NSF 24-577: National STEM Teacher Corps Pilot Program

Program Solicitation

Document Information

Document History

- **Posted:** May 23, 2024

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National Science Foundation
Directorate for STEM Education
Division of Undergraduate Education
Division of Equity for Excellence in STEM
Research on Learning in Formal and Informal Settings

Letter of Intent Due Date(s) ***(optional)*** (due by 5 p.m. submitting organization's local time):

August 20, 2024

Regional Alliance Proposals – submission of an LOI is optional but recommended

Full Proposal Deadline(s) (due by 5 p.m. submitting organization's local time):

October 01, 2024

Regional Alliance Proposals

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Important Information And Revision Notes

Any proposal submitted in response to this solicitation should be submitted in accordance with the *NSF Proposal & Award Policies & Procedures Guide* (PAPPG) that is in effect for the relevant due date to which the proposal is being submitted. The NSF PAPPG is regularly revised and it is the responsibility of the proposer to ensure that the proposal meets the requirements specified in this solicitation and the applicable version of the PAPPG. Submitting a proposal prior to a specified deadline does not negate this requirement.

Summary Of Program Requirements

General Information

Program Title:

National STEM Teacher Corps Pilot Program

Synopsis of Program:

In response to the CHIPS Act of 2022 (Pub.L. 117-167), NSF is establishing the National STEM Teacher Corps Pilot Program. The purpose of this program is to elevate the profession of STEM teaching by establishing a National STEM Teacher Corps Pilot Program to recognize outstanding STEM teachers in our Nation's classrooms, reward them for their accomplishments, elevate their public profile, and create rewarding career paths to which all STEM teachers can aspire, both to prepare future STEM researchers and to create a scientifically literate public.

With this solicitation, NSF is inviting proposals to establish an initial set of Regional Alliances responsible for (a) recruiting eligible applicants to become members of the National STEM Teacher Corps (see definitions in section II.A.); (b) screening, interviewing, and selecting members; and (c) supporting other activities detailed in the Program Description and the law (136 STAT. 1515).

Each Alliance will be awarded as a cooperative agreement that represents the breadth of activities important to National STEM Teacher Corps Pilot Program and serves to elevate the public profile of STEM teachers within the region. Collectively these Alliances are expected to have a national impact.

The National STEM Teacher Corps also welcomes planning proposals submitted at any time during the year. See Section II.E for additional information about the preparation and submission of planning proposals.

Cognizant Program Officer(s):

Please note that the following information is current at the time of publishing. See program website for any updates to the points of contact.

- General inquiries may be addressed to:, telephone: 703-292-8670, email: stemteachercorps@nsf.gov

Applicable Catalog of Federal Domestic Assistance (CFDA) Number(s):

- 47.076 --- STEM Education

Award Information

Anticipated Type of Award: Standard Grant or Cooperative Agreement

Estimated Number of Awards: 8 to 10

8-10 Regional Alliance Awards made as Cooperative Agreements

NSF also anticipates funding up to 15 planning grants, subject to relevance and availability of funds.

Anticipated Funding Amount: $1,000,000 to $5,000,000

Up to $35,000,000 to support up to 10 Regional Alliances for an initial five years with the opportunity to extend the Alliances cooperative agreement up to 10 years.

Eligibility Information

Who May Submit Proposals:

Proposals may only be submitted by the following:

- Institutions of Higher Education (IHEs) - Two- and four-year IHEs (including community colleges) accredited in, and having a campus located in the US, acting on behalf of their faculty members.

Who May Serve as PI:

The Principal Investigator must hold a terminal degree in a STEM discipline, Education, STEM Education, or a related field.

Limit on Number of Proposals per Organization:

An eligible institution may submit no more than one proposal in response to this solicitation. An institution may have only one active National STEM Teacher Corps Pilot Program award at any given time.

Limit on Number of Proposals per PI or co-PI:

An individual may serve as PI or Co-PI of one proposal submitted in response to this solicitation.

Proposal Preparation and Submission Instructions

A. Proposal Preparation Instructions

- **Letters of Intent:** Submission of Letters of Intent is optional. Please see the full text of this solicitation for further information.

- **Preliminary Proposal Submission:** Not required
- **Full Proposals:**
    - Full Proposals submitted via Research.gov: *NSF Proposal and Award Policies and Procedures Guide* (PAPPG) guidelines apply. The complete text of the PAPPG is available electronically on the NSF website at: https://www.nsf.gov/publications/pub_summ.jsp?ods_key=pappg.
    - Full Proposals submitted via Grants.gov: *NSF Grants.gov Application Guide: A Guide for the Preparation and Submission of NSF Applications via Grants.gov* guidelines apply (Note: The *NSF Grants.gov Application Guide* is available on the Grants.gov website and on the NSF website at: https://www.nsf.gov/publications/pub_summ.jsp?ods_key=grantsgovguide).

B. Budgetary Information

- **Cost Sharing Requirements:**

  Inclusion of voluntary committed cost sharing is prohibited.

- **Indirect Cost (F&A) Limitations:**

  Not Applicable

- **Other Budgetary Limitations:**

  Not Applicable

C. Due Dates

- **Letter of Intent Due Date(s) *(optional)*** (due by 5 p.m. submitting organization's local time):

  August 20, 2024

  Regional Alliance Proposals – submission of an LOI is optional but recommended

- **Full Proposal Deadline(s)** (due by 5 p.m. submitting organization's local time):

  October 01, 2024

  Regional Alliance Proposals

Proposal Review Information Criteria

Merit Review Criteria:

National Science Board approved criteria. Additional merit review criteria apply. Please see the full text of this solicitation for further information.

Award Administration Information

Award Conditions:

Standard NSF award conditions apply.

Reporting Requirements:

Additional reporting requirements apply. Please see the full text of this solicitation for further information.

I. Introduction

NSF is establishing the National STEM Teacher Corps Pilot per the statutory requirements in the CHIPS Act of 2022 (Pub.L. 117-167), Sec. 10311(c). The purpose of the National STEM Teacher Corps is to elevate the STEM teacher profession by recognizing outstanding STEM educators who advance equity in our Nation's preK-12 classrooms. The pilot program rewards teachers for their accomplishments and elevates their public profile. The National STEM Teacher Corps Members serve as professional models to whom all teachers can aspire. The National STEM Teacher Corps Alliances will provide professional development, mentorship, and other support to STEM teachers, with specific attention to teachers certified in non-traditional or alternative methods, with the intent of enhancing the quality and preparedness of the STEM Teachers. The implementation of the National STEM Teacher Corps Pilot Program is informed by previous programs sponsored by the National Science Foundation designed to transform STEM teacher preparation and professional development through collaboration and partnerships.

