changes in motor activation. (3) Attempt to alter the rate of spontaneous blinking by presenting stimuli predicted to increase or decrease SEB rate. Achieving these Aims will help clarify the development, mechanisms and functional relationships of SEB.

The study involves inviting parents in our community to bring their infants to campus for observations at 4 and 12 months of age. During each visit, infants will be presented with a social or moving stimulus while digital images of the infant’s eyes/face, heart rate and motor activity are recorded. Temperament will also be measured at each age. The results will provide for the first time longitudinal data on features of SEB in human infants. By determining whether variations in SEB between individuals might be meaningful for other behavioral systems such as temperament, we would gain potentially useful information on whether individual differences in SEB rate may predict behavioral and health-related outcomes.

Dr. Leigh Bacher, Psychology

Campus Grants Timeline

For information and application materials for campus grants, visit our web site http://www.oswego.edu/orsp and look under Campus Grants & Awards.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DEADLINE</th>
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<tr>
<td>Graduate &amp; Undergraduate Scholarly &amp; Creative Activity Grants</td>
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</tr>
<tr>
<td>President’s Award for Scholarly &amp; Creativity and Research</td>
<td>January 2006</td>
</tr>
<tr>
<td>Provost’s Award for Scholarly &amp; Creativity and Research</td>
<td>January 2006</td>
</tr>
<tr>
<td>Faculty Enhancement Scholarly &amp; Creative Activity Grants</td>
<td>February 2006</td>
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<tr>
<td>Faculty Enhancement SCAC New Faculty Incentive Grants</td>
<td>February 2006</td>
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<tr>
<td>Faculty Enhancement Course Development Grants</td>
<td>February 2006</td>
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<tr>
<td>Faculty Enhancement Program Innovation Grants</td>
<td>February 2006</td>
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<tr>
<td>Student/Faculty Collaborative Challenge Grants</td>
<td>February 2006</td>
</tr>
</tbody>
</table>
construction of meaning, etc.)

Developmental and Learning Sciences (DLS) - Individual Investigator Research Projects [63399]

Scope: The sponsor supports studies that increase our understanding of cognitive, linguistic, social, cultural, and biological processes related to children's and adolescents' development. Research supported by this program will add the basic knowledge of how people learn and the underlying developmental processes that support learning, with the objective of leading to better educated children and adolescents who grow up to take productive roles as workers and as citizens. Approximately $5 million is available annually.

Deadline: July 15.

Areas: The primary objective of the Developmental and Learning Sciences Program is to support research that focuses on the mechanisms of development that explain when and how children and adolescents acquire new skills and knowledge and to elucidate the underlying developmental processes that support learning. Priority will be given to studies addressing one or more of the following:

- Fundamental research on developmental processes during the perinatal and prenatal periods, infancy, childhood, adolescence, and young adulthood.
- Studies of the relationships among biological, cognitive, linguistic, social, and emotional aspects of human development over the life course.
- Developmental cognitive neuroscience research on how people learn, neurologic pathways and brain adaptability, and experiential and environmental factors that stimulate development.
- Development of higher-order cognitive processes, including critical thinking, communication, memory, language, mental representation, and other processes that maximize learning potential.
- Relations between the development of specific and general forms of knowledge; age-related changes in the processes of transfer of knowledge in one domain to children's understanding of another domain.
- Multidisciplinary, multi-method, microgenetic, and longitudinal approaches to the study of development during childhood and adolescence, including ethnographic research.
- Use of molecular genetics data to inform the study of continuities and discontinuities in development.
- Development of new methods, models, and theories for studying learning and development.
- Relations of children's and adolescents' development of peer relationships, family interactions, social identities, and motivation.
- Studies of the multiple influences on children's development, including the impact of family, school, community resources, and social institutions on the learning and development of children and adolescents.
- Research on how development is mediated by peers, social institutions, the media, and popular culture.
- Relations of adolescents' development to their preparation for entry into the workforce.
- The role of cultural influences and demographic characteristics (e.g., children's socioeconomic status, ethnicity, immigrant status, gender) on development; and the role of culture as internal processes (e.g., value perspectives, construction of meaning, etc.)

Recreational Programs (ED) [2908]

Scope: The Education Department Office of Special Education and Rehabilitative Services invites applications for projects to provide individuals with disabilities recreational activities and related experiences to aid in their employment, mobility, socialization, independence, and community integration.

