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Discovery Files

NSF partners with the U.S. Department of Education to improve outcomes in elementary science education

September 26, 2024

The U.S. National Science Foundation is providing half of $15 million in funding to establish the new Center for Advancing Elementary Science through Assessment, Research, and Technology (CAESART) to address the nationwide availability of high-

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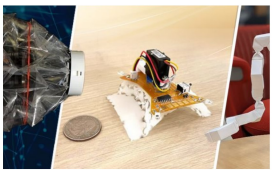

Folding the future: The rise of origami-

quality science instruction and assessment for elementary school students. The U.S. Department of Education's Institute of Education Sciences (IES) provides the remaining funding.

"By partnering with IES to support CAESART, the NSF Directorate for STEM Education is able to not only leverage its human and financial resources but also expand its investments in critical research and assessment methods that will transform early science education at its foundation for our youngest learners," said NSF Assistant Director for STEM Education James L. Moore III. "It will allow researchers, in collaboration with science educators and students, to develop innovative curricula, tools and approaches that will improve science instruction while ensuring that students across the nation have access to high-quality learning experiences. We are looking forward to seeing the immediate and long-term impact the center will have in early science education across the nation and beyond."

CAESART will connect networks of science researchers, leaders and practitioners at state, district and school levels to engage in research and assessment of curricular interventions.

"This new partnership with NSF goes beyond building much-needed evidence about science assessment and learning," said IES acting director Matthew Soldner. "It reflects our shared commitment to improving student achievement in STEM, leveraging NSF's unique role in supporting the development of high-quality programs and

inspired robots

NSF Growing Convergence Research awards advance innovation across disciplines

MRR: Taking a groundbreakin technology from basic research to commercializat

products and IES's expertise in identifying what works, for whom, and under what conditions."

Research areas

Directorate for STEM Education (EDU)
Division of Research on Learning in Formal and Informal Settings (EDU/DRL)

Topics

Education

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Avery Ruxer Franklin - Apr. 24, 2024

Rice's OpenStax awarded $90M to lead first-of-its-kind NSF research hub for transformational learning and education research

SafeInsights brings together researchers, educational institutions and digital learning platforms to enable timely, impactful studies designed to overcome the challenges faced in education

OpenStax at Rice University was awarded $90 million from the National Science Foundation to build and lead SafeInsights, a groundbreaking research and development (R&D) hub for inclusive learning and education research to benefit tens of millions of students and their instructors across all educational levels.

According to project leaders at OpenStax, the world's largest publisher of free, open education resources, R&D is a powerful tool for advancing education, but it remains difficult to conduct large-scale, reliable research that yields the strongest results for students and teachers. SafeInsights will enable extensive, long-term research on the predictors of effective learning while protecting student privacy. This five-year project represents the NSF's largest single investment in R&D infrastructure for education at a national scale.

"We are thrilled to announce an investment of $90 million in SafeInsights, marking a significant step forward in our commitment to advancing scientific research in STEM education," NSF Director Sethuraman Panchanathan said. "There is an urgent need for research-informed strategies capable of transforming educational systems, empowering our nation's workforce and propelling discoveries in the science of learning. By investing in cutting-edge infrastructure and fostering collaboration among researchers and educators, we are paving the way for transformative discoveries and equitable opportunities for learners across the nation."

Funded through NSF's Mid-scale Research Infrastructure-2 (Mid-scale RI-2) program, which places it alongside other critical infrastructure for scientific discovery such as telescopes and supercomputers, SafeInsights is the largest research award in the history of Rice.

Assistant Director for the Directorate for STEM Education at NSF James Moore. Photos by Jeff Fitlow.

SafeInsights will serve as a central hub for a multidisciplinary team of 80 partners and collaborating institutions, including major digital learning platforms that currently serve tens of millions of U.S. learners. The inclusion of researchers, educators, developers and students from diverse, representative backgrounds will be a top priority.

"SafeInsights represents a pivotal moment for Rice University and a testament to our nation's commitment to educational research," Rice President Reginald DesRoches said. "It will accelerate student learning through studies that result in more innovative, evidence-based tools and practices."

According to national polls conducted by the Data Quality Campaign, 86% of teachers recognize the importance of research in effective teaching. However, the majority of teachers must individually piece together research-informed teaching and learning strategies, often with limited resources.