The National STEM Teacher Corps Pilot Program will support alliances tasked with identifying and selecting a cadre of teachers poised to contribute to substantial improvements in STEM education by heightening the STEM learning experience for all students which includes those from underserved and underrepresented communities. In addition to recognizing outstanding teachers, the National STEM Teacher Corps Pilot Program will promote the retention of excellent STEM teachers and provide them with rewarding career paths. The recognition and retention of innovative STEM teachers will help to improve STEM education and in turn, heighten the STEM learning experiences and achievement of all students. By enhancing all students' access to high-quality STEM learning experiences, the National STEM Teacher Corps Pilot Program will prepare students for and attract students to future STEM careers and foster a scientifically literate public.

The National STEM Teacher Corps Pilot Program invites collaborative and innovative Regional Alliance proposals that recognize, support, help to retain, and uplift the STEM teachers, schools, school districts, and community partners that they serve. The goal of each Regional Alliance must be to leverage the talents, skills, abilities, and resources of teacher-leaders, campus leaders, and faculty at IHEs to create opportunities for synergistic and innovative collaboration among all Alliance partners to enhance the preparation of PreK-12 educators and further develop teaching practices that advance STEM education and the teaching profession.

As described in the table below, the NSF will make awards to Regional Alliances that submit competitive projects that fulfill the goals and duties of the program. Each Regional Alliance is responsible for:

1. Creating and fostering communities of practice by engaging local partners, which may include state educational agencies (SEA) local educational agencies (LEA), institutions of higher education (IHE), STEM organizations, education nonprofit organizations, and/or a private entity, including a STEM-related business to develop and serve the community of National STEM Teacher Corps members within the region, coordinate professional development activities, including activities led by National STEM Teacher Corps members, connect National STEM Teacher Corps members with existing educator professional development programs and coordinate members' involvement as cooperating teachers or mentors.
2. Screening, interviewing, and selecting members of the National STEM Teacher Corps with a focus on leveling strategies to recruit from the full spectrum of diverse talent that society has to offer. This includes recruiting STEM educators who support efforts to advance equity based on race, ethnicity, sex, socioeconomic status, age, disability status, geography, and language ability.
3. Seeking opportunities to involve teachers who are not members of the National STEM Teacher Corps to participate in alliance activities that enhance teacher effectiveness and increase teacher retention rates across the region; teachers that have been certified in nontraditional methods may also be supported by an Alliance.

NSF – National STEM Teacher Corps Pilot Program
REGIONAL ALLIANCES Will engage local partners (IHE, LEAs, SEAs, STEM Orgs, education non-profits, private STEM industry, etc.)

National STEM Teacher Corps Members	Alliance Responsibilities	Alliance Partners
• serve a 4-yr term; • receive an annual stipend of no less than $10,000; • participate in professional development; • participate in Alliance and National STEM Teacher Corps events/initiatives; • work with other STEM Teacher Corps members to develop and improve innovative teaching practices; • continue to excel in teaching the member's own students	• create and foster communities of practice by engaging local partners; • coordinate professional development activities, including activities led by National STEM Teacher Corps members; • connect National STEM Teacher Corps members with existing educator professional development programs and coordinate members' involvement as cooperating; teachers and/or mentors; • seek opportunities to involve and serve teachers who are not members of the National STEM Teacher Corps of the National STEM Teacher Corps in Alliance activities.	• contribute to and serve Nation STEM Teacher Corps community; • connect Regional Alliances and STEM Teacher Corps members with existing educator professional development programs; • seek opportunities to engage with teachers who are not STEM Teacher Corps members; • build partnerships with other education organizations.

The NSF invites proposals from Regional Alliances from the Northeast (New England and/or Mid-Atlantic), South (South Atlantic, East South Central, and/or West South Central), West (Mountain and/or Pacific), and Midwest (West North Central and/or East North Central) regions and divisions as defined by the US Census Bureau (us_regdiv.pdf (census.gov). While Alliance compositions are flexible, the National STEM Teacher Corps will seek to fund at least one alliance from each of the regions. Regional Alliances do not have to contain all states within the region.

Regional Alliances must identify a critical need that the Alliance will aim to serve within the specified region. The Regional Alliance must also contain school educational partners and/or local educational partners in all states within the Alliance. The Regional Alliance is also encouraged to include educational partners, local non-profits, etc., that support and enhance the goals of the Alliance. Regional Alliances should identify the topical area(s)(i.e. science, math2, etc.) to be supported within the Alliance.

Regional Alliances must outline the ways in which the Alliance intends to elevate the STEM teacher profession in the region. Alliances must submit a detailed plan on how they plan to fulfill all required duties (see duties of the Alliance below). Alliances are also encouraged to outline the ways in which the Alliance will work to support teachers that have entered STEM teaching in non-traditional methods (i.e. alternative certification, etc.).

The National STEM Teacher Corps Pilot Program complements other STEM Education programs in the Directorate of STEM Education (EDU), such as The Robert Noyce Scholarship program (Noyce), Discovery Research PreK-12, (DRK-12),

and Presidential Awards for Excellence in Mathematics and Science Teaching (PAMEST), by providing additional opportunities to recognize and promote STEM teaching and learning. DRK-12 is the only NSF program whose primary purpose is to support applied research and development at PreK-12 levels of formal education in all areas of STEM. Its research-focused Teaching Strand aims to contribute to the development of science of teaching. It complements the Noyce program's Research track while also complementing both PAEMST's and Noyce's efforts to recognize teachers as essential members of the STEM workforce. Noyce aims to recruit, prepare, and retain highly effective elementary and secondary mathematics and science teachers and teacher leaders who persist as classroom teachers in high-need Local Education Agencies. The National STEM Teacher Corps Pilot Program will augment the existing programs by highlighting the contributions of STEM teachers who have persisted over 5 years in the field of education and demonstrated continued excellence in teaching PreK-12 STEM content. The National STEM Teacher Corps Pilot Program will leverage the brilliance of STEM educators to elevate public awareness of the outstanding contributions of STEM educators across the country.

II. Program Description

A. Program Overview

The NSF's National STEM Teacher Corps Pilot Program will fund Regional Alliances that demonstrate exceptional ability to fulfill the duties of the Alliances in an innovative and robust manner. NSF Seeks to fund Regional Alliances that will enact the goals of the National STEM Teacher Corps Pilot Program in a novel and complete manner. Regional Alliances should aim to elevate the STEM teacher profession by recognizing a diverse cadre of outstanding STEM educators that advance equity in our Nation's PreK –12 classrooms. The Regional Alliances should propose a plan for rewarding teachers for their accomplishments and elevating their public profile. Regional Alliances will be responsible for recruiting, screening, and selecting diverse STEM Teacher Corps members that serve as professional models to whom all teachers can aspire. The STEM Teacher Regional Alliances will provide professional development support to STEM teachers, including support for teachers certified in non-traditional or alternative methods, with the intent of enhancing the quality and preparedness of the STEM Teachers and to create a scientifically literate public.

Definitions

STEM Teacher- A state-licensed educator that teaches in one or more of the fields of science, technology, engineering, and/or mathematics.