Deadline: March 29.

Funds: $1 million for eight awards of up to $140,000 a year each for three years. The grantee match (in cash or kind) is 25 percent in the second year and 50 percent in the third.

Areas: Recreational services include, but are not limited to: vocational skills development; leisure education, leisure networking and leisure resource development; physical education and sports; scouting, camping and 4-H activities; music, dancing and art; and handicrafts and homemaking. Projects must provide recreational services to individuals with disabilities in settings with peers who are not individuals with disabilities.

Immigration Public Education (DoJ) [2908]

Scope: The Justice Department solicits applications to conduct public education programs about the rights afforded potential victims of employment discrimination and the responsibilities of employers under the antidiscrimination provision statutes.

Deadline: March 21.

Funds: Grants range from $35,000 to $100,000.

Eligibility: DoJ welcomes proposals from diverse public service groups, organizations or associations providing information services to employers and/or potential victims of discrimination, and Faith-Based organizations, nonprofit groups providing services and assistance to potential victims of discrimination.

Areas: The program is designed to develop and implement cost-effective approaches to educate potential victims of employment discrimination about their legal rights and to educate employers about their responsibilities. Applications may propose to educate potential victims only, employers only, or both in a single campaign. Applicants must demonstrate the ability to use diverse forms of mass and electronic media to educate employers and/or employees in the public and private sectors, as well as to inform agencies providing services to potential victims of discrimination. Applicants should discuss their campaign strategies and propose using...
existing materials whenever possible. Grantees also should plan to include Office of Special Counsel attorneys and other professional staff in outreach programs.

State Justice Statistics (DoJ/JS) [2908]

**Scope:** The Justice Department’s Bureau of Justice Statistics invites proposals to establish and operate statistical analysis centers to collect, analyze and report crime statistics to federal, state and local governments and share information nationally.

**Deadline:** June 15.

**Funds:** Awards average $50,000 per state center. The project period is usually one year.

**Eligibility:** Nonpartisan professional organizations authorized by state legislation, staffed by professionals skilled in applying statistical method and techniques.

**Areas:** Themes designated for 2005 include homicide in schools; deaths in police custody reporting; and research examining the impact and consequences of crime on racial or ethnic minorities.

**Advice:** Universities, nonprofit research firms and consultants may perform some or all of the work performed under the center’s direction.

**Retirement Economics (NIA) [2903]**

**Scope:** The National Institute on Aging invites applications for research on the factors involved in older individuals' work and retirement decisions and their context and consequences, which have increasing significance for public policy in light of the approaching retirement of the baby-boom generation.

**Deadline:** June 1 and Oct. 1.

**Funds:** There is no dollar setaside. Funding mechanisms are: the research project grant, which provides varying amounts for four or five years; the broad-based multidisciplinary, multi-component, thematic program grant, which often exceeds $500,000 a year for five years; the small grant, of up to $50,000 a year each for two years; and the exploratory development grant, which provides up to $275,000 each over a two-year project period.

**Areas:** Research interests range over a wide area including: determinants of retirement behavior; variation in work patterns in later life; evolution of health and economic circumstances of individuals through retirement and later life; time use and life satisfaction in...
Bush ‘06 Plan Takes Aim at Discretionary Programs

President Bush’s FY 2006 budget would squeeze spending across discretionary grant accounts, end many competitive grant programs, reshuffle others and provide scant increases even for favored grant makers.

The Education Department, with a 0.9 percent proposed decrease in discretionary spending—the source of competitive grants—would see elimination of 48 programs, sacrificed for higher priority items.

New and competing grant totals would increase under a 0.7 percent proposed increase in the National Institutes of Health’s programs, but the projected 9,463 new research project grants would lag behind recent highs.

Other health agencies would see cuts, including the Health Resources and Services Administration, where a $304 million increase for community health centers would fail to offset other actions—the $252 million planned cut in health professions training, a perennial target, and terminations for traumatic brain injury, newborn hearing screening and pediatric emergency medical services, for example.

The Substance Abuse and Mental Health Services Administration would lose funds for competitive grants, including funds for the Safe Schools, Healthy Students initiative, which would expire.

The big winners in the health and social services grant sphere revolve around the administration’s faith-based, family strengthening initiatives. The budget requests $100 million for the Compassion Capitol Fund, which seeds faith-based and community activities; $50 million to mentor children of prisoners; and a whopping $270 million for abstinence education, a total that tops the budgets of several NIH components.