Through SafeInsights, the education research community will generate research-informed insights about teaching and learning for educators, institutions and learning platforms to use to create tailored programs, pedagogies and policies that will equip learners to thrive.

"Education R&D opens up opportunities to better understand how students learn in different contexts," said Richard Baraniuk, SafeInsights leader, OpenStax director and Rice professor. "Learning is complex. Research can tackle this complexity and help get

the right tools into the hands of educators and students, but to do so, we need reliable information on how students learn. Just as progress in health care research sparked stunning advances in personalized medicine, we need similar precision in education to support all students, particularly those from underrepresented and low-income backgrounds."

Richard Baraniuk, James Moore, Amy Dittmar, Reginald DesRoches.

To accomplish its objectives, SafeInsights has a world-class, experienced team with OpenStax-Rice University, 40 partners and 39 collaborating institutions:

- R&D partners with expertise in learning and education research, open science, technology, student data privacy, community engagement and project management, including: AEM Corporation, Arizona State University (ASU), Center for Open Science, Digital Promise, Future of Privacy Forum, Georgia Institute of Technology, Morehouse College, National Network of Education Research-Practice Partnerships, Tapia Center for Excellence and Equity in Education, TERC, The University of Chicago, University of Massachusetts Amherst, University of Pennsylvania (UPenn), Washington University in St. Louis and Worcester Polytechnic Institute.
- Digital learning platforms spanning all age groups, including lead-partner OpenStax, ASSISTments, EdPlus at ASU, CourseKata, Infinite Campus, Inc., iSTART, Quill.org, TERC's Data Arcade, UPenn's Massive Online Open Courses, Western Governors University (WGU) and The WritingPal.
- Thought partners providing implementation guidance.
- Collaborating educational institutions, 77% of which are minority-serving institutions.

By instrumenting large-scale digital learning platforms for research, SafeInsights will capture a comprehensive picture of the learning process currently unavailable to researchers, including information from past academic experiences that can be paired with what is known about current learning processes, said Baraniuk. For example, a

research study could reveal what strategies are most effective for middle school students struggling with reading comprehension in algebra to prepare them for success in high school and college. SafeInsights makes it possible to conduct comprehensive research studies while safeguarding privacy, added Baraniuk. These studies can be replicated and expanded across different platforms, enabling a deeper understanding of the multitude of factors that influence learning outcomes, leading to the development of more effective, evidence-based teaching methods and tools.

“By design, SafeInsights stringently protects student privacy through an innovative architecture that makes large-scale information about learning available for research without revealing that protected information to researchers,” said J.P. Slavinsky, technical director at OpenStax and executive director of SafeInsights. Instead, researchers will develop study plans and analysis software to operate within digital learning platforms. This software will access learning information through secure data enclaves to produce aggregate insights about learning. The aggregate knowledge will undergo careful human oversight to check that it contains no identifiable student information before being returned to researchers, ensuring that all data remains secure within the original platforms and educational institutions, he said.

Prior awards from the NSF, Institute of Education Sciences (R305N210064), individuals and philanthropic funders like the Bill & Melinda Gates Foundation, Schmidt Futures, Walton Family Foundation, Valhalla Foundation and William & Flora Hewlett Foundation equipped OpenStax with the experience and capacity to lead this major R&D effort. Looking ahead, SafeInsights will collaborate with funder networks to leverage this national R&D infrastructure and grow its reach. To learn more about SafeInsights and support for its future work, please visit safeinsights.org.

Watch the April 24 news conference here.

ABOUT AVERY RUXER FRANKLIN

Avery is a media relations specialist in the Office of Public Affairs.

View image credit & caption

Discovery Files

NSF and Micron invest in STEM teacher training to support future microelectronics workforce

September 10, 2024

Today, the U.S. National Science Foundation and the Micron Foundation announced an investment in four projects to advance STEM education training to foster a more robust microelectronics workforce. The investment, made possible through a Dear Colleague Letter, will support the

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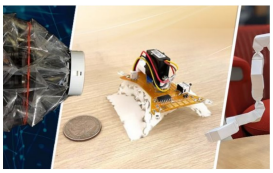

Folding the future: The rise of origami-

development of highly effective K-12 teachers in high-need, underresourced school districts. Teachers will be more equipped to meet the needs of learners as they engage with concepts key to careers in microelectronics.