Alliance/Regional Alliance- Communities of practice consisting of a lead IHE, that collaborates with a consortium consisting of *Regional Alliance partners.*

Regional Alliance Partner - Entities that are part of a Regional Alliance including Institutions of Higher Education (IHEs), State Educational Agencies (SEA), Local Education Agencies (LEA), education nonprofit associations, cross-sector STEM organizations, and/or private entities, including STEM-related businesses.

STEM Teacher Corps Member – An applicant that is selected by a Regional Alliance to be a member of the National STEM Teacher Corps Pilot Program and agrees to fulfill the commitment and duties as outlined by the Alliance.

High-Need School— The term "high-need school" means a public elementary school or secondary school that is located in an area in which the percentage of students from families with incomes below the poverty line is 30 percent or more. Section 2211(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 19 6631(b)).

Professional Development—The term "professional development" has the meaning given the term in section 20 of the Elementary and Secondary Education Act of 1965 24 (20 U.S.C. 7801).

B. Regional Alliances

Composition -Regional Alliances must include a State Educational Agency (SEA) and/or a Local Education Agency (LEA) from each of the Regional Alliance states (definitions of an SEA and LEA provided in CHIPS Act of 2022 Sec.10311(c)(2)(B)(ii)). Alliances may also include education nonprofit associations, a cross sector STEM organization, and/or another type of

entity, including a for-profit STEM-related business. Alliance proposals require letters of collaboration from all school and community partners, appropriate for the size and scope of the Alliance's efforts.

Regional Alliances should be intentional about the selection of partners to ensure that the composition of the Alliance is well aligned with the identified needs of the region and that selected partners are capable of contributing to the support of its members and teachers. Alliance partners should be well aligned with the goals of the Regional Alliance and contribute directly to the aims as outlined by the Regional Alliance.

Alliances should aim to include PIs and Co-PIs that are both education and STEM faculty as prior research has indicated more positive results when there is a balance (CETP, 2001).

Duties of Regional Alliances - Activities carried out by the Regional Alliances must include, but are not limited to, the following:

(A) Creating and fostering communities of practice by engaging local partners to:

(i) develop and serve the community of National STEM Teacher Corps members within the region, in coordination with local partners, to carry out day-to-day activities including, but not limited to:

(ii) coordinating professional development activities, including activities led by National STEM Teacher Corps members;

(iii) connecting National STEM Teacher Corps members with existing educator professional development programs and coordinate members' involvement as cooperating teachers or mentors;

(iv) seeking opportunities to involve and serve teachers who are not members of the National STEM Teacher Corps in National STEM Teacher Corps Pilot Program activities; and

(v) building partnerships with existing education organizations and other efforts by SEAs and LEAs that operate programs relevant to the National STEM Teacher Corps Pilot Program and its Regional Alliances.

(B) Recruiting eligible applicants, with a focus on recruiting STEM educators who support efforts to advance equity based on race, ethnicity, sex, gender, socioeconomic status, age, disability, geography, language proficiency, and to promote access to high-quality and inclusive STEM learning experiences;

(C) Screening, interviewing, and selecting members of the National STEM Teacher Corps Pilot using procedures and standards provided by the NSF's National STEM Teacher Corps Pilot Program;

(D) Coordinating the online network that supports all National STEM Teacher Corps Pilot members in the region;

(E) Convening meetings of National STEM Teacher Corps Pilot members in a region;

(F) Creating opportunities for the professional growth of National STEM Teacher Corps Pilot members, with a focus on increasing STEM student achievement and STEM participation rates for all students, particularly those from rural and/or high-need schools; and

(G) Supporting the retention and success of National STEM Teacher Corps Pilot members in the region.

Content and Grade-level Specificity - Proposals should specify the content and grade levels that will be of focus within the Regional Alliance. Alliances may choose to focus on a specific grade-level band (e.g., PreK, K-5, 6-8, 9-12) or PreK-12, as well as a specific topic or content area (e.g., science, mathematics, engineering, technology, CTE) within STEM. This decision should be made in collaboration with partners of the Alliance, as well as participating school districts and schools from which National STEM Teacher Corps members will be selected. Additionally, the focused designation should be data-driven, based upon actual needs of the region (e.g., STEM teacher recruitment/retention needs, student achievement results in STEM, student participation in STEM, etc.). Alliances can focus on all eligible STEM content areas and are able to select National STEM Teacher Corps members from eligible teachers in grades PreK-12.

Regional Alliances Obligations -Reginal Alliances must:

- Fulfill all duties of the Alliance as described in this solicitation.
- Ensure that all selected members meet the minimum requirements for membership as set by NSF's National STEM Teacher Corps Pilot Program.
- Report on the National STEM Teacher Corps members' teaching status and continued support for 3 years after the life of the project.
- Adhere to all other standard requirements as specified in the PAPPG.

C. National STEM Teacher Corps Members

Selection of National STEM Teacher Corps Members -Alliances will be responsible for the recruitment and selection of National STEM Teacher Corps members from PreK-12 schools within the region to participate in the program. Each Corps Alliance shall select a minimum of 5regional teachers yearly throughout the life of the project.

Alliances may recruit from groups of teachers previously identified as Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) Awardees and State Finalists, Robert S. Noyce Fellows (Track 3 Noyce participants), or Einstein Fellows to participate as members of the National STEM Teacher Corps. Additionally, Alliances may consider recruiting outstanding teachers as Corps members even if they have not participated in, or had access to, the aforementioned programmatic opportunities.

National STEM Teacher Corps members must be U.S. citizens, U.S. nationals, or permanent resident aliens.

Regional Alliances should describe the recruitment, screening, and selection process for identifying National STEM Teacher Corps members for the grade-level(s) and content area(s) chosen for the Alliance. National STEM Teacher Corps member candidates must meet the following criteria;

- teach science, technology, engineering, or mathematics as part of their contracted teaching responsibilities at the K-12 grade level in a public (including charter) or private school;
- hold at least a bachelor's degree from an accredited institution;
- be a full-time employee of their school or school district as determined by state and district policies, with responsibilities for teaching students no less than 50% of the school's allotted instructional time;
- have at least five years of full-time employment as a K-12 teacher prior to the 2023-2024 academic school year, with science, technology, engineering, or mathematics teaching duties;
- teach in one of the 50 states, the Department of Defense Education Activity schools, or the U.S. Jurisdictions of the District of Columbia, the Commonwealth of Puerto Rico, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands;
- have demonstrated leadership/impact in STEM education;
- have a deep knowledge of STEM content and pedagogical practices, and child or adolescent development;
- have a passion for STEM subjects and dedication to teaching;
- provide evidence of leadership skills, and demonstrated experience increasing STEM student achievement and STEM participation rates for all students, particularly those from rural and high-need schools;
- any other requirements set by the Alliance – requirements must be specified in the proposal.

Monitoring National STEM Teacher Corps Members - Each Alliance must provide a plan for tracking, monitoring, and supporting Teacher Corps members' participation, retention, and effectiveness in the classroom, as well as in teacher leadership opportunities (e.g., school-based professional development, teacher mentoring, etc.). The Regional Alliance must also adhere to the monitoring and report requirements as noted by the National STEM Teacher Corps Pilot Program.

