



A FUNDED PROGRAMS REPORT of The College of Education

Vol. 2 No. 2

College of Education External Funding Summary July 1, 1998—June 30, 1999

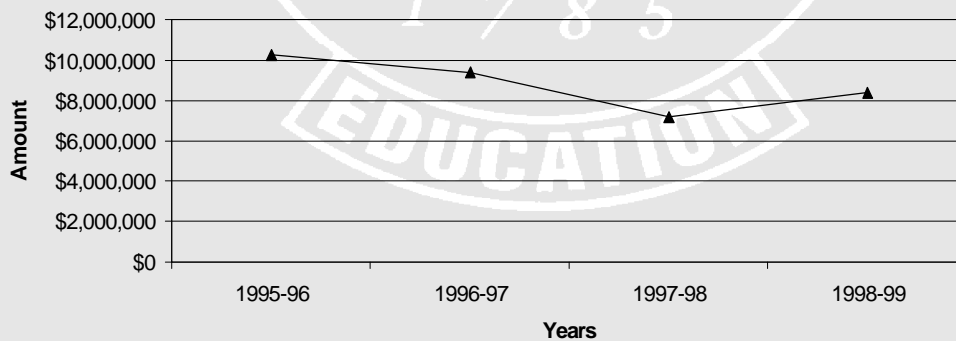
During the past fiscal year, College of Education faculty submitted a total of 118 proposals for external funding. Eighty-four proposals were funded during the year, representing a total of \$8,351,124. This reflects an increase of over a million dollars compared to last year's total of \$7,191,986. A four-year snapshot of funding by dollar amount is presented below. This past year also reflects one of the most active years in terms of the number of proposals prepared. Breaking down the number of applications by school shows that all four schools in the College were actively involved in submitting proposals for external funding. The schools of Teacher Education and Professional Studies each submitted 27 proposals, Health and Human Performance submitted 21 proposals, and Leadership and Lifelong Learning submitted 20. The Dean's Office and its assigned units accounted for the remaining 23 proposals.

Jean Bowen Retiring as Funded Programs Officer

Jean Bowen, who has served well as the Funded Programs Officer of the College of Education for the last five years and has completed twenty-six years of employment with the University of Georgia, will be retiring on December 31st. To phase down to retirement and ease the transition in the Office of Research, Jean's working schedule will be Monday, Tuesday, and Wednesday until the end of the year.

The part of Jean's job with the College that she has enjoyed the most has been working with faculty through the proposal development process, in which she has acted as a proposal development manager, identifying sources of funding that fit faculty ideas, then finding necessary university, business, or community partners, and shepherding the project along until meeting the deadline. Her plan for the future is to continue to act in that capacity as a private consultant on several projects a year, while spending more time with her family.

College of Education Funding Activity



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U.S. Industry Driving the Growth in Research & Development

Research and development (R&D) spending in the U.S. reached an estimated \$220.6 billion in 1998, says a new NSF report. (NSF publication PR 99-43, 6/14/99)

However, the report indicates that industry, not government, is responsible for most of the inflation-adjusted 5.3 percent increase over the estimated \$205.6 billion spent on R&D in 1997.

Industry has provided the largest share of financial support for R&D in the U.S. since 1980, according to Steven Payson, author of the NSF Division of Science Resources Studies.

Preliminary 1998 estimates show industry R&D spending increased in real terms 7.7 percent over 1997 to \$143.7 billion, or 65.1 percent of the total. Federal support increased 0.8 percent to \$66.6 billion, for a record low of 30.2 percent of the total.

“Nearly all (\$140.8 billion) of the industry R&D funds will be devoted to R&D performed by industry itself, with the remainder directed toward academic R&D (\$1.8 billion) and R&D performed by other nonprofit organizations (\$1.0 billion),” Payson said.

Industry, including industry-administered federally funded research and development centers (FFRDCs), is expected to perform 75.1 percent of the nation’s total R&D in 1998. Of this, 85 percent will come from industry’s own funds; federal funding will account for the remaining 15 percent (down from an all-time high of 32 percent in 1987).

Most R&D spending (61.8 percent, or \$136.4 billion) is for development. Applied research accounts for 22.6 percent, or \$49.8 billion and basic research for 15.6 percent, or \$34.4 billion.

