Robert Noyce Teacher Scholarship Program, NSF 17-541
2019 Proposal Writing Webinar
Webinar Focus: Capacity Building and Tracks 1, 2, & 3 projects

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Ways to Interact During Webinar

A) Respond to the Polls

B) Write in the chat window

Note: Your QUESTIONS & COMMENTS are really important to us, so please take advantage of these two mechanisms.
POLL – Getting to Know You!

1. How familiar are you with the Noyce program?
   • 3 answer choices: Very familiar, Somewhat familiar, Not very familiar (only select one)

2. Which Noyce track are you most interested in learning more about?
   • 5 answer choices: Capacity Building, Track 1: Scholarships and Stipends, Track 2: Teaching Fellowships, Track 3: Master Teaching Fellowships, Track 4: Noyce Research (can select more than one)

3. Do you currently serve on the leadership team for a Noyce funded project?
   • 2 answer Choices: YES or NO (only select one)

4. Do you currently serve (or have served in the last 5 years) on the leadership team for a non-Noyce NSF funded project?
   • 2 answer Choices: YES or NO (only select one)

5. What is your area of expertise?
   • 5 answer choices: STEM faculty member, Education faculty member, Researcher, Not at Institution of Higher Ed, Other (can select more than one)
Webinar Outline

- General Info on NSF 17-541
  - Grantee Eligibility
  - Program Background
  - Descriptions of CB and Track 1 - 3 Projects

Quiz/Q & A #1

- Preparing the Proposal
- Proposal Processing & Merit Review

Quiz/Q & A #2

- Proposal Writing Tips

Q & A #3
Proposal Due Date for NSF 17-541

• Tuesday, August 27, 2019 for FY20 funds

• Last Tuesday of August, Annually Thereafter

*Note: No new Noyce solicitation was released in 2019.*
The primary program goal is to encourage talented STEM majors and STEM professionals to become K-12 STEM teachers.

Scholarship, stipend, and fellowship recipients must teach in a **high-need** school district for a specified number of years.

Institutions are responsible for tracking recipients and monitoring teacher service (or repayment).
# Definition of High-Need LEA

<table>
<thead>
<tr>
<th><strong>High-Need Local Educational Agency (LEA)</strong></th>
<th>(e.g., a high-need school district)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A high percentage of individuals from families with incomes below the poverty line;</td>
<td>A high percentage of secondary school teachers not teaching in the content area in which they were trained to teach;</td>
</tr>
<tr>
<td>high = at least 50%</td>
<td>high = at least 35%</td>
</tr>
</tbody>
</table>
Track 1: S&S  
Scholarships & Stipends  
Undergraduate STEM majors and/or STEM professionals

Track 2: TF  
NSF Teaching Fellowships  
STEM professionals

Track 3 (MTF)  
NSF Master Teaching Fellowships  
Exemplary, experienced STEM teachers

Track 4: Noyce Research  
Research related to STEM teacher effectiveness, persistence, and retention in high-need LEAs

Robert Noyce Teacher Scholarship Program  
Solicitation NSF 17-541

*Capacity Building projects, which may lead to the development of full proposals for Tracks 1, 2, or 3, are also supported.
<table>
<thead>
<tr>
<th>Requirements/Features</th>
<th>Track 1 (S&amp;S)</th>
<th>Track 2 (TF)</th>
<th>Track 3 (MTF)</th>
<th>Capacity Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Major</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>Degree in field</td>
</tr>
<tr>
<td>Scholarships/Fellowships</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>High-Need District Partner</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Non-Profit Partner</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>PI/co-PI Team of STEM &amp; ED Faculty</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Evaluation/External Feedback</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Cost Sharing</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Funding Amount</td>
<td>Up to $1.2M*</td>
<td>Up to $3M*</td>
<td>Up to $3M*</td>
<td>Up to $75K**</td>
</tr>
</tbody>
</table>

* $250K Community College Incentive
** $50K Community College Incentive
Capacity Building Projects Must Describe (when applicable):

- Entities to be engaged and processes to be employed in designing plan for recruiting, preparing, or supporting new or current STEM teachers;
- Evidence-based innovative models and strategies for recruiting, preparing, & supporting STEM teachers.
- Plans for collecting data to determine need, interest, capacity;
- Available infrastructure and aspects taken into account in designing a credible, effective STEM teacher prep program;
- Process and plan for developing strategies, model, infrastructure, etc. ... How? Why? Who? When?
Examples of Possible CB Project Activities

• Development of new teacher preparation programs or courses for STEM majors and STEM professionals;

• Development of new programs for developing Master STEM Teachers;

• Conducting needs assessment to determine areas of STEM teacher shortages in local high-need school districts;

• Identifying/studying challenges or effective practices in recruiting and preparing STEM teachers for high-need school districts;

• Knowledge syntheses, identification, or dissemination of resources and evidence-based practices.