The National Science Foundation, which suffered a cut in its 2005 budget, would receive a 2.4 percent increase. But the administration would transfer math and science partnership programs to ED and slash elementary, secondary and informal science education and undergraduate education programs by 22.6 percent and 12 percent respectively.

The increase can’t keep pace with proposal pressure from an increasing number of applicants, NSF Director Arden Bement said at the agency’s budget briefing. The number of competitive awards is expected to drop from 10,360 in 2004 to 10,010 in 2006, according to agency statistics. The challenge is to maintain recent gains the agency has made in increasing award size while maintaining success rates, said Bement.

The Environmental Protection Agency’s Science to Achieve Results program, also a recent loser in the appropriations sweepstakes, would continue its funding slide. Total funding for research grants and fellowships could be in the $65 million range, down from about $70 million this year and $100,000 million in 2004. Overall funding for the parent Office of Research and Development would stay at $570 million.

Not all is bleak for science, however, especially in nanotechnology, information technology, homeland security and other key priorities.

Overall, the president’s budget commits 14.3 percent of 2006 non-defense discretionary funds to research and development, in contrast to 14.2 percent this year and 13.7 percent in 2001, said the White House Office of Science and Technology Policy. But agency and program fortunes vary wildly.

One program set to gain is the Agriculture Department’s premier competitive National Research Initiative, which would increase $70 million, to total $250 million.

Programs Tapped for Elimination (dollars in millions)

Vocational Education State Grants (1,194), Educational Technology State Grants (496), Safe and Drug-Free Schools State Grants (437), TRIO Upward Bund (313), Gear Up (307), Even Start (225), Comprehensive School Reform (205), TRIO Talent Search (145), Tech-Prep Education state grants (106) Smaller Learning Communities (95), Teacher Quality Enhancement (68), Federal Perkins Loans Cancellations (66), Regional Educational Laboratories (66), Leveraging Educational Asst. Partnerships (66), Parental Information and Resource (42), Byrd Honors Scholarships (41), Supported Employment state grants (37), Arts in Education (36), Elementary and Secondary Counseling (35), Alcohol Abuse Reduction (33), Civic Education (29), Incarcerated Youth Offenders state grants (22), Projects With Industry (22), Star Schools (21), National Writing Projects (20), Foreign Language Assistance (18), School Leadership (15), Ready to Teach (14), Vocational Education National Programs (12) Javits Gifted and Talented Education (11), Occupational and Employment Information (9), Exchanges with Whaling, Trading Partners (9), Students with Disabilities Demonstrations (7), Community Technology Centers (5), Literacy Programs for Prisoners (5), Mental Health Integration in Schools (5), School Dropout Prevention (5), Tech-Prep Demonstration (5), Legal Educational Opportunity Program (3), Women’s Educational Equity (3), Recreational Programs (3), Migrant and Seasonal Farm-workers (2), Underground Railroad Program (2), Close-Up Fellowships (2), Excellence in Economic Education (2), Interest Subsidy Grants (2), B.J. Stupak Olympic Scholarships (1), Foundations for Learning (1), TOTAL 4,264.
# Highlights of the White House 2006 Education Budget Request

## OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

<table>
<thead>
<tr>
<th>Program</th>
<th>Fiscal 2004</th>
<th>President’s Fiscal 2005</th>
<th>Fiscal 2005 Omnibus</th>
<th>President’s Fiscal 2006 Request</th>
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<td>High school intervention</td>
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<td>Comprehensive school reform</td>
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<td>Impact Aid (total)</td>
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<td>State assessments</td>
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<td>21st Century Community Learning Centers</td>
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<td>Educational technology</td>
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## OFFICE OF INNOVATION AND IMPROVEMENT

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<th>Fiscal 2005 Omnibus</th>
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<td>Office of Innovation and Improvement (total)</td>
<td>1,103</td>
<td>885</td>
<td>1,093</td>
<td>1,308</td>
</tr>
<tr>
<td>Teacher incentive merit pay fund</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>500</td>
</tr>
<tr>
<td>Credit enhancement for charter facilities</td>
<td>37</td>
<td>100</td>
<td>37</td>
<td>0</td>
</tr>
</tbody>
</table>