A Look at Federal Funds Dedicated to Teacher Training

A recently distributed General Accounting Office Report on testimony before the Subcommittee on Postsecondary Education, Training, and Life-Long Learning Committee on Education and the Workforce, House of Representatives, dated May 5, 1999, indicates that over \$1.5 billion in federal dollars will support teacher training in fiscal year 1999. However, the majority of programs, 78 percent, are designed primarily to support training for teachers who already teach, as opposed to only six percent that primarily supports those preparing to become teachers, with 16 percent supporting inservice and preservice about equally.

Although 87 federal programs support teacher training the programs offer support to varying degrees. For example, teacher training is an important activity of the Title I program, but the program’s primary purpose is to provide services to educationally disadvantaged children. The Eisenhower state grant program, administered in Georgia through the University of Georgia College of Education, is the USDE’s largest teacher training program. Under this program, 85% of the funds are allocated to school districts, while 15 percent are provided to higher education institutions and nonprofit agencies.

Significant federal funding is dedicated to preparing teachers in science, mathematics, and technology through programs of USDE, NASA, and NSF. In other disciplines, the Department of Education obligated 82% of Special Education funds to personnel preparation, and there is growing interest in funding reading interventions and bilingual education.

More information can be obtained by visiting the GAO website at: <http://www.gao.gov>.

IMPORTANT NOTICE TO ALL NSF-FUNDED RESEARCHERS AND DEPARTMENT GRANTS ADMINISTRATION PERSONNEL

Effective October, 1999, the National Science Foundation will require that ALL reports—annual, final, and interim—be submitted via their FastLane Project Reports System. Contact the Office of the Vice President for Research for more information at 542-5939 or <http://ovpr.uga.edu>

Funding Issues Threaten Pace Of Review Reform Efforts at NIH

The engine that drives the National Institutes of Health's system for judging grant applications is running on low, say review officials.

Lack of funds and staff could impede ongoing efforts to reform application review to serve grantseekers better, Center for Scientific Review Director Ellie Ehrenfeld told advisory committee members this week. NIH, the largest federal grantmaker, reviews more than 40,000 funding requests each year, and the number is growing.

The situation could affect especially the Center for Scientific Review (CSR) ability to handle reviews of special new initiatives and complex multi-disciplinary and translational research proposals, which are on the rise.

Applications for competing NIH-reviewed grants have increased from 37,855 in fiscal 1998 to an estimated 41,301 this year. Of this year's total, the number estimated for review by CSR is 31,306, up from 27,074 last year and 26,324 the year before.

But while Congress has added funds for research, it has kept the lid on dollars for research management and services, which supports review. Out of a nearly \$16 billion budget for NIH this year, up almost \$2 billion, the CSR budget totals only about \$30 million, unchanged from 1998.

Proposal pressure is due both to the increase in applications overall and to the fact CSR is man-

aging reviews for an increasing portion of requests for applications and special initiatives institutes usually would handle. "We're now doing up to a third of RFAs and special initiatives from the institutes," Ehrenfeld said, "up from 6 percent in 1995."

"But the numbers don't tell the whole story," she added. Many applications generated by new NIH priorities are unusually complex, involve large-scale multidisciplinary and are often collaborative investigations.

CSR has a priority list of RFAs and PAs to help decide among requests for help, which include initiatives that cross institutes in a crunch. Ehrenfeld cited one instance in which institute officials said they would withdraw an initiative if CSR could not do the review.

Contact: To keep up with CSR, consult its website at <http://www.nih.gov>.

College of Education

1999-2000 TEACHING AND LEARNING GRANTS AWARDED

by the University System of Georgia Board of Regents

Catherine Fallona, School of Teacher Education, Elementary Education, "Enhancing the Course, EDEC4030: Integrated Curricular Practices in Early Childhood Education, with Technology to Increase Preservice Teacher's Competence in Using Technology as an Organizational and an Assessment Tool."

Carolyn Keys, School of Teacher Education, Science Education, "Enhancing Multicultural Education for Secondary Science."

Deborah Tippins, School of Teacher Education, Science Education, "Science Education for the 21st Century-A Cross Cultural Case-based Approach."