Duties of the Member of the National STEM Teacher Corps -An applicant that is selected by a Corps alliance to be a member of the National STEM Teacher Corps Pilot shall —

(A) serve a 4-year term with a possibility of reappointment;

(B) receive an annual stipend in an amount not less than $10,000; and

(C) have substantial responsibilities, including —

(i) working with other members of the National STEM Teacher Corps to develop and improve teaching practices, including practices that promote inquiry-based learning;

(ii) providing or participating in professional development that addresses innovative teaching methodologies, mentorship, and other topics (e.g., closing achievement gaps); and

(iii) continuing to excel in teaching their own students, with a focus on advancing equity and increasing STEM student achievement and STEM participation rates for all to include underserved students and students from rural and high-need schools.

Amount and Duration for Member Support – National STEM Teacher Corps members who are selected to join a Regional Alliance will receive no less than $10,000 per year for 4 years. After the 4th year of membership, these members/teachers will no longer receive stipends but will still be recognized as a National STEM Teacher Corps member for the duration of their teaching/education career. Data regarding the members retention and impact in education must be submitted each year for three years post the stipend period.

Commitment of the Members of the National STEM Teacher Corps - Teachers who accept an award to serve as a National STEM Teacher Corps member are committing to maintain their role as a classroom teacher or to continue to serve as an educator in some capacity in a high-need school or LEA for the duration of their 4-year appointment. Members will be required to self-report their professional status in the education system to the NSF yearly for 7 years after the initial appointment.

IHEs are required to provide stipends in a staggered manner at least twice a year as the service commitment is being fulfilled by the member. Alliances will be required to include their stipend distribution plan in the project proposal.

National STEM Teacher Corps Member Obligations - National STEM Teacher Corps Members must:

- Submit yearly reports to NSF regarding their professional status. The report will also include information regarding work they are doing to impact STEM education.
- Fulfill all duties of National STEM Teacher Corps members as described in this solicitation and as further defined by the member's alliance.

D. Key Project Information

Project Features – Proposals should describe the nature of the Regional Alliance and the plan for fulfilling the duties of the Alliance. In addition to outlining a plan for Alliance composition, content and grade level focus, meeting the Alliance duties, selecting, screening, and retaining National STEM Teacher Corps members, the proposal should also provide a plan for supporting STEM Teachers who are non-members of the National STEM Teacher Corps. The proposal for the Alliance should speak directly to the following three requirements:

1. How will the Regional Alliance work to elevate National STEM Teacher Corps members while providing support to other teachers in the region? How will the Alliance support teachers who have entered STEM teaching in non-traditional methods?
2. How will the Regional Alliance retain STEM educators focused on enhancing inclusive environments and advancing equity of access to high-quality STEM learning?
3. How will the Regional Alliance create opportunities for the professional growth of National STEM Teacher Corps members, with a focus on increasing STEM student achievement and STEM participation rates for all students, particularly those from rural and high-need schools?

Project Evaluation Plan - Proposals should include strategies for formative and summative assessments, including goals, activities, metrics, research questions, data collection, data analysis, and milestones. The evaluation plan must consist of metrics for assessing the Alliance's strengths, the overall effectiveness of its efforts, and the immediate or short-term impact of the Alliance partnership, and Teacher Corps members' interventions, and it should also document how the Alliance's collaborative efforts are anticipated to evolve over time. In addition, it is highly desirable to have a structured means of tracking Teacher Corps members beyond the completion of the program to gauge the degree to which the Alliance continues to impact their career paths, and to impact other STEM teachers who participated in professional development efforts sponsored by the Alliance. Should an independent evaluator be utilized for the project, a biographical sketch should be provided as a part of the supplementary documentation submitted. Proposals must follow the PAPGG concerning Institutional Review Board (IRB) requirements. Data management for the evaluation and assessment plan must be described in the required Data Management and Sharing Plan document.

E. OTHER TYPES OF PROPOSALS

Planning Projects - The National STEM Teacher Corps welcomes planning proposals submitted at any time during the year. This type of proposal must be submitted by an IHE eligible to submit to this solicitation. **A consultation with a program officer is required prior to proposal submission.** If the program director approves submission of a planning proposal, the proposal must be prepared in accordance with the instructions for the planning type of proposal contained in Chapter II.F of the PAPPG and must be submitted through Research.gov. Proposers should select the current PAPPG as the funding opportunity in Research.gov and direct the proposal to the National STEM Teacher Corps Pilot program in the Division of Undergraduate Education (DUE) in the Directorate for STEM Education (EDU).

III. Award Information

Estimated program budget, number of awards and average award size/duration are subject to the availability of funds.

Anticipated Type of Award: Standard Grant or Cooperative Agreement

Estimated Number of Awards: 8-10 awards

Up to 10 Regional Alliance awards, made as cooperative agreements, are anticipated depending upon availability of funds. The budget for awards is up to $5,000,000 *total* per Alliance for the first 5-*year award* with the opportunity *to submit a renewal proposal* to extend up to 10 years. Alliances can receive up to $1,000,000 per year up to year 10.

NSF also anticipates funding up to 15 planning grants, subject to relevance and availability of funds.

Anticipated Funding Amount:

Up to $35,000,000 to support up to 10 Regional Alliances for an initial five years with the opportunity to extend the Alliances cooperative agreement up to 10 years. The initial Regional Alliance award would be for five years.

IV. Eligibility Information

Who May Submit Proposals:

Proposals may only be submitted by the following:

- Institutions of Higher Education (IHEs) - Two- and four-year IHEs (including community colleges) accredited in, and having a campus located in the US, acting on behalf of their faculty members.

Who May Serve as PI:

The Principal Investigator must hold a terminal degree in a STEM discipline, Education, STEM Education, or a related field.

Limit on Number of Proposals per Organization:

An eligible institution may submit no more than one proposal in response to this solicitation. An institution may have only one active National STEM Teacher Corps Pilot Program award at any given time.

Limit on Number of Proposals per PI or co-PI:

An individual may serve as PI or Co-PI of one proposal submitted in response to this solicitation.

Additional Eligibility Info:

Regional Alliances must include a State Educational Agency (SEA) and/or a Local Education Agency (LEA) from each of the Regional Alliance states (definitions of an SEA and LEA provided in CHIPS Act of 2022 Sec.10311(c)(2)(B)(ii)). Alliances may also include education nonprofit associations, a cross sector STEM organization, and/or another type of entity, including a for-profit STEM-related business.

National STEM Teacher Corps members must be U.S. citizens, U.S. nationals, or permanent resident aliens.

V. Proposal Preparation And Submission Instructions

A. Proposal Preparation Instructions

Letters of Intent *(optional)*:

A Letter of Intent (LOI) is recommended to facilitate the NSF review process. The LOI should be submitted via Research.gov no later than the LOI deadline date.

Please note the following conditions:

Project Title: The title should begin with "National STEM Teacher Corps Pilot Program: (insert the rest of the title and the Project's acronym)". The title should reflect the regional focus of the proposed Alliance.