## OFFICE OF SAFE AND DRUG-FREE SCHOOLS

<table>
<thead>
<tr>
<th>Program</th>
<th>Fiscal 2004</th>
<th>President’s Fiscal 2005</th>
<th>Fiscal 2005 Omnibus</th>
<th>President’s Fiscal 2006 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Schools and Citizenship Programs (total)</td>
<td>856</td>
<td>839</td>
<td>861</td>
<td>397</td>
</tr>
<tr>
<td>Safe and Drug-Free Schools state grants</td>
<td>441</td>
<td>441</td>
<td>437</td>
<td>0</td>
</tr>
<tr>
<td>Alcohol abuse national programs</td>
<td>30</td>
<td>0</td>
<td>33</td>
<td>0</td>
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## OFFICE OF ENGLISH-LANGUAGE ACQUISITION

<table>
<thead>
<tr>
<th>Program</th>
<th>Fiscal 2004</th>
<th>President’s Fiscal 2005</th>
<th>Fiscal 2005 Omnibus</th>
<th>President’s Fiscal 2006 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Acquisition state grants</td>
<td>668</td>
<td>681</td>
<td>676</td>
<td>676</td>
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</table>

## OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

<table>
<thead>
<tr>
<th>Program</th>
<th>Fiscal 2004</th>
<th>President’s Fiscal 2005</th>
<th>Fiscal 2005 Omnibus</th>
<th>President’s Fiscal 2006 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education (total)</td>
<td>11,161</td>
<td>12,176</td>
<td>11,674</td>
<td>12,126</td>
</tr>
<tr>
<td>State grants:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State grants, Part B</td>
<td>10,068</td>
<td>11,068</td>
<td>10,590</td>
<td>11,098</td>
</tr>
<tr>
<td>Preschool grants</td>
<td>388</td>
<td>388</td>
<td>385</td>
<td>385</td>
</tr>
<tr>
<td>Grants for infants and families</td>
<td>444</td>
<td>467</td>
<td>441</td>
<td>441</td>
</tr>
<tr>
<td>National activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State improvement/personnel development</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>0</td>
</tr>
<tr>
<td>Technical assistance and dissemination</td>
<td>53</td>
<td>53</td>
<td>52</td>
<td>49</td>
</tr>
<tr>
<td>Personnel preparation</td>
<td>91</td>
<td>91</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>Parent information centers</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Technology and media services</td>
<td>39</td>
<td>32</td>
<td>39</td>
<td>32</td>
</tr>
<tr>
<td>Transition initiative</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Rehabilitation services and disability research</td>
<td>3,011</td>
<td>3,047</td>
<td>3,075</td>
<td>3,059</td>
</tr>
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</table>

## OFFICE OF VOCATIONAL AND ADULT EDUCATION

<table>
<thead>
<tr>
<th>Program</th>
<th>Fiscal 2004</th>
<th>President’s Fiscal 2005</th>
<th>Fiscal 2005 Omnibus</th>
<th>President’s Fiscal 2006 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational education</td>
<td>1,328</td>
<td>-</td>
<td>1,326</td>
<td>0</td>
</tr>
<tr>
<td>Adult education</td>
<td>590</td>
<td>590</td>
<td>585</td>
<td>216</td>
</tr>
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</table>

## OFFICE OF POSTSECONDARY EDUCATION

<table>
<thead>
<tr>
<th>Program</th>
<th>Fiscal 2004</th>
<th>President’s Fiscal 2005</th>
<th>Fiscal 2005 Omnibus</th>
<th>President’s Fiscal 2006 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRIO programs</td>
<td>833</td>
<td>833</td>
<td>837</td>
<td>369</td>
</tr>
<tr>
<td>GEAR UP</td>
<td>298</td>
<td>306</td>
<td>306</td>
<td>0</td>
</tr>
</tbody>
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## INSTITUTE OF EDUCATION SCIENCES

<table>
<thead>
<tr>
<th>Program</th>
<th>Fiscal 2004</th>
<th>President’s Fiscal 2005</th>
<th>Fiscal 2005 Omnibus</th>
<th>President’s Fiscal 2006 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute of Education Sciences</td>
<td>497</td>
<td>450</td>
<td>523</td>
<td>479</td>
</tr>
<tr>
<td>EDUCATION DEPARTMENT (discretionary)</td>
<td>55,662</td>
<td>57,339</td>
<td>56,577</td>
<td>56,048</td>
</tr>
</tbody>
</table>

Source: Office of Management and Budget
An Eye on Funding (continued from page 9)

retirement; implications of retirement trends; retirement expectations and planning; international comparisons of retirement; and retirement modeling.