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EXTERNALLY FUNDED AWARDS

January-August 1999

Research	\$ 711,416
Instruction	\$1,709,954
Public Service	\$2,997,992
Total	\$5,419,362

RESEARCH

Adele Patrick, Counseling and Human Development Services, "Development and Dissemination of a Questionnaire and Method to Evaluate Customer Satisfaction with Rehabilitation." U.S. Department of Education.

Michael Hannafin, Learning and Performance Support Laboratory, "Tactical Readiness Instruction Authoring and Delivery." Sonalysts, Inc.

Kenneth Hay, Learning and Performance Support Laboratory, "Center for Innovative Learning and Technology." SRI International.

George Hynd, School of Professional Studies, "Brain Morphology and Neurolinguistic Ability in Dyslexia." National Institutes of Health.

Richard Lynch, School of Leadership and Lifelong Learning, "IPA Assignment Agreement to Serve as Education Program Specialist for USDE, Office of Vocational and Adult Education." U.S. Department of Education.

Jerome Morris, ESS/Social Foundations, "Examining Communal Bonds among an African American School, Black Families and a Community." Spencer Foundation.

Peter Smagorinsky, Language Education, "Transition of Preservice Teachers to the Workforce." State University of New York at Albany.

Michael Tarrant, Recreation and Leisure Studies, "The Chattahoochee Urban National Forest Makes the Atlanta Connection." U.S. Department of Agriculture.

Michael Tarrant, Recreation and Leisure Studies, "National Survey on Recreation and the Environment 2000: Phase I." U.S. Department of Agriculture.

Michael Tarrant, Recreation and Leisure Studies, "A National Human Dimensions Framework for Forest Planning and Assessments: Phase III." U.S. Department of Agriculture.

Rodney Dishman, Exercise Science, "Psychometric Predictors and Outcomes of Physical Activity in High School

Girls," University of South Carolina.

Michael Ferrera, Exercise Science, "HHP Novacare Lab", University of Georgia Foundation.

Carl Huberty, Educational Psychology, "Lifelong Literacy in Womens' Book and Study Clubs," Egyptian Cultural and Education Bureau.

Laura McCormick, Health Promotion and Behavior, "Adolescent Smoking Cessation," National Institutes of Health.

Marilyn Newhoff, Communication Sciences and Disorders, "Visiting Professor to Arizona State University," Arizona State University.

INSTRUCTION

Louis Castenell, Dean's Office, "Title II-Eisenhower Higher Education." U.S. Department of Education.

Karen Jones, Occupational Studies, "Vocational Intervention Personnel in Transition." U.S. Department of Education.

Michael Padilla, School of Teacher Education, "Capstone-Field Experience for Student Teachers." Georgia Professional Standards Commission.

Pamela Paisley, Counseling and Human Development Services, "Transforming School Counseling Initiative." De-Witt Wallace Reader's Digest Foundation.

Edward Pajak, Dean's Office, "P-16 Vision: Returning to a Common Educational Agenda," University System of Georgia.

Edward Pajak, Dean's Office, "Northeast Georgia P-16 Council Round II Challenge Grant," University System of Georgia.

Anne van Kleeck, Communication Sciences & Disorders, "Agreement between the University of Georgia and the Oglethorpe County School System." Oglethorpe County School System.

GRANTSEEKER'S CHECKLIST

From the editors at CD Publications
8204 Fenton Street
Silver Spring, MD 20910-4571