Microchips are used for everything from cellular telephones to medical equipment to data centers, making them indispensable in American's day-to-day lives. "With a continuing global shortage of microchips, it is imperative that the U.S. invest in a strong microelectronics workforce, especially at the K-12 educational level, to retain the nation's leading edge in emergent technologies," said NSF assistant director for STEM Education, James L. Moore III. "By improving K-12 educational pathways and opportunities for students underrepresented in STEM, NSF is creating a more diverse and expansive network of STEM professionals, including K-12 teachers, to support this mission."

NSF is working to achieve this through the Robert Noyce Teacher Scholarship Program (Noyce). Noyce addresses grand challenges in recruiting, preparing, and retaining skilled elementary and secondary STEM teachers and teacher leaders in high-need and underresourced school districts. This program also supports research on STEM teacher effectiveness and retention.

The Noyce awards funded through this partnership focus on developing more efficient training for pre-service teachers and developing and supporting in-service teachers to better prepare a growing STEM workforce. Pre-service

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teachers are candidates enrolled in an educational program who are pursuing their teacher certification. Both pre-service and in-service teachers will receive more hands-on STEM training that will deepen their understanding of scientific research, as well as specialized training to meet the unique needs of diverse and global student populations.

The awards of each project are listed below:

- **Catalyzing STEM Education Part II: Preparing STEM Educators for High-Need School Districts**, Nazareth College of Rochester.
- **Developing Effective Mathematics and Science Teachers by Expanding Partnerships with High-Need School Districts with Diverse Student Populations**, Millersville University.
- **Creating Research Experience for Science Teachers (CREST): Preparing Scholars to Teach Through Inquiry**, Eastern Washington University.
- **Authentic Summer Research Experiences for STEM Pre-Service Teachers**, Georgia Tech Research Corporation.

Research areas

Directorate for STEM Education (EDU)

Topics

Education

NSF 23-078

Dear Colleague Letter: Supporting Knowledge Mobilization for PreK-12 and Informal STEM Learning and Teaching

March 31, 2023

Dear Colleagues:

The National Science Foundation (NSF) supports collaborations and partnerships among education researchers and practitioners to advance science, technology, engineering and mathematics (STEM) education for all Americans. Such collaborations address pressing needs in the Nation's diverse preK-12 schools, including students, teachers, and families, as well as informal learning institutions where professional educators, youth, and their families are engaged (e.g., science museums, media, and community organizations). Recent findings and recommendations by National Academies of Science, Engineering, and Medicine <https://nap.nationalacademies.org/catalog/26428/the-future-of-education-research-at-ies-advancing-an-equity> have highlighted the benefits of mobilizing relevant knowledge between the education research and practice communities.

This Dear Colleague Letter (DCL) encourages submissions to programs within the Directorate for STEM Education's (EDU) Division of Research on Learning in Informal and Formal Settings (DRL) for new proposals (research and other proposal types described in Chapter II.F of the *NSF Proposal & Award Policies & Procedures Guide <https://www.nsf.gov/publications/pub_summ.jsp?ods_key=pappg>* (PAPPG) such as planning, conference, etc.) addressing grand challenges of knowledge mobilization within and across domains, levels of analyses, and across research and education contexts. This DCL also calls for supplemental funding requests from current awardees to engage practitioners and education leaders as partners in the development and deployment of innovative strategies and approaches for disseminating and applying education research findings, including in under-resourced urban and rural learning spaces and communities. NSF seeks to amplify the impact and usability of STEM education research for all while advancing the integrity of the science that supports it.

BACKGROUND

STEM education researchers from a variety of disciplines have amassed an impressive amount of knowledge related to human development, teaching, and learning. There is immense potential to mobilize research results addressing the needs and interests of educational practitioners and other stakeholders. Mobilization has at least three potential benefits. First, intentional efforts to synthesize and mobilize relevant STEM education knowledge reciprocally between research and practice has potential to benefit educators by ensuring that research knowledge is genuinely designed for, and integrated into, educational practice. Second, the integration of practice knowledge has potential to inform the questions and agendas pursued by STEM educational research. Third, conducting research in authentic teaching and learning contexts promises to enrich models and theory-building. Mobilizing knowledge and findings of STEM education research in a way that is usable and impactful in both research and education contexts is vital to the Nation's prosperity, health, security, and competitiveness.