Standards Research (DoC/NIST) [2904]
Scope: The Commerce Department's National Institute of Standards and Technology solicits applications for small grants to support research across in multiple subject areas and seven science and technology laboratories.
Deadline: Sept. 30 2005. (Proposals received from May 1 to Sept. 30 will be processed and considered for funding under this solicitation, but if selected, proposals may be funded in the following fiscal year).
Funds: Grants range from $5,000 to $300,000, depending upon the program, but most top out at $125,000 to $150,000 each.
Areas: Laboratory research areas are:
- Electronics and electrical engineering, with topics from semiconductors to law enforcement standards.
- Manufacturing engineering, with technical areas from nanometer-scale metrology in the precision engineering division to healthcare informatics in the manufacturing systems integration division.
- Chemical science and technology, with a focus on measurement science in areas from automotive and aerospace to microelectronics.
- Physics, with topics from electron and optical physics to time and frequency.
- Materials science and engineering, with interests from ceramics to spectroscopy.
- Building research, with topics in materials and construction research and building environment.
Fire research grants provide funding for innovative investigator-initiated projects within the broad categories of: analysis and prediction; fire metrology; fire fighting technology; materials and products and integrated performance assessment.

Social, Demographic Studies of Race (NICHID) [2905]
Scope: The National Institute of Child Health and Human Development funds studies that will improve understanding of race and ethnicity in social science and demographic research.
Deadline: June 1 and Oct. 1.
Funds: Funding is via the research project grant, which typically provides up to $250,000 a year in direct cost for five years.
Areas: The program seeks research that will clarify what is reflected as "race" and "ethnicity" in social science and clarify the complex social, cultural and psychological processes that underlie racial and ethnic identification and its meaning in social science analysis. Examples of research categories are: causes and consequences of changing racial and ethnic composition of U.S. society, including effects on population health and health disparities; issues related to the development, maintenance and consequences of racial and ethnic identity; and development and validation of methods of conceptualizing, measuring and modeling race and ethnicity.

Research on S&T Surveys, Stats (NSF) [2905]
Scope: The National Science Foundation invites applications for research to develop or improve survey methodology of science and technology activities and resources.
Deadline: April 12.
Funds: $400,000 for three to four awards.
Areas: The program provides support for efforts to create and improve indicators of science and technology activities and strengthen methods to analyze and disseminate science and technology statistical data. To that end, grants fund survey research and analytical studies.

Partnerships for Learning (DoS) [2906]
Scope: The State Department's Bureau of Educational and Cultural Affairs invites applications for three-to-four week youth leadership projects for 18 secondary school students and teachers from Bosnia and Herzegovina.
Deadline: March 24.
Funds: One award for 75,000. The grant will begin in summer 2005 and end about 16 months later.
Areas: A successful project will teach students and teachers to be actively engaged in addressing issues of concern in their schools and communities upon their return home, so they will be equipped with the knowledge, skills and confidence to become citizen advocates. Applicants should outline their capacity for doing projects focusing on three areas of competency: providing leadership and civic education programming; age-appropriate programming for youth; and work with individuals from Bosnia-Herzegovina or other areas that have experienced conflict and/or are emerging democracies.
Tip: Applicants need not have a partner in Bosnia and Herzegovina. The U.S. Embassy in Sarajevo will recruit and select the participants.

NASD Investor Education Foundation [RFP0211]
Scope: The NASD Investor Education Foundation, established in 2003 by NASD, supports educational programs and research with the goal of providing investors with high-quality, easily accessible information and tools to better understand investing and the markets.
Deadline: April 13.
Areas: The foundation invites eligible organizations to submit grant proposals for research projects and/or educational programs that empower young adults, ages 18-24, who are about to enter the workforce to better prepare for their initial investment decisions and investing goals, including retirement.
An Eye on Funding (continued from page 10)

Academic Excellence Grant Program (SUN) [61268]
Scope: The sponsor grants equipment to eligible organizations who have developed creative projects that address the sponsor's investment priorities and create partnerships for success. The primary investment priorities are higher education and kindergarten through twelve education.
Deadline: June 10.
Areas: The sponsor grants equipment to eligible organizations who have developed creative projects that address the sponsor's investment priorities and create partnerships for success. Grants are awarded under the following priorities:
- Higher Education: including the teaching of SUN technologies, web-based learning, scientific and engineering computing, and business collaborations.
- K-12 Education: including primary and secondary education and university outreach.