Keywords: In order of decreasing emphasis, list four keywords that represent the scientific interdisciplinary content in the proposal.

Lead PI and Point of Contact for NSF Inquiries: The Lead PI will serve as the Point of Contact for NSF inquiries.

Other Senior/Key Project Personnel: Identify up to four co-PIs.

Participating Organizations: Anticipated partner organizations should be included in the Manage Participating Organizations section of the LOI.

Synopsis (not to exceed one page): A brief synopsis of the proposed plan to fulfill the goals of the National STEM Teacher Corps Pilot Program including relevance to Merit Review and Solicitation-Specific Review Criteria.

Letter of Intent Preparation Instructions:

When submitting a Letter of Intent through Research.gov in response to this Program Solicitation please note the conditions outlined below:

- Submission by an Authorized Organizational Representative (AOR) is required when submitting Letters of Intent.
- A Minimum of 0 and Maximum of 4 Other Senior Project Personnel are permitted
- A Minimum of 0 and Maximum of 100 Other Participating Organizations are permitted
- Keywords is required when submitting Letters of Intent
- Submission of multiple Letters of Intent is not permitted

Full Proposal Preparation Instructions: Proposers may opt to submit proposals in response to this Program Solicitation via Research.gov or Grants.gov.

- Full Proposals submitted via Research.gov: Proposals submitted in response to this program solicitation should be prepared and submitted in accordance with the general guidelines contained in the *NSF Proposal and Award Policies and Procedures Guide* (PAPPG). The complete text of the PAPPG is available electronically on the NSF website at: https://www.nsf.gov/publications/pub_summ.jsp?ods_key=pappg. Paper copies of the PAPPG may be obtained from the NSF Publications Clearinghouse, telephone (703) 292-8134 or by e-mail from nsfpubs@nsf.gov. The Prepare New Proposal setup will prompt you for the program solicitation number.
- Full proposals submitted via Grants.gov: Proposals submitted in response to this program solicitation via Grants.gov should be prepared and submitted in accordance with the *NSF Grants.gov Application Guide: A Guide for the Preparation and Submission of NSF Applications via Grants.gov*. The complete text of the *NSF Grants.gov Application Guide* is available on the Grants.gov website and on the NSF website at: (https://www.nsf.gov/publications/pub_summ.jsp?ods_key=grantsgovguide). To obtain copies of the Application Guide and Application Forms Package, click on the Apply tab on the Grants.gov site, then click on the Apply Step 1: Download a Grant Application Package and Application Instructions link and enter the funding opportunity number, (the program solicitation number without the NSF prefix) and press the Download Package button. Paper copies of the Grants.gov Application Guide also may be obtained from the NSF Publications Clearinghouse, telephone (703) 292-8134 or by e-mail from nsfpubs@nsf.gov.

In determining which method to utilize in the electronic preparation and submission of the proposal, please note the following:

Collaborative Proposals. All collaborative proposals submitted as separate submissions from multiple organizations must be submitted via Research.gov. PAPPG Chapter II.E.3 provides additional information on collaborative proposals.

See PAPPG Chapter II.D.2 for guidance on the required sections of a full research proposal submitted to NSF. Please note that the proposal preparation instructions provided in this program solicitation may deviate from the PAPPG instructions.

The following instructions supplement the guidance in the PAPPG:

Project Data Form: A Project Data Form must be submitted as part of all proposals. The information on this form is used to direct proposals to appropriate reviewers and to determine the characteristics of projects supported by the NSF Division of Undergraduate Education (DUE). In Research.gov, this form will appear in the list of required Proposal Sections for the proposal only after selecting the National STEM Teacher Corps solicitation number in Step 1 of the Proposal Creation Wizard. Grants.gov users should refer to Section VI.5 of the NSF Grants.gov Application Guide for specific instructions on how to submit the DUE Project Data Form.

Project Description: In addition to the guidance specified in the PAPPG, including the requirement for a separate section labeled “Broader Impacts,” the Project Description must include a Project Evaluation Plan (see Section II.D for additional information).

Supplementary Documents: In addition to the requirements contained in the PAPPG, the Supplementary Documents section of the proposal should include: (1) letters of collaboration from project partners, and (2) the biographical-sketch of the project's independent evaluator (if applicable) in the NSF standard format. No additional information may be provided as an appendix or as supplementary documents. Proposals that are not compliant with these guidelines may be returned without review.

B. Budgetary Information

Cost Sharing:

Inclusion of voluntary committed cost sharing is prohibited.

Budget Preparation Instructions:

For all submissions, costs to support Members of the National STEM Teacher Corps should be included as participant support costs in the proposal budget. All budgets should include the number of yearly proposed National STEM Teacher Corps members as well as any funds to support the duties of the National STEM Teacher Corps Members. All budgets should include funds for each National STEM Teacher Corps member and one (1) PI or Co-PI to attend a regional or national meeting or conference related to the work of the National STEM Teacher Corps pilot program.

National STEM Teacher Corps Members will meet annually in Washington, DC at the national recognition convening. These meetings will provide opportunities for members of the National STEM Teacher Corps to share their successes and challenges with developing and improving innovative teaching methodology and mentorship; and to share their strategies for advancing equity and the impact they are having by teaching and coaching in rural and high-need areas. The annual meeting will also be a way for STEM Teacher Corps members to network with other members and STEM education professionals. Funds should also be set aside for National STEM Teacher Corps Members to attend the national meeting

C. Due Dates

- **Letter of Intent Due Date(s) *(optional)*** (due by 5 p.m. submitting organization's local time):

  August 20, 2024

  Regional Alliance Proposals – submission of an LOI is optional but recommended

- **Full Proposal Deadline(s)** (due by 5 p.m. submitting organization's local time):

  October 01, 2024

  Regional Alliance Proposals

D. Research.gov/Grants.gov Requirements

For Proposals Submitted Via Research.gov:

To prepare and submit a proposal via Research.gov, see detailed technical instructions available at: https://www.research.gov/research-portal/appmanager/base/desktop?_nfpb=true&_pageLabel=research_node_display&_nodePath=/researchGov/Service/Desktop/ProposalPreparationandSubmission.html. For Research.gov user support, call the Research.gov Help Desk at 1-800-381-1532 or e-mail rgov@nsf.gov. The Research.gov Help Desk answers general technical questions related to the use of the Research.gov system. Specific questions related to this program solicitation should be referred to the NSF program staff contact(s) listed in Section VIII of this funding opportunity.

For Proposals Submitted Via Grants.gov:

Before using Grants.gov for the first time, each organization must register to create an institutional profile. Once registered, the applicant's organization can then apply for any federal grant on the Grants.gov website. Comprehensive information about using Grants.gov is available on the Grants.gov Applicant Resources webpage: https://www.grants.gov/applicants. In addition, the NSF Grants.gov Application Guide (see link in Section V.A) provides instructions regarding the technical preparation of proposals via Grants.gov. For Grants.gov user support, contact the Grants.gov Contact Center at 1-800-518-4726 or by email: support@grants.gov. The Grants.gov Contact Center answers general technical questions related to the use of Grants.gov. Specific questions related to this program solicitation should be referred to the NSF program staff contact(s) listed in Section VIII of this solicitation.