- ◆ Before starting the application process, *be clear about what you want to accomplish*. Draw up a long-range plan that projects goals at least five years ahead.
- ◆ *Research potential funders thoroughly*—a cursory glance through a foundation directory isn't good enough—then apply what you've learned. Don't ignore a funder's guidelines in the hopes they'll fit their niche to your proposal!
- ◆ *Preview successful applications* from grantseekers whose projects are similar to yours. You'll not only get some good ideas, you'll also improve your understanding of the competition.
- ◆ Once you verify available funding, *divide your efforts* into three further phases: writing the proposal, marketing, and management.
- ◆ Writing the proposal should only take about 40% of your time. Try to get program officials to review a 3-5 page summary of your plan first, to *make sure you're on the right track*.
- ◆ Some basic rules of proposal writing: *take your time; don't ask for more than you need; never lie; never use an application twice; be upfront about asking for money; and get to the point*.
- ◆ *Don't overlook marketing*. It should take at least 10% of your time. Make sure your organization will appeal to a potential funder, try to look professional, and involve key figures in your community if possible.
- ◆ Good management is vital. Be prepared to *demonstrate that you have the management skills and experience that can deliver success*.
- ◆ Know the funder. Estimates show *your chances of success improve by as much as 300%* when you contact the funder before, and during, the proposal-writing process. Don't ask for hidden agendas, but find out about general trends or new ideas that currently interest the funder.
- ◆ Always work to a timetable. *Make sure you have the time* to complete your application and meet the funder's deadline. If you don't have time to do it properly, don't compete for the grant.
- ◆ *Give thought to the idea of cooperation*. Many funders, particularly federal agencies, like applications where more than one organization is involved. If you submit a cooperative proposal, make sure that there is both a formal and informal relationship between grantees.
- ◆ Don't just *tell* the funder about the extent of the problem you intend to solve; *prove it* with statistics, case studies, testimonials, and any other measurable data that you can muster.



INSERT



PUBLIC SERVICE AND OUTREACH

Allison Babyak, Special Education, "State Improvement Grant for Children with Disabilities." Georgia Department of Education.

Phillip Chase, Counseling and Human Development Services, "Distance Education Certificate Program for Job Coaches who Provide Employment Support to Individuals with the Most Severe Disabilities." U.S. Department of Education.

Stuart Fors, Health Promotion and Behavior, "Data Analysis and Evaluation Project." U.S. Department of Transportation.

Carl Glickman, ESS, Social Foundations, "Rural Initiative." Pittuloch Foundation.

Carl Glickman, ESS/Social Foundations, "PSI Alumni," University of Georgia Foundation.

Dorothy Harnish, Occupational Research Group, "Field Observations for Reading First and Reading Challenge Program Evaluation." Georgia Department of Education.

Dorothy Harnish, Occupational Research Group, "Industry Certified Programs in Health Occupations for Georgia High Schools-Phase II." Georgia Department of Education.

Dorothy Harnish, Occupational Research Group, "Norm-Referenced Competency Test Focus Groups in Georgia Public Schools." Georgia Department of Education.

Dorothy Harnish, Occupational Research Group, "Conduct On-site Observations of the Implementation of the Remedial Education Program in Georgia Public Schools." Georgia Department of Education.

Frances Hensley, League of Professional Schools, "Comprehensive School Reform Demonstration Program." Hart County Board of Education.

Frances Hensley, League of Professional Schools, "Comprehensive School Reform Demonstration Program." County of Jeff Davis.

Frances Hensley, League of Professional Schools, "Comprehensive School Reform Demonstration Program." County of Screven.

Frances Hensley, League of Professional Schools, "Comprehensive School Reform Demonstration Program." Stewart County Board of Education.

Charles Holmes, Educational Leadership, "River's Crossing Office of the Committee on Secondary and Middle Schools." Southern Association of Colleges & Schools.

Phillip McLaughlin, Special Education, "Educational Workshops." Sorpis West.

David Payne, Educational Research Laboratory, "Scoring and Reporting of Georgia Kindergarten Assessment Program-Revised Results." Georgia Department of Education.

David Payne, Educational Research Laboratory, "Fifth Grade Writing Assessment Retest for Gwinnett Public Schools." Georgia Department of Education.

David Payne, Educational Research Laboratory, "Revised Standard Setting and Reliability Georgia Kindergarten Assessment." Georgia Department of Education.

David Payne, Educational Research Laboratory, "Fifth Grade Writing Assessment Retest for Gwinnett Public Schools," County of Gwinnett.

Peter Smagorinsky, Language Education, "Research in the Teaching of English Journal." (Editorship) National Council of Teachers of English.

William Swan, Educational Leadership, "Increasing Knowledge and Skills of Parents, Teachers, and Administrators Concerning Special Education." Georgia Department of Education.

Thomas Valentine, Adult Education, "Developing Materials for a Web-Based Curriculum Center for Adult Literacy Education-Phase I," Center for Rehabilitation Technology, Inc.