Jackson (Henry M.) Foundation [59173]
Scope: The sponsor provides grants which are intended as support and seed funding for new initiatives that offer promising models for replication and address critical issues in education and international affairs, public service, environment and natural resources management, and human rights.
Deadline: June 1, Sept. 1 and Dec. 1.
Areas: The sponsor focuses its grant-making in the following four areas, giving priority consideration to programs of national significance and/or scope or to those which offer promising models for replication: education and advanced research in international affairs; public service; environment and natural resource management; and human rights. Priority is given to programs in human rights and international affairs. The environment and public service programs have been greatly reduced.

Science and Ecology of Early Development (NICHD) [56602]
Scope: The sponsor provides support for the development of a comprehensive program of research focused on the mechanisms through which social, economic, cultural, and community-level factors, and their interactions, impact the early cognitive, neurobiological, socio-emotional, and physical development of children. The Research Project Grant (R01) and Small Grant (R03) award mechanisms will be used.
Deadline: June 1, Oct. 1.
Areas: The sponsor's Demographic and Behavioral Sciences Branch (DBSB) and Child Development and Behavior Branch (CDBB) and the National Institute on Drug Abuse (NIDA) invite research grant applications that seek to develop a comprehensive program of research focused on the mechanisms through which social, economic, cultural, and community-level factors, and their interactions, impact the early cognitive, neurobiological, socio-emotional, and physical development of children. Specifically, this initiative encourages research that: is multidisciplinary or interdisciplinary; uses existing sources of data and/or justifies new data collection efforts; uses longitudinal, experimental, or comparative designs; and has relevance for public policy, particularly in the areas of childcare, early childhood and primary/secondary education, welfare reform, tax reform, social services, and family/work policies. Populations of interest include diverse children of all ages, with a focus on understanding how the ecological context in which children in poverty grow up influences early development in the short term, or long-term trajectories stemming from early development. Outcomes of interest include cognitive, socio-emotional (e.g., temperament, behavior, character development, interpersonal relations), and physical development and trajectories. This PA is intended to support investigations that examine the processes underling relationships between living in poverty and child outcomes. An understanding of the relevant pathways and mechanisms will lead to improvements in interventions aiming to reduce the risks associated with poverty and promote positive developmental outcomes for children in disadvantaged contexts.

SCIENCES

Field-Initiated Studies (EPA) [2908]
Scope: The Environmental Protection Agency invites investigator-initiated proposals in a broad range of agency-specific and interagency environment related interest areas.
Deadline: Receipt dates vary depending on the research areas.
Funds: Funding varies by area, but typically ranges from $100,000 a year to $300,000 a year each for two or three years.
Eligibility: U.S. higher education institutions and nonprofit organizations, but eligibility varies.
Areas: EPA invites proposals under 20 program announcements that cover research topics from early indicators of environmentally induced disease and computational toxicology to lifestyle and cultural practices of tribal populations and related risks from toxic substances in the environment and graduate and undergraduate fellowships.
Contact: Contacts vary by program and are available, along with detailed program descriptions at www.epa.gov/ncer.

Global Ocean Ecosystems (NSF) [2908]
Scope: The NSF seeks applications for data synthesis and analysis in key Atlantic and Northeast Pacific ocean regions to advance knowledge about the impact of climate variability under the Global Ocean Ecosystems Dynamics program.
Deadline: May 9.
Funds: $8 million for 20 to 30 projects, including 10 to 15 integrated interdisciplinary projects for each region, some of which will be multi-
organization collaborations.

**Areas:** The GLOBEC program seeks to monitor and understand the effects climate has on the dynamics of shelf ecosystems and the health of target species, as well as support development of conceptual and quantitative models to capture ecosystem responses over a broad range of spatial and time scales. This solicitation seeks proposals for data synthesis under the Northwest Atlantic/Georges Bank program and the Northeast Pacific/Coastal Gulf of Alaska program.

**Measuring Endocrine Disruptors (EPA) [2908]**

**Scope:** The Environmental Protection Agency’s Science to Achieve Results program invites applications proposing innovative approaches for measuring the concentrations of chemicals that have the potential to interfere with the function of endocrine systems.