This opportunity is open only to proposals in the following programs:

1. Advancing Informal STEM Learning (AISL) <https://beta.nsf.gov/funding/opportunities/advancing-informal-stem-learning-aisl>
2. Discovery Research PreK-12 (DRK-12) <https://beta.nsf.gov/funding/opportunities/discovery-research-prek-12-drk-12>
3. EDU Core Research (ECR) <https://beta.nsf.gov/funding/opportunities/ehr-core-research-ecrcore> (projects situated in informal and preK-12 settings)
4. Innovative Technology Experiences for Students and Teachers (ITEST) <https://beta.nsf.gov/funding/opportunities/innovative-technology-experiences-students>

PREPARATION AND SUBMISSION INSTRUCTIONS

Full proposals to standing programs should be submitted to the relevant program each year by the program's annual submission due date. Please read the solicitation for the prospective program carefully. Proposers are strongly encouraged to contact a program and cognizant program officer listed at end of this DCL to discuss the fit of ideas to funding opportunities.

Supplemental funding requests should follow the technical guidance provided below and must be submitted via Research.gov. If submitting a supplemental funding request, the original award must be in one of the above four programs. Supplemental funding requests should not exceed 20% of the original award size or $200,000, whichever is smaller. Funded supplements will provide support for periods of up to two years. Supplemental funding requests should be submitted to the original program associated with the active research award. If the original award expires within a year after the start date of the proposed supplemental activity, the principal investigator should provide this information at the time of submission to DRLknowledge@nsf.gov (mailto:DRLknowledge@nsf.gov) and the cognizant program officer for the original award.

Top

Each supplemental funding request must follow the guidance specified in Chapter VI.E.5 of the PAPPG and must address the following areas in no more than five pages:

- Summary of the active award, including original research vision, goals, activities, and accomplishments, spanning Intellectual Merit and Broader Impacts;
- Compelling summary of the proposed work;
- Justification for the proposed supplemental work;
- Work plan describing the supplemental activities, along with the related goals, milestones, and predicted outcomes;

- A plan to assess the processes and outcomes of the proposed supplemental activities.

Supplemental funding requests should be submitted by Thursday, June 8, 2023. After the submission of the supplemental funding request, PIs should alert the cognizant program officers by sending an email to DRLknowledge@nsf.gov (mailto:DRLknowledge@nsf.gov) with the proposal number assigned to the submission of the supplemental request. Supplemental funding requests submitted in response to this DCL will be subject to internal NSF review only, unless they require external review as mandated by the PAPPG.

Questions about this DCL should be directed to DRLknowledge@nsf.gov (mailto:DRLknowledge@nsf.gov).

Sincerely,

James L. Moore III
Assistant Director
Directorate for STEM Education

POINTS OF CONTACT IN PARTICIPATING PROGRAMS

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Newsroom

NSF's James Moore III engages TXST in STEM research funding strategies

INSIDE TXST Charlcee Cervantez | April 8, 2024

for STEM Education (EDU) at the National Science Foundation (NSF), visited Texas State University for an insightful discussion on the NSF EDU's vision and priorities for research and funding.

James Moore, assistant director for the Directorate for STEM Education at the National Science Foundation, speaks on stage at TXST.

The event, hosted by the College of Education, provided valuable insights into strategies for successful proposals to STEM Education Research Funding Awards and for building national STEM education research capacity and impact through Hispanic Serving Institutions (HSIs) and Minority Serving Institutions (MSIs).

Moore began his address by emphasizing the critical need for widespread participation in STEM fields in today's global environment, highlighting economic, educational, social, career, and national security implications. He stressed the importance of leveraging STEM fields to address contemporary challenges and noted the importance of making STEM accessible for the most vulnerable communities in the country. While acknowledging the NSF's support for top-level innovation in fundamental sciences, he underscored the indispensable role of science teachers and the necessity of STEM workforce development for employment opportunities.