Thomas Valentine, Adult Education, "Developing Materials for a Web-based Curriculum Center for Adult Literacy Education-Phase II." Center for Rehabilitation Technology, Inc.

John Wiggins, Dean's Office, "Educational Technology Training Center Program Income." Georgia Department of Education.

John Wiggins, Dean's Office, "Equipment for Georgia's Educational Technology Training Center." Georgia Department of Education.

John Wiggins, Dean's Office, "Technology-Related Support to School Systems in our Service Area." Various cities and counties.

James Wilson, Math Education, "Intermath: Technology and the Teaching and Learning of Middle Grades Mathematics," National Science Foundation.

Teacher Preparation Initiative Award from the Board of Regents

Don Schneider, Associate Dean's Office,
"Development of Partner Schools for Teacher
Education."



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COE Research/Outreach Graduate Assistantship Awards 1999-2000

- Lynn Bryan, Science Education
- Gary Dudley, Exercise Science
- Tarek Grantham, Educational Psychology
- Andy Horne, Counseling & HDS
- Carolyn Keys, Science Education
- Sharan Merriam, Adult Education
- Pamela Orpinas, Health Promotion & Behavior
- Rosemary Phelps, Counseling & HDS

Global Partnerships for the 21st Century Board of Regents Grants:

Michael Tarrant, Recreation and Leisure Studies, *"Development of Physical Fitness, Health Promotion and Sport Programs for Disabled Children and Youth of the Developing Countries of Eastern Europe."*

Fulbright Fellowship

Julie Tallman, Instructional Technology, *To establish library information services and internet-based distance education courses at the University of Botswana in Gaborone.*

COE Faculty Collaboration Grant

1998-99

Allison Babyak, Special Education; Denise Mewborn, Mathematics Education; Collaborator, John Langone, Special Education; *"Preparing Special and General Educators for Successful Collaboration"*

Catherine Fallona, Elementary Education
Collaborator, Randi Stanulis, Elementary Education
"Preparing Students for Instructional Planning"

Stuart Foster, Social Science Education
Collaborator, John Hoge, Social Science Education
"Using Historical Photographs to Appraise Children's and Adolescent's Conception of Time"

Stacey Neuharth-Pritchett, Elementary Education
Collaborator, Yvette Getch, Counseling and HDS
"Georgia Public School Teachers' Asthma Knowledge and Perception Survey"

Betsy Rymes, Language Education
Collaborator, JoBeth Allen, Language Education
"Addressing Literacy Development of Second Language Learners in Mainstream Classrooms: A Case Study of Two Second Graders"

Catherine Sielke, Educational Leadership
Collaborator, John Dayton, Educational Leadership
"An Examination of S.P.L.O.S.T. as a Method of Financing School Facilities in Georgia"

Dorothy White, Mathematics Education
Collaborator, Joel Taxel, Language Education
"Connecting Mathematics and Children's Literature"

1999-2000

Deryl Bailey, Counseling and HDS
Collaborator, Rosemary Phelps, Counseling and HDS
"An Academic and Social Initiative for the Empowerment of African American Male Youth"

Catherine Fallona, Elementary Education
Collaborator, Randi Stanulis, Elementary Education
"We Teach; They Listen; They Go Teach; It Falls; They Say We're No Help-What Can We Do?"

Denise Mewborn, Mathematics Education
Collaborator, Jeremy Kilpatrick, Mathematics Education
"The Impact of Elementary Teachers; Mathematical Knowledge on Student Learning"

UGA International Academic Program Development Fund Awards

1998-1999

Diane Brook, Social Science Education, *"Soweto Project, Summer 1998 Activities and WCCES Congress."*

Jerome Morris, ESS/Social Foundations, *"Seminar to South Africa and Zimbabwe."*

Karen Watkins, Adult Education, *"Collaborative Graduate Coursework with the University of Manchester."*

Kent Gustafson, Instructional Technology, *"To Support a cooperative agreement between UGA and Edith Cowan University and to explore potential agreements with other Australian Universities."*

1999-2000

Arthur Horne, Counseling and HDS, *"Exchange Program for Family Centered Social Work Practice and Research: The University of Costa Rica and The University of Georgia."*

Sharan Merriam, Adult Education, *"To present a paper at a conference in Korea in October sponsored by APEC."*

Russell H. Yeany, Jr. Research Award

The College of Education Faculty Research Award (now known as the Russell H. Yeany, Jr. Research Award) was established in 1998 to recognize outstanding research. The first recipient for the award in 1998 went to Dr. Carl Huberty in the department of Educational Psychology. The award recipient for 1999 is Dr. Thomas Cooney, Mathematics Education.