See solicitation for other examples of possible project activities.
Track 1 (S&S)
Scholarships & Stipends

Undergraduate STEM majors and/or STEM professionals

Scholarships for Undergraduate STEM Majors
- Junior and Senior STEM majors [and post-bacs]
- $\geq 10,000$ per year not to exceed cost of attendance

Stipends for STEM Professionals
- STEM Professionals enroll in a teacher certification program
- $\geq 10,000$ for one year not to exceed cost of attendance
Track 1 (S&S)  
Scholarships & Stipends

Undergraduate STEM majors and/or STEM professionals

Some Additional Considerations

Internships for freshman and sophomores to attract STEM majors into K-12 STEM teaching careers.

Recruit STEM majors who may not have previously considered a career in K-12 STEM teaching.

Involvement of master teachers.
Track 2 (TF)
NSF Teaching Fellowships

**Fellowship and Salary Supplement**

- ≥ $10,000 while enrolled in the 1-year master’s degree program
- ≥ $10,000 per year for 4 years while teaching in a high-need school district

**Take on leadership role within the school or LEA**

- Mentoring
- Curriculum development
- Plan/Implement PD
- Participate in pre-service education

**STEM professionals**
Track 3 (MTF)
NSF Master Teaching Fellowships

Exemplary, experienced STEM teachers

Fellowship and Salary Supplement
≥ $10,000 per year for 5 years while teaching in a high-need school district
For Bachelors: 1-year fellowship support while in Master’s program, up to 4 years while teaching

Take on leadership role within the school or LEA
- Mentoring
- Curriculum development
- Plan/implement PD
- Participate in pre-service education
Poll – True or False Quiz

1. Education majors are eligible to receive a Noyce scholarship in Track 1: S & S projects.
2. Track 1: S & S, Track 2: TF, and Track 3: MTF projects all require a non-profit partner.
3. Cost sharing is allowable for any Track but only required for Track 2: TF and Track 3: MTF.
4. Teachers without a master’s degree may receive fellowship support for Track 3: MTF projects.
5. Capacity Building projects are required to have a PI/co-PI from both a STEM and Ed department.
Q & A # 1

15 minutes
Preparing the Proposal

Solicitation Section V
Project Description - 15 pages
(Track 1: S&S, Track 2: TF, & Track 3: MTF)

Include descriptions of the proposed:

- Strategies for recruitment;
- Strategies for monitoring and enforcing compliance with the teaching commitment/repayment;
- Evaluation and research plan;
- Plans for dissemination of the results of the project and for contributing to the knowledge base.

See Section V of the solicitation for additional details.
Project Description - 15 pages
(CB Projects)

Include descriptions of:

- Strategies/activities/proposed efforts;
- Infrastructure and/or partnership needs;
- Evaluation and/or research plan;
- Plans for implementing a future Track 1: S&S, Track 2: TF, or Track 3: MTF project.
Merit Review Procedures

Solicitation Section VI
**NSF Merit (Required) Review Criteria**

<table>
<thead>
<tr>
<th>Intellectual Merit</th>
<th>Broader Impacts</th>
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<tbody>
<tr>
<td>Importance to advancing knowledge and understanding</td>
<td>Promote teaching, training, and learning</td>
</tr>
<tr>
<td>Creative, original, and/or potentially transformative</td>
<td>Broaden the participation of underrepresented groups, new institutions, influence on field, etc.</td>
</tr>
<tr>
<td>Proposers’ qualifications</td>
<td>Enhance the infrastructure for research and education</td>
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<tr>
<td>Sufficient access to resources</td>
<td>Partnership development</td>
</tr>
<tr>
<td>Proposed activity well-conceived and organized</td>
<td>Disseminate results broadly</td>
</tr>
<tr>
<td>Data management plan</td>
<td>Benefit society</td>
</tr>
<tr>
<td>Post-doc mentoring plan, if applicable</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
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</table>
Review Criteria Specific to Noyce Solicitation

In addition to the IM & BI criteria, reviewers will be asked to consider the evidence of the following central issues (including results of prior Noyce awards, if applicable):

- Extent to which the proposed work attends to the expectations and requirements discussed in Section II Program Description.