“Dr. Moore transmitted some of his deep passion for getting Americans ready for a future where even more people will be using STEM training in their daily jobs while also collectively responding to the biggest challenges of the modern world,” said Duncan Selby, research coordinator for pre-award administration for the College of Education Research Office.

Furthermore, Moore praised TXST's efforts in amplifying the impact of STEM education for

and building capacity.

“This convening included researchers from all seven of Texas State’s academic colleges and both campuses, demonstrating the powerful base of innovative STEM education research occurring across Texas State University,” said Michael O’Malley, dean of the College of Education.

Throughout his presentation, Moore reiterated the NSF's commitment to seeking partnerships, encouraging students to apply for scholarships and faculty to pursue grants in various areas. He also encouraged TXST personnel to consider serving as program officers or reviewers for NSF grant opportunities.

The event served as a platform for sharing knowledge and fostering collaborations to advance STEM education research and funding efforts. Attendees gained actionable insights and forged meaningful connections to address the challenges and opportunities in STEM education.

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For more information, contact University Communications:

Jayme Blaschke, 512-245-2555

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THE NEWSROOM

Sunday, October 13, 2024

NSF's Moore visits UTRGV, champions STEM progress

Dr. James L. Moore III, assistant director of the Directorate for STEM Education (EDU) at the National Science Foundation (NSF), enjoys testing the CARLA Simulations project on autonomous vehicles while Teresa Garza, an undergraduate computer science student and research assistant at the NSF CREST MECIS center, presents her

advancements on the project, which focuses on facial emotion recognition data collection. (UTRGV Photo by Jesus Alferez)

Highlighting CREST MECIS's impact in advancing STEM education and research

Wednesday, March 6, 2024

Around Campus, Science and Technology, Research

By Maria Gonzalez

RIO GRANDE VALLEY, TEXAS – MARCH 6, 2024 – UTRGV recently welcomed Dr. James L. Moore III, assistant director of the Directorate for STEM Education (EDU) at the National Science Foundation (NSF), for a landmark visit to the Rio Grande Valley.

The visit underscored NSF's commitment to advancing STEM education and showcased UTRGV's leadership role in the field, particularly through its CREST Center for Multidisciplinary Research Excellence in Cyber-Physical Infrastructure Systems (MECIS).

As part of his visit, Moore attended the 7th annual STEM Education Conference, founded by Dr. Angela Chapman, who is also a co-PI of CREST MECIS. The conference, which has received sponsorship from CREST MECIS among others for the past two years, explored the theme, “Toward Transformative Practices: Uprooting Foundations of STEM and Planting Rhizomes of Equity and Justice.”

The focus promoted discussions on transformative practices in STEM education and aligned with the visit's themes of equity and innovation.

In his remarks at the conference, Moore highlighted the significance of initiatives like CREST MECIS in promoting STEM education and research.

“CREST is one of our darlings in the agency — it’s the impetus for creating opportunities at emerging institutions like UTRGV,” he said. He also stressed the need for equitable STEM opportunities nationwide.

Highlighting the strategic importance of the Rio Grande Valley, Moore acknowledged the crucial role of higher education institutions in community and academic development.

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Dr. Constantine Tarawneh, UTRGV senior associate dean for Research and Graduate Programs and director of the CREST MECIS center, discusses with Dr. James L. Moore III, assistant director of the Directorate for STEM Education (EDU) at the National Science Foundation (NSF), the impact and future of the NSF-funded CREST MECIS program, highlighting the importance of collaborative research efforts. (UTRGV Photo by Jesus Alferez)

“I think there’s a compelling case study here at UTRGV that I hope Texas recognizes for its uniqueness,” he said.

Moore emphasized the need for investment in curricula, faculty hires and research infrastructure to effectively support workforce development and research.

After the conference, Moore toured UTRGV's state-of-the-art research facilities on the Edinburg Campus. The tour, focusing on NSF-funded laboratories, was led by Dr. Constantine Tarawneh, senior associate dean for Research and Graduate Programs and director of the CREST MECIS center.

Tarawneh showcased the Center's interdisciplinary approach and its significant impact on enhancing UTRGV's research capabilities and student opportunities.

“We designed the Center to be accessible to students from all disciplines, playing a crucial role in catalyzing their careers, supporting both undergraduate and graduate students,” he said.