Submitting the Proposal: Once all documents have been completed, the Authorized Organizational Representative (AOR) must submit the application to Grants.gov and verify the desired funding opportunity and agency to which the application is submitted. The AOR must then sign and submit the application to Grants.gov. The completed application will be transferred to Research.gov for further processing.

The NSF Grants.gov Proposal Processing in Research.gov informational page provides submission guidance to applicants and links to helpful resources including the NSF Grants.gov Application Guide, Grants.gov Proposal

Processing in Research.gov how-to guide, and Grants.gov Submitted Proposals Frequently Asked Questions. Grants.gov proposals must pass all NSF pre-check and post-check validations in order to be accepted by Research.gov at NSF.

When submitting via Grants.gov, NSF strongly recommends applicants initiate proposal submission at least five business days in advance of a deadline to allow adequate time to address NSF compliance errors and resubmissions by 5:00 p.m. submitting organization's local time on the deadline. Please note that some errors cannot be corrected in Grants.gov. Once a proposal passes pre-checks but fails any post-check, an applicant can only correct and submit the in-progress proposal in Research.gov.

Proposers that submitted via Research.gov may use Research.gov to verify the status of their submission to NSF. For proposers that submitted via Grants.gov, until an application has been received and validated by NSF, the Authorized Organizational Representative may check the status of an application on Grants.gov. After proposers have received an e-mail notification from NSF, Research.gov should be used to check the status of an application.

VI. NSF Proposal Processing And Review Procedures

Proposals received by NSF are assigned to the appropriate NSF program for acknowledgement and, if they meet NSF requirements, for review. All proposals are carefully reviewed by a scientist, engineer, or educator serving as an NSF Program Officer, and usually by three to ten other persons outside NSF either as *ad hoc* reviewers, panelists, or both, who are experts in the particular fields represented by the proposal. These reviewers are selected by Program Officers charged with oversight of the review process. Proposers are invited to suggest names of persons they believe are especially well qualified to review the proposal and/or persons they would prefer not review the proposal. These suggestions may serve as one source in the reviewer selection process at the Program Officer's discretion. Submission of such names, however, is optional. Care is taken to ensure that reviewers have no conflicts of interest with the proposal. In addition, Program Officers may obtain comments from site visits before recommending final action on proposals. Senior NSF staff further review recommendations for awards. A flowchart that depicts the entire NSF proposal and award process (and associated timeline) is included in PAPPG Exhibit III-1.

A comprehensive description of the Foundation's merit review process is available on the NSF website at: https://www.nsf.gov/bfa/dias/policy/merit_review/.

Proposers should also be aware of core strategies that are essential to the fulfillment of NSF's mission, as articulated in *Leading the World in Discovery and Innovation, STEM Talent Development and the Delivery of Benefits from Research - NSF Strategic Plan for Fiscal Years (FY) 2022 - 2026*. These strategies are integrated in the program planning and implementation process, of which proposal review is one part. NSF's mission is particularly well-implemented through the integration of research and education and broadening participation in NSF programs, projects, and activities.

One of the strategic objectives in support of NSF's mission is to foster integration of research and education through the programs, projects, and activities it supports at academic and research institutions. These institutions must recruit, train, and prepare a diverse STEM workforce to advance the frontiers of science and participate in the U.S. technology-based economy. NSF's contribution to the national innovation ecosystem is to provide cutting-edge research under the guidance of the Nation's most creative scientists and engineers. NSF also supports development of a strong science, technology, engineering, and mathematics (STEM) workforce by investing in building the knowledge that informs improvements in STEM teaching and learning.

NSF's mission calls for the broadening of opportunities and expanding participation of groups, institutions, and geographic regions that are underrepresented in STEM disciplines, which is essential to the health and vitality of science and engineering. NSF is committed to this principle of diversity and deems it central to the programs, projects, and activities it considers and supports.

A. Merit Review Principles and Criteria

The National Science Foundation strives to invest in a robust and diverse portfolio of projects that creates new knowledge and enables breakthroughs in understanding across all areas of science and engineering research and education. To

identify which projects to support, NSF relies on a merit review process that incorporates consideration of both the technical aspects of a proposed project and its potential to contribute more broadly to advancing NSF's mission "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense; and for other purposes." NSF makes every effort to conduct a fair, competitive, transparent merit review process for the selection of projects.

1. Merit Review Principles

These principles are to be given due diligence by PIs and organizations when preparing proposals and managing projects, by reviewers when reading and evaluating proposals, and by NSF program staff when determining whether or not to recommend proposals for funding and while overseeing awards. Given that NSF is the primary federal agency charged with nurturing and supporting excellence in basic research and education, the following three principles apply:

- All NSF projects should be of the highest quality and have the potential to advance, if not transform, the frontiers of knowledge.
- NSF projects, in the aggregate, should contribute more broadly to achieving societal goals. These "Broader Impacts" may be accomplished through the research itself, through activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to, the project. The project activities may be based on previously established and/or innovative methods and approaches, but in either case must be well justified.
- Meaningful assessment and evaluation of NSF funded projects should be based on appropriate metrics, keeping in mind the likely correlation between the effect of broader impacts and the resources provided to implement projects. If the size of the activity is limited, evaluation of that activity in isolation is not likely to be meaningful. Thus, assessing the effectiveness of these activities may best be done at a higher, more aggregated, level than the individual project.

With respect to the third principle, even if assessment of Broader Impacts outcomes for particular projects is done at an aggregated level, PIs are expected to be accountable for carrying out the activities described in the funded project. Thus, individual projects should include clearly stated goals, specific descriptions of the activities that the PI intends to do, and a plan in place to document the outputs of those activities.

These three merit review principles provide the basis for the merit review criteria, as well as a context within which the users of the criteria can better understand their intent.

2. Merit Review Criteria

All NSF proposals are evaluated through use of the two National Science Board approved merit review criteria. In some instances, however, NSF will employ additional criteria as required to highlight the specific objectives of certain programs and activities.

The two merit review criteria are listed below. **Both** criteria are to be given **full consideration** during the review and decision-making processes; each criterion is necessary but neither, by itself, is sufficient. Therefore, proposers must fully address both criteria. (PAPPG Chapter II.D.2.d(i). contains additional information for use by proposers in development of the Project Description section of the proposal). Reviewers are strongly encouraged to review the criteria, including PAPPG Chapter II.D.2.d(i), prior to the review of a proposal.

When evaluating NSF proposals, reviewers will be asked to consider what the proposers want to do, why they want to do it, how they plan to do it, how they will know if they succeed, and what benefits could accrue if the project is successful. These issues apply both to the technical aspects of the proposal and the way in which the project may make broader contributions. To that end, reviewers will be asked to evaluate all proposals against two criteria:

- **Intellectual Merit:** The Intellectual Merit criterion encompasses the potential to advance knowledge; and
- **Broader Impacts:** The Broader Impacts criterion encompasses the potential to benefit society and contribute to the achievement of specific, desired societal outcomes.