**Deadline:** April 28.

**Funds:** $2.7 million for four to five awards of up to $200,000 a year each for two or three years.

**Areas:** Interest areas include: development of analytical methods for measuring mixtures of disruptors in environmentally relevant concentrations; development of rapid chemical or biological detection methods or technologies for exposure monitoring; development of activity based biological indicators (androgen, estrogen and/or thyroid) of endocrine disruptor exposure in the environment.

**Biology Research Instruments (NSF) [2903]**

**Scope:** The National Science Foundation seeks proposals to develop novel or substantially improve existing instrumentation that can advance the study of biological systems at any level.

**Deadline:** Oct. 5.

**Funds:** $2.5 million for 15 awards of $300,000 to $750,000 each total over two to three years.

**Areas:** The program supports: concept and proof of concept of novel instruments for biological research; instruments that provide new capabilities for detection, measurement and/or observation of biological phenomena or significantly extend current sensitivity, accuracy or resolution; novel or substantially improved instruments for study of biological systems at any level of organization, from molecules to ecosystems; improved software to operate instruments or expand instrument capabilities; and new or improved devices for remote sensing of environmental and other information relevant to biological research.

**Mathematical, Statistical Foundations (NSF) [2903]**

**Scope:** The National Science Foundation invites proposals for projects that advance the mathematical or statistical underpinnings of research in the social, behavioral or economic sciences.

**Deadline:** April 5.

**Funds:** $3 million for up to 15 grants of $150,000 to $650,000 each.

**Areas:** Research projects must focus on problems at the intersection of the social, behavioral or economic sciences and the mathematical or statistical sciences. Investigators should make clear the direct relationships they anticipate across the different scientific domains, NSF advises. The agency also anticipates making five awards.

**Undergraduate Environmental Biology (NSF) [2909]**

**Scope:** The National Science Foundation invites applications to create mentoring programs that will encourage undergraduate students, especially from groups under-represented in the biological sciences, to pursue careers in those fields.

**Deadline:** May 18 for preliminary proposals; Oct. 17 for applications.

**Funds:** $2 million for new awards of up to $600,000 over four years. NSF anticipates making five awards.

**Areas:** Projects provide year-round support for undergraduate students to gain research experience in environmental biology, broadly defined. Projects should include field experience. The directorate encourages proposals that include research themes in behavior, ecology, ecosystems, ecological physiology, evolutionary biology, population biology and/or systematics, as well as proposals in other areas that deal with animal, plant or microbial biology with environmental emphasis.

**Environmental Monitoring (EPA) [2909]**

**Scope:** The Environmental Protection Agency invites applications to support statistical monitoring of ecological resources under the Environmental Monitoring and Assessment Program.

**Deadline:** March 14.

**Funds:** $2 million. The agency plans to make one or two awards for each of seven EPA regions. Awards range up to $192,000 a year each per region. The project period is two years.

**Areas:** Projects develop tools to collect
and provide data that can be incorporated into the national effort to report on environmental resources.

**Special Grant Program in the Chemical Sciences (Dreyfus Fd.) [03727]**

**Areas:** The sponsor offers support to eligible institutions projects that propose to advance the science of chemistry in innovative ways. Proposals are invited in any area consistent with the sponsor's broad objective of advancing the chemical sciences.

**Deadline:** June 2.

**Areas:** The sponsor offers support for proposals that are likely to significantly advance the chemical sciences. Examples of areas of interest are (but are not limited to): the increase of public awareness, understanding and appreciation of the chemical sciences; environmental chemistry; innovative approaches to chemistry education at the graduate, undergraduate and K-12 levels; and programs to make chemistry careers more attractive, particularly to underrepresented groups.

**EarthScope: Science, Education and Related Activities (NSF) [74032]**

**Scope:** The sponsor calls for single or collaborative proposals to conduct scientific research associated with EarthScope and support activities that further its scientific and educational goals.

**Deadline:** July 16.

**Areas:** The EarthScope facility is a multi-purpose array of instruments and observatories that will greatly expand the observational capabilities of the Earth Sciences and permit the sponsor to advance its understanding of the structure, evolution and dynamics of the North American continent. This is made possible by theoretical, computational, and technological advances in geophysics, satellite geodesy, information technology, drilling technology and downhole instrumentation. The EarthScope observational facility, consisting of the Plate Boundary Observatory (PBO), the San Andreas Fault Observatory at Depth (SAFOD), and the USArray, provides a framework for broad, integrated studies across the Earth sciences, including research on fault properties and the earthquake process, crustal strain transfer, magmatic and hydrous fluids in the crust and mantle, plate boundary processes, large-scale continental deformation, continental structure and evolution, and composition and structure of the deep-Earth. In addition, EarthScope offers a centralized forum for Earth science education at all levels and an excellent opportunity to develop cyberinfrastructure to integrate, distribute, and analyze diverse data sets.