He outlined the critical role of CREST MECIS in cyber-physical infrastructure research at Hispanic-Serving Institutes.

“As a critical component in advancing cyber-physical infrastructure research, especially at a Hispanic-Serving Institute,” he said, “the center prepares students with essential research experience at the intersection between artificial intelligence, sensors and automation.”

Tarawneh said this preparation targets the next STEM workforce generation, offering a multidisciplinary and comprehensive educational pathway for underrepresented groups from high school to graduate levels.

He also highlighted how CREST MECIS enhances UTRGV's infrastructure by supporting an engineering doctoral program, encouraging student co-authorship in publications, and facilitating participation in national conferences.

Moore was able to interact with students, including Teresa Garza, an undergraduate computer science student and research assistant at the NSF CREST MECIS center. Garza's work on the CARLA Simulations project for autonomous vehicles focusing on facial emotion recognition data collection, stands as a prime example of the innovative research supported by NSF at UTRGV.

"Our CARLA Simulations mimic real-life driving — a project that gained significance with Moore's visit. His positive feedback on our simulation reinforced our commitment to developing smarter, safer vehicles," Garza said. "UTRGV has significantly facilitated success beyond the classroom, crucially addressing the underrepresentation of my demographic in engineering. The success of College of Engineering and Computer Science (CECS) graduates in landing roles with leading companies is a testament to this support."

For more information about the CREST MECIS center, visit https://www.utrgv.edu/mecis/.

Dr. James L. Moore III, Assistant Director of the NSF's Directorate for STEM Education (EDU), stands with members of the UTRGV CREST MECIS team during his visit to the UTRGV Edinburg campus on February 27th, 2024, underscoring the center's critical role in advancing STEM education and research. (UTRGV Photo by Jesus Alferez)

ABOUT UTRGV

The University of Texas Rio Grande Valley (UTRGV) was created by the Texas Legislature in 2013 as the first major public university of the 21st century in Texas. This transformative initiative provided the opportunity to expand educational opportunities in the Rio Grande Valley, including a new School of Medicine, and made it possible for residents of the region to benefit from the Permanent University Fund – a public endowment contributing support to the University of Texas System and other institutions.

UTRGV has campuses and off-campus research and teaching sites throughout the Rio Grande Valley including in Boca Chica Beach, Brownsville (formerly The University of Texas at Brownsville campus), Edinburg (formerly The University of Texas-Pan American campus), Harlingen, McAllen, Port Isabel, Rio Grande City, and South Padre Island. UTRGV, a comprehensive academic institution, enrolled its first class in the fall of 2015, and the School of Medicine welcomed its first class in the summer of 2016.

Jul 29, 2022

Ohio State receives nearly $4.7 million in Upward Bound funds

Grants support work in schools in Columbus, Mansfield and Wooster

In his years of research on academic achievement in minority students, **James L. Moore III < https://odi.osu.edu/moore-iii-james-0>** , vice provost for diversity and inclusion and chief diversity officer and nationally recognized distinguished professor of urban education at The Ohio State University, found there are five factors that influence a student's academic success: interest, preparation, experiences, connections and opportunities.

Upward Bound encourages all five, he said.

"This program is a gem," Moore said. "This is the kind of work that the Office of Diversity and Inclusion does and has done for over 50 years. It gives us a chance to have lasting impact – when you educate a generation of students, they influence the next generation."

Upward Bound was born out of the Economic Opportunity Act of 1964 as a result of President Lyndon B. Johnson's War on Poverty agenda. Through allocated grant funds from the U.S. Department of Education, high school students receive academic support, develop socialization and communication skills, and begin planning

futures that may have seemed otherwise impossible.

James L. Moore III

This year, the Office of Diversity and Inclusion was awarded three grants – totaling nearly $4.7 million over five years – from the U.S. Department of Education to reach high school students in different schools in Columbus, Wooster and Mansfield. “It is advantageous for institutions like Ohio State, with this storied land-grant mission to reach out to individuals who may not have had the same opportunities,” Moore said.

Citing economic struggles faced by communities in Columbus, Wooster and Mansfield, he went on: “One of the hallmarks of Ohio State is working with working-class and low-income communities in urban and rural settings. I know that is one of the main thrusts of the land-grant university. [Upward Bound] gives us a chance to bridge gaps for young people.”