The following elements should be considered in the review for both criteria:

1. What is the potential for the proposed activity to
    a. Advance knowledge and understanding within its own field or across different fields (Intellectual Merit); and
    b. Benefit society or advance desired societal outcomes (Broader Impacts)?
2. To what extent do the proposed activities suggest and explore creative, original, or potentially transformative concepts?
3. Is the plan for carrying out the proposed activities well-reasoned, well-organized, and based on a sound rationale? Does the plan incorporate a mechanism to assess success?
4. How well qualified is the individual, team, or organization to conduct the proposed activities?
5. Are there adequate resources available to the PI (either at the home organization or through collaborations) to carry out the proposed activities?

Broader impacts may be accomplished through the research itself, through the activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to, the project. NSF values the advancement of scientific knowledge and activities that contribute to achievement of societally relevant outcomes. Such outcomes include, but are not limited to: full participation of women, persons with disabilities, and other underrepresented groups in science, technology, engineering, and mathematics (STEM); improved STEM education and educator development at any level; increased public scientific literacy and public engagement with science and technology; improved well-being of individuals in society; development of a diverse, globally competitive STEM workforce; increased partnerships between academia, industry, and others; improved national security; increased economic competitiveness of the United States; and enhanced infrastructure for research and education.

Proposers are reminded that reviewers will also be asked to review the Data Management and Sharing Plan and the Mentoring Plan, as appropriate.

Additional Solicitation Specific Review Criteria

Reviewers will also be asked to review the following solicitation Specific criteria:

1. How will the Regional Alliance work to elevate National STEM Teacher Corp members while providing support to other teachers in the region? How will the Alliance support teachers that have entered STEM teaching in non-traditional methods?
2. How will the Regional Alliance retain STEM educators focused on enhancing inclusive environments and advancing equity of access to high-quality STEM learning?
3. How will the Regional Alliance create opportunities for the professional growth of National STEM Teacher Corps members, with a focus on increasing STEM student achievement and STEM participation rates for all students, particularly those from rural and high-need schools?

B. Review and Selection Process

Proposals submitted in response to this program solicitation will be reviewed by Ad hoc Review and/or Panel Review.

Reviewers will be asked to evaluate proposals using two National Science Board approved merit review criteria and, if applicable, additional program specific criteria. A summary rating and accompanying narrative will generally be completed and submitted by each reviewer and/or panel. The Program Officer assigned to manage the proposal's review will consider the advice of reviewers and will formulate a recommendation.

After scientific, technical and programmatic review and consideration of appropriate factors, the NSF Program Officer recommends to the cognizant Division Director whether the proposal should be declined or recommended for award. NSF strives to be able to tell proposers whether their proposals have been declined or recommended for funding within six months. Large or particularly complex proposals or proposals from new recipients may require additional review and

processing time. The time interval begins on the deadline or target date, or receipt date, whichever is later. The interval ends when the Division Director acts upon the Program Officer's recommendation.

After programmatic approval has been obtained, the proposals recommended for funding will be forwarded to the Division of Grants and Agreements or the Division of Acquisition and Cooperative Support for review of business, financial, and policy implications. After an administrative review has occurred, Grants and Agreements Officers perform the processing and issuance of a grant or other agreement. Proposers are cautioned that only a Grants and Agreements Officer may make commitments, obligations or awards on behalf of NSF or authorize the expenditure of funds. No commitment on the part of NSF should be inferred from technical or budgetary discussions with a NSF Program Officer. A Principal Investigator or organization that makes financial or personnel commitments in the absence of a grant or cooperative agreement signed by the NSF Grants and Agreements Officer does so at their own risk.

Once an award or declination decision has been made, Principal Investigators are provided feedback about their proposals. In all cases, reviews are treated as confidential documents. Verbatim copies of reviews, excluding the names of the reviewers or any reviewer-identifying information, are sent to the Principal Investigator/Project Director by the Program Officer. In addition, the proposer will receive an explanation of the decision to award or decline funding.

VII. Award Administration Information

A. Notification of the Award

Notification of the award is made to *the submitting organization* by an NSF Grants and Agreements Officer. Organizations whose proposals are declined will be advised as promptly as possible by the cognizant NSF Program administering the program. Verbatim copies of reviews, not including the identity of the reviewer, will be provided automatically to the Principal Investigator. (See Section VI.B. for additional information on the review process.)

B. Award Conditions

An NSF award consists of: (1) the award notice, which includes any special provisions applicable to the award and any numbered amendments thereto; (2) the budget, which indicates the amounts, by categories of expense, on which NSF has based its support (or otherwise communicates any specific approvals or disapprovals of proposed expenditures); (3) the proposal referenced in the award notice; (4) the applicable award conditions, such as Grant General Conditions (GC-1)*; or Research Terms and Conditions* and (5) any announcement or other NSF issuance that may be incorporated by reference in the award notice. Cooperative agreements also are administered in accordance with NSF Cooperative Agreement Financial and Administrative Terms and Conditions (CA-FATC) and the applicable Programmatic Terms and Conditions. NSF awards are electronically signed by an NSF Grants and Agreements Officer and transmitted electronically to the organization via e-mail.

*These documents may be accessed electronically on NSF's Website at https://www.nsf.gov/awards/managing/award_conditions.jsp?org=NSF. Paper copies may be obtained from the NSF Publications Clearinghouse, telephone (703) 292-8134 or by e-mail from nsfpubs@nsf.gov.

More comprehensive information on NSF Award Conditions and other important information on the administration of NSF awards is contained in the NSF *Proposal & Award Policies & Procedures Guide* (PAPPG) Chapter VII, available electronically on the NSF Website at https://www.nsf.gov/publications/pub_summ.jsp?ods_key=pappg.

Administrative and National Policy Requirements

Build America, Buy America

As expressed in Executive Order 14005, Ensuring the Future is Made in All of America by All of America's Workers (86 FR 7475), it is the policy of the executive branch to use terms and conditions of Federal financial assistance awards to maximize, consistent with law, the use of goods, products, and materials produced in, and services offered in, the United States.

Consistent with the requirements of the Build America, Buy America Act (Pub. L. 117-58, Division G, Title IX, Subtitle A, November 15, 2021), no funding made available through this funding opportunity may be obligated for an award unless all iron, steel, manufactured products, and construction materials used in the project are produced in the United States. For additional information, visit NSF's Build America, Buy America webpage.

C. Reporting Requirements

For all multi-year grants (including both standard and continuing grants), the Principal Investigator must submit an annual project report to the cognizant Program Officer no later than 90 days prior to the end of the current budget period. (Some programs or awards require submission of more frequent project reports). No later than 120 days following expiration of a grant, the PI also is required to submit a final annual project report, and a project outcomes report for the general public.