- Potential of the project to recruit, prepare, and retain STEM majors and/or STEM professionals (for S&S and TF) or develop and retain NSF Master Teaching Fellows (for MTF), in teaching careers in high-need local educational agencies.

- Quality of the academic requirements and other components of the program, the extent to which the proposed preparation, recruitment, and retention strategies reflect effective practices based on research.

- Institution’s commitment to sustaining the program beyond the period of NSF funding.
Possible Knowledge Generation Opportunities to Include in Submission

• What parts of your planned project are expected to be challenging?

• What theoretical frameworks suggest ‘constructs’ that could be investigated?

• What insights can you provide from understudied populations?

• What types of data will be relatively easy to generate? Will you be in a position to:
  • Gather validity evidence associated with a common survey instrument?
  • Create prompts for journal entries &/or interviews aligned with a theoretical framework?
Poll – One Question Quiz

For Track 1, 2, or 3 projects, which of the following should be included in the Project Description (check all that apply)?

- Recruitment strategies
- Monitoring and compliance plans
- Dissemination plan
- Partners
- Names of students/teachers participating
- Names of partnering schools/districts
- Journal (or conference) medium for disseminating results
- Identification of project’s research efforts or knowledge generation
- Intellectual Merit and Broader Impact explicitly stated
Q & A # 2

15 minutes
Proposal Writing Tips
General Tips for Success

1. Be aware of other projects and advances in the field.
2. Cite the literature.
3. Include details and all requirements per solicitation.
4. Discuss prior (including Noyce) NSF results.
5. Include evaluation plan w/ timelines and benchmarks.
6. Propose a cost effective but high impact project.
7. Put yourself in the reviewers’ places.
8. If resubmitting previously declined proposal, consider reviewers’ feedback. Do not resubmit same declined proposal.
9. Have someone else read the proposal.
10. Call or email cognizant Noyce Program Officers.
Common Weaknesses for Track 1: S &S

1. Does not follow guidelines for Noyce Program
2. Failure to indicate students will complete STEM major
3. Little information about teacher preparation program
4. Unrealistic projections
5. Recruitment and selection strategies not well described
6. Lack of support for new teachers
7. Lack of involvement of STEM faculty (or education faculty)
8. Lack of plans for monitoring compliance for teaching requirement
9. Weak evaluation or lacks objective evaluator
10. Does not address *Prior Results* or *Lessons Learned*
Common Weaknesses (Track 2: TF and Track 3: MTF)

1. Insufficient details for preservice and induction program for TFs or professional development program for MTFs.
2. Vague recruitment plans.
3. Selection plans do not follow guidelines.
4. Master Teacher roles and responsibilities not discussed.
5. Limited identification of leadership development focus.
6. Matching funds not identified.
7. Role of non-profit organization not clear.
8. Weak school district partnership.
9. Weak evaluation plan.
10. Limited innovativeness or establishment of need for project.
Common Weaknesses for CB Projects

1. Institution already has needed capacity.
2. Requests CC incentive but no CC involvement.
3. No clear indication of how proposed work can lead to future Track 1, 2, or 3 proposal.
4. Unrealistic plans for a one-year project.
5. No form of evaluation included.
Additional Resources

• nsfnoyce.org

• **NSF 19-1**: *NSF Proposal and Awards Policies and Procedures Guide (PAPPG)*
  - includes detailed instructions on items such as required biosketches, required Data Management Plan, IRB approval, allowable budget items, etc.

• See Additional Resources listed in NSF solicitation **NSF 17-541**
Other EHR Programs of Possible Interest

• Improving Undergraduate STEM Education (IUSE: EHR NSF 17-590)

• EHR Core Research (NSF 19-508)
Cognizant Noyce POs

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• Talitha Washington twashing@nsf.gov

Note: If you are interested in serving as program reviewer and not submitting a proposal in 2019, contact a cognizant PO by email in August.
Q & A # 3

15 minutes