The grants cover tutoring, weekend coursework and seminars that help high school students prepare for the rigors of college-level academics. Follow-up tracking allows Upward Bound program administrators to ensure that student successes can be replicated.

In addition to academic enrichment, participants develop what Moore calls “power skills,” social competencies that help them navigate social situations. Throughout the year, Upward Bound students are exposed to cultural events, community service opportunities and recreational activities to round out their experience. These kinds of experiences have positive effects on students’ confidence and commitment to the program, Moore said, which is crucial to a student’s success.

“Competence produces confidence,” Moore said. Some students have the skill but they don’t have the will, and vice versa. Building skill and will are two major facets of Upward Bound.”

To ensure student success, Upward Bound works closely with students’ families as well. In some of the communities within Columbus, Wooster and Mansfield, higher education is not seen as a next step among students and families because of the cost of college or the need to make money to assist with family living expenses. Moore notes that many students in the targeted

schools come from dire economic household situations and will, in most cases, be the first in their families to obtain a college degree.

Upward Bound is, in part, about exposing students to mentors and role models from the area who have similar backgrounds or who can relate to them by sharing the different possibilities available through a college education. As Moore points out, many people in the targeted areas come from families that have done the same work for generations. Upward Bound highlights options that students may not have considered, not because of a lack of interest, but a lack of awareness.

“There are over 12,000 jobs according to the Bureau of Labor Statistics,” Moore said. “Most people are not familiar with all of them, and young people foreclose on education and career opportunities when they’ve never been exposed to them.”

Upward Bound is a foundational program at Ohio State, Moore said, and one he has proudly worked on as the principal investigator for nearly 15 years. Receiving an Upward Bound grant is highly coveted and never guaranteed, which makes each award that much more meaningful.

“It’s some of the most honorable work that I am part of,” Moore said. “It’s work that I would do for free.”

BLG NEWS

NATIONAL

MESCyT and Ohio University Study Program Benefits Young People in Vulnerable Conditions from Dominican Universities

By ***Brenda Guerrero*** *May 21, 2024* *0* *133*

The head of the MESCyT Franklin García Fermín highlights the support of the Government of the United States and its Agency for International Development (USAID) to higher education.

SANTO DOMINGO. – The Ministry of Higher Education, Science and Technology (MESCyT) and Ohio University, with the collaboration of the Government of the United States through the Agency for International Development (USAID), announced the execution of a scholarship program to students in vulnerable situations who are studying at three Dominican universities.

The plan, which includes 72 scholarships for students, is aimed at young people who receive teaching at the Autonomous University of Santo Domingo (UASD), ISA (UNISA) and Technological University of Santiago (UTESA).

The announcement was made by the head of the MESCyT, Dr. Franklin García Fermín, when he received the delegation from Ohio University, led by Vice Chancellor James L. Moore, who has received numerous awards for his work on diversity and the African-American man.

Minister García Fermín highlighted the importance of this project to benefit young people in highly vulnerable areas, highlighting the supervision and support work of Ohio University academics and USAID specialists, who have been in the country for more than a week and have been collaborating closely in the implementation of the program.

For his part, Vice Chancellor Moore said that the academic center in the United States is recognized worldwide for its social work and also assured that "through collaboration, teamwork and passion, everything is possible."

Likewise, he expressed feeling very honored to be present in the Dominican Republic and to contribute to the growth of young Dominicans through study programs.

Moore recognized the team of professors from Ohio University who have been enthusiastically participating in the training of students from UASD, UNISA and UTESA. "We have achieved great milestones, but we have a long way to go," he added.

During the reception ceremony of the Ohio University delegation, García Fermín was accompanied by the vice ministers of the MESCyT, José A. Cancel and Carmen Evarista Matías Pérez, as well as the director of Curriculum, Israel Contreras, among other officials of the institution.

In addition, Paola Rodríguez, USAID Education Specialist; and Pura Rodríguez, Julia Olson and Manuel Peña from the USAID *Alliance for Higher Education* program.

This joint initiative reflects the shared commitment to strengthen higher education in the Dominican Republic and to expand the scope of inclusive development opportunities in the country.