Health Care Initiatives— Do They Work? Robert Wood Johnson Offers Some Insights

We often lose track of what happens to that great sounding program once it's been funded. However, one good site for information on the success or failure of new health care initiatives is available at the Robert Wood Johnson Foundation's website.

Its *Grants List* provides information on more than fifty Robert Wood Johnson grantees, with topics including everything from community-based chronic care initiatives to guidelines for conducting adolescent health research.

The site is unique because not only does it tell what happened with each program, but it doesn't mince words when things didn't go as well as expected.

Info: <http://www.rwif.org/grantlist/index.html>

The Office of Research Welcomes Graduate Assistant

The COE Research Office is pleased to announce the addition of Jane Crozier as our graduate assistant for the academic year 1999-2000. She is currently working on her doctorate in Instructional Technology.

Jane is assisting Jean Bowen with faculty funding opportunities. Her office hours will be Monday and Wednesday from 9:00am-12:00 and 1:00pm-3:00pm and on Tuesdays from 9:00am-12:00. Jane's office is in suite G-4K and she can be contacted during her office hours at 542-6456 or via e-mail at: jcrozier@coe.uga.edu.

COMING SOON

Future editions of the *Funded Programs Report of the College of Education* will soon be available on the COE Office of Research web page which is currently under construction.

NIH Increases Funding Opportunities

Behavioral and Social Sciences at National Institutes of Health

A current goal of the NIH Office of Behavioral and Social Sciences Research (OBSSR) is to eventually secure more than 10% of every institute's budget for behavioral and social sciences projects. To that end, Norman B. Anderson, PhD., Director of OBSSR, is taking a two-pronged approach, working directly with institutes to encourage more funding opportunities, and also communicating with researchers the need to present ideas to institutes that traditionally have not supported the behavioral and social sciences.

Researchers in the College of Education that are interested in behavioral and social sciences research should know that low funding numbers from institutes in their fields may reflect the number and quality of proposals that are presented in these areas. A number of disease-oriented institutes are working aggressively to develop behavioral and social science research agendas, and NIH still has a special interest in proposals that involve children. Dr. Anderson encourages psychologists and other behavioral and social science researchers to begin applying their expertise to issues of importance to disease-oriented institutes.

By early next year, researchers should be helped by new information from a report due out from a panel formed by the National Research Council to develop research priorities in the behavioral and social sciences for all of NIH. In addition, OBSSR can serve as a conduit for researchers who seek funding, with OBSSR providing contact names at the appropriate institute and suggestions on how best to approach the contacts.

Importantly, institutes might fund more behavioral and social sciences projects than researchers expect. For example, the National Institute on Deafness and Communication Disorders will spend 23.35% of its budget on health and behavior research in 1999 which is more than the National Institute of Child Health and Development will spend at 19.99%.

(Source: APA monitor July-August 1999, p. 18).



UPCOMING DEADLINES for UGA Internal Competitions

International Travel Support Awards VP Research Office	October 13, January 14 March 15, June 15	Patsy Songer 542-5930
State of the Art Conference VP for Academic Affairs	October 1 March 16	Cheri Hoy 542-3818
Graduate Student Travel COE Office of Research	December 1, March 1 June 5	David DeJoy 542-5257
Faculty Research Grants VP Research Office	October 26	John Ingle 542-6512
COE Summer Research Grants Faculty Research Outreach	October 27 October 27	David DeJoy, 542-5257 Donna Butler, 542-4051
Instructional Improvement Grant	December 1	Jean Bowen, 542-4693
COE Research/Outreach Graduate Assistantships	Spring 1999 (TBA)	Donna Butler, 542-4051 David DeJoy 542-5257
International Academic Program Development Proposals VP for Academic Affairs	Submitted anytime up to May 1	Associate Dean



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College of Education
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