**Industry-Based Graduate Research Assistantships/Cooperative Fellowships (NSF) [15511]**

**Scope:** Support is provided to permit graduate students in the mathematical sciences to conduct research under the joint supervision of a university faculty member and an industry-based researcher.

**Deadline:** June 2.

**Funds:** The award provides up to fifty percent of the total support (up to $20,000 per student per year), and a faculty research allowance up to $6,000.

**Areas:** Support is provided to permit graduate students in the mathematical sciences to conduct research under the joint supervision of a university faculty member and an industry-based researcher, to become the mediating bodies for strong university/industry interactions. The program is also intended to broaden the perspectives and education of graduates students.

Graduate Research Assistantships permit graduate students to move between university and industrial environments, spending part-time at the industrial site on a regular basis, and the remainder in the classroom or in other campus-based activities. This research may form the basis of Ph.D. dissertations or masters' theses in the mathematical sciences. Cooperative Fellowships permit graduate students to work full-time as an intern in an industrial setting for a fixed period. The research conducted during this period would not necessarily be the basis for a thesis or dissertation.

The overall goals of this program are to: strengthen the links between industry and academia by creating conduits for exchange of researchers, forging partnerships between universities and industries; establish a mechanism for exchange of mathematical scientists between academia and industry at different stages of their careers and for substantial periods of time; identify and encourage new avenues of research in the mathematical sciences, involving relevance to technological and societal issues, and to provide new perspectives and solutions to industrial research problems; encourage knowledge transfer as well as technology transfer; and impact the academic culture and the higher education enterprise by enriching the experience and expertise of teaching faculty and the breadth of their offerings and thereby a) broaden the academic experiences of students so that they better grasp the challenges of the future, and be better prepared to meet these challenges; b) increase awareness of universities of the opportunities and needs of the workplace, and; c) provide a more complete experience and perspective for students aspiring to enter the industrial workforce.

Information for current funding opportunities comes from various resources: Federal Grants & Contracts Weekly, Foundation Center RFP Bulletin, InfoEd International SPIN (Sponsored Program Information Network).
The Office of Research and Sponsored Programs (ORSP) is responsible for the development, coordination and financial management of all contracts and grants at the College. All externally sponsored projects for research, scholarly / creative activity, curriculum development or services utilizing SUNY Oswego facilities and / or personnel must be processed and administered through ORSP.

A project is externally sponsored if a grant or contract is awarded to the College in support of a specific activity. For example, external sponsors consist of federal and state agencies, private foundations, business and industrial enterprises, local and state governments and professional organizations. Sponsored projects include, but are not limited to, research, conferences, curriculum development, workshops, meetings, special events and scholarly and creative activities.

ORSP Pre-Award Services Available

1) Maintain a faculty/staff profile of research and special projects interests
2) Match faculty / staff projects with potential sponsors
3) Notify faculty/staff of funding opportunities appropriate to their interests
4) Maintain a current resource collection of funding sources
5) Obtain guidelines and application forms
6) Assist with interpret guidelines and preparation of agency forms
7) Provide technical and editorial critique of proposals
8) Discuss budget categories and provide assistance with the development of an appropriate inclusive budget
9) Assist with the development of competitive proposals
10) Submit assurance reports and policies to maintain an approved institutional animal care and use committee and human subject committee in compliance with state and federal procedures
11) Review of final application
12) Obtain administrative approvals
13) Submit proposals by mail or electronically per sponsor specifications
14) Negotiate grant awards and contracts
15) Establish a Research Foundation project account

ORSP Pre-Award works in conjunction with other campus resources such as Penfield Library, Instructional Computing Center, Learning Resources, Center for Excellence in Learning and Teaching to provide necessary services to project activity and appropriate reimbursements. It is essential that Project Directors discuss their anticipated needs during budget development prior to proposal submission to ensure adequate funds are allocated for these campus services.

ORSP Contact Information

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Visit our web site
http://www.oswego.edu/administration/ORSP/index.html