Failure to provide the required annual or final annual project reports, or the project outcomes report, will delay NSF review and processing of any future funding increments as well as any pending proposals for all identified PIs and co-PIs on a given award. PIs should examine the formats of the required reports in advance to assure availability of required data.

PIs are required to use NSF's electronic project-reporting system, available through Research.gov, for preparation and submission of annual and final annual project reports. Such reports provide information on accomplishments, project participants (individual and organizational), publications, and other specific products and impacts of the project. Submission of the report via Research.gov constitutes certification by the PI that the contents of the report are accurate and complete. The project outcomes report also must be prepared and submitted using Research.gov. This report serves as a brief summary, prepared specifically for the public, of the nature and outcomes of the project. This report will be posted on the NSF website exactly as it is submitted by the PI.

More comprehensive information on NSF Reporting Requirements and other important information on the administration of NSF awards is contained in the *NSF Proposal & Award Policies & Procedures Guide* (PAPPG) Chapter VII, available electronically on the NSF Website at https://www.nsf.gov/publications/pub_summ.jsp?ods_key=pappg.

Regional Alliances are required to report on the National STEM Teacher Corps members' teaching status and continued support for 3 years after the life of the project.

National STEM Teacher Corps Members will submit yearly reports to NSF regarding their professional status up to 3 years after their 4-year term as a National STEM Teacher Corps Member. The report will also include information regarding the work being done to impact STEM education.

All projects are required to participate in program monitoring (including tracking) that will require annual data collection reported to a third party as part of National STEM Teacher Corps Pilot Program monitoring. In addition, projects are required to participate in evaluation activities conducted by a third party or NSF.

VIII. Agency Contacts

Please note that the program contact information is current at the time of publishing. See program website for any updates to the points of contact.

General inquiries regarding this program should be made to:

- General inquiries may be addressed to:, telephone: 703-292-8670, email: stemteachercorps@nsf.gov

For questions related to the use of NSF systems contact:

- NSF Help Desk: 1-800-381-1532
- Research.gov Help Desk e-mail: rgov@nsf.gov

For questions relating to Grants.gov contact:

- Grants.gov Contact Center: If the Authorized Organizational Representatives (AOR) has not received a confirmation message from Grants.gov within 48 hours of submission of application, please contact via telephone: 1-800-518-4726; e-mail: support@grants.gov.

IX. Other Information

The NSF website provides the most comprehensive source of information on NSF Directorates (including contact information), programs and funding opportunities. Use of this website by potential proposers is strongly encouraged. In addition, "NSF Update" is an information-delivery system designed to keep potential proposers and other interested parties apprised of new NSF funding opportunities and publications, important changes in proposal and award policies and procedures, and upcoming NSF Grants Conferences. Subscribers are informed through e-mail or the user's Web browser each time new publications are issued that match their identified interests. "NSF Update" also is available on NSF's website.

Grants.gov provides an additional electronic capability to search for Federal government-wide grant opportunities. NSF funding opportunities may be accessed via this mechanism. Further information on Grants.gov may be obtained at https://www.grants.gov.

About The National Science Foundation

The National Science Foundation (NSF) is an independent Federal agency created by the National Science Foundation Act of 1950, as amended (42 USC 1861-75). The Act states the purpose of the NSF is "to promote the progress of science; [and] to advance the national health, prosperity, and welfare by supporting research and education in all fields of science and engineering."

NSF funds research and education in most fields of science and engineering. It does this through grants and cooperative agreements to more than 2,000 colleges, universities, K-12 school systems, businesses, informal science organizations and other research organizations throughout the US. The Foundation accounts for about one-fourth of Federal support to academic institutions for basic research.

NSF receives approximately 55,000 proposals each year for research, education and training projects, of which approximately 11,000 are funded. In addition, the Foundation receives several thousand applications for graduate and postdoctoral fellowships. The agency operates no laboratories itself but does support National Research Centers, user facilities, certain oceanographic vessels and Arctic and Antarctic research stations. The Foundation also supports cooperative research between universities and industry, US participation in international scientific and engineering efforts, and educational activities at every academic level.

Facilitation Awards for Scientists and Engineers with Disabilities (FASED) provide funding for special assistance or equipment to enable persons with disabilities to work on NSF-supported projects. See the *NSF Proposal & Award Policies & Procedures Guide* Chapter II.F.7 for instructions regarding preparation of these types of proposals.

The National Science Foundation has Telephonic Device for the Deaf (TDD) and Federal Information Relay Service (FIRS) capabilities that enable individuals with hearing impairments to communicate with the Foundation about NSF programs, employment or general information. TDD may be accessed at (703) 292-5090 and (800) 281-8749, FIRS at (800) 877-8339.

The National Science Foundation Information Center may be reached at (703) 292-5111.

The National Science Foundation promotes and advances scientific progress in the United States by competitively awarding grants and cooperative agreements for research and education in the sciences, mathematics, and engineering.
To get the latest information about program deadlines, to download copies of NSF publications, and to access abstracts of awards, visit the NSF Website at https://www.nsf.gov

- **Location:** 2415 Eisenhower Avenue, Alexandria, VA 22314
- **For General Information** (NSF Information Center)**:** (703) 292-5111
- **TDD (for the hearing-impaired):** (703) 292-5090
- **To Order Publications or Forms:**

  Send an e-mail to: nsfpubs@nsf.gov

  or telephone: (703) 292-8134
- **To Locate NSF Employees:** (703) 292-5111

Privacy Act And Public Burden Statements

The information requested on proposal forms and project reports is solicited under the authority of the National Science Foundation Act of 1950, as amended. The information on proposal forms will be used in connection with the selection of qualified proposals; and project reports submitted by proposers will be used for program evaluation and reporting within the Executive Branch and to Congress. The information requested may be disclosed to qualified reviewers and staff assistants as part of the proposal review process; to proposer institutions/grantees to provide or obtain data regarding the proposal review process, award decisions, or the administration of awards; to government contractors, experts, volunteers and researchers and educators as necessary to complete assigned work; to other government agencies or other entities needing information regarding proposers or nominees as part of a joint application review process, or in order to coordinate programs or policy; and to another Federal agency, court, or party in a court or Federal administrative proceeding if the government is a party. Information about Principal Investigators may be added to the Reviewer file and used to select potential candidates to serve as peer reviewers or advisory committee members. See System of Record Notices, NSF-50, "Principal Investigator/Proposal File and Associated Records," and NSF-51, "Reviewer/Proposal File and Associated Records." Submission of the information is voluntary. Failure to provide full and complete information, however, may reduce the possibility of receiving an award.

An agency may not conduct or sponsor, and a person is not required to respond to, an information collection unless it displays a valid Office of Management and Budget (OMB) control number. The OMB control number for this collection is 3145-0058. Public reporting burden for this collection of information is estimated to average 120 hours per response, including the time for reviewing instructions. Send comments regarding the burden estimate and any other aspect of this collection of information, including suggestions for reducing this burden, to:

Suzanne H. Plimpton
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