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UNIVERSITY OF  
NORTHERN  
COLORADO

## New Funding Opportunities

### Foundation for Child Development: Young Scholars Program

**Proposal Deadline: June 15, 2024**

#### Synopsis

Proposals must be relevant to the Foundation's interest in implementation research to support the capacity and status of the early care and education (ECE) workforce. Studies may encompass descriptive, experimental, or measurement-focused approaches. While the Foundation values research with implications for policy or practice, it does not anticipate that the outcomes of any individual project will directly influence policy or practice. Additionally, research that builds from the interests and priorities of the communities, educators, or families who are engaged in the research is highly valued.

Scholars will become part of a growing network of researchers whose work has the potential to strengthen the ECE workforce and improve the quality of services provided to young children and their families.

**Principal Investigators must have received their terminal doctoral degree within 10 years of submitting their applications to the program.**

For complete program information, [please click here.](#)

### US Department of Education: Office of Elementary and Secondary Education: Innovation and Early Learning Programs: Education Innovation and Research Program Expansion Grants

**Proposal Deadline: July 5, 2024**

#### Synopsis

The EIR program provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based (as defined in this notice), field-initiated innovations to improve student achievement and attainment for high-need students and to rigorously evaluate such innovations. The EIR program is designed to generate and validate solutions to persistent education challenges and to support the expansion of those solutions to serve substantially higher numbers of students.

Expansion grants are supported by strong evidence for at least one population and setting, and grantees are encouraged to implement at the national level (as defined in this notice). Expansion grants provide funding for the implementation and rigorous evaluation of a program that has been found to produce sizable, significant impacts under a Mid-phase grant or other effort meeting similar criteria, for the purposes of (a) determining whether such impacts can be successfully reproduced and sustained over time, and (b) identifying the conditions in which the program is most effective.

For complete program information, [please click here.](#)

### National Endowment for the Arts: Grants for Arts Projects

**Proposal Deadline: July 11, 2024**

#### Synopsis

Grants for Arts Projects (GAP) provides expansive funding opportunities to strengthen the nation's arts and culture ecosystem. Through project-based funding, the program supports opportunities for public engagement with the arts and arts education, for the integration of the arts with strategies promoting the health and well-being of people and communities, and for the improvement of overall capacity and capabilities within the arts sector.

NEA welcome applications from a variety of [eligible organizations](#), including first-time applicants; from organizations serving rural, urban, suburban, and tribal communities of all sizes; and from organizations with small, medium, or large operating budgets.

NEA funds arts projects in the following disciplines: Artist Communities, Arts Education, Dance, Design, Folk & Traditional Arts, Literary Arts, Local Arts Agencies, Media Arts, Museums, Music, Musical Theater, Opera, Presenting & Multidisciplinary Works, Theater, and Visual Arts.

For complete program information, [please click here.](#)

### Department of Education: 2024 Education Innovation and Research (EIR) Competitions

**Proposal Deadline: July 22, 2024**

#### Synopsis

On May 6, 2024, the U.S. Department of Education published in the Federal Register the notice inviting applications for the Education Innovation and Research (EIR) program's Early-phase, Mid-Phase, and Expansion competitions.

EIR provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations.

For complete program information and webinar schedules, [please click here.](#)

### NSF Improving Undergraduate STEM Education: Hispanic-Serving Institutions (IUSE: HSI)

**Proposal Deadline: August 28, 2024**

#### Synopsis

The goals of the IUSE:HSI program are to enhance the quality of undergraduate science, technology, engineering, and mathematics (STEM) education and to increase the recruitment, retention, and graduation rates of students pursuing associate's or baccalaureate degrees in STEM. Achieving these, given the diverse nature and context of the HSIs, requires additional strategies that support building capacity at HSIs through innovative approaches: to incentivize institutional and community transformation; and to promote fundamental research (i) on engaged student learning, (ii) about what it takes to diversify and increase participation in STEM effectively, and (iii) that improves our understanding of how to build institutional capacity at HSIs. Intended outcomes of the HSI Program include broadening participation of students that are historically underrepresented in STEM and expanding students' pathways to continued STEM education and integration into the STEM workforce.

HSI offers three tracks: Track 1 is for Planning or Pilot Projects (PPP), Track 2 is for Implementation and Evaluation Projects (IEP), and Track 3 is for Institutional Transformation Projects (ITP). **Limited submission: two proposals for PPP and IEP tracks, on proposal for ITP track.**

For complete program information, [please click here.](#)

### Department of Education: Transformative Research in the Education Sciences

**Proposal Deadline: September 12, 2024**

#### Synopsis

In fiscal year (FY) 2025, the Transformative Research in the Education Sciences Grants program will focus on accelerating learning and reducing persistent education inequities by leveraging evidence-based principles from the learning sciences coupled with advanced technology to create high-reward, scalable technology solutions. Decades of learning

sciences research—the interdisciplinary study of how people learn and how characteristics of the learning environment affect the learning process—have resulted in robust principles for learning that can serve as the basis for creating novel learning experiences. Technology is rapidly advancing, creating new opportunities to explore how it can support learning. Technology also provides a means to integrate evidence-based principles into the learning process at scale.

Through this program, researchers, product developers, and educators will work together to develop a transformative solution to a persistent challenge in education. The partners will leverage these insights and advances, conduct research to inform the development of a solution, and prepare the solution for scaling by considering issues such as product-market fit, the needs of users, and how variability in local context affects how the solution is implemented. These projects will be challenging due to the complexities of these partnerships combined with the barriers to adapting advanced technology for use in education. However, by bringing these partners together from the very beginning, there is the potential to create high-reward, scalable technology solutions to persistent challenges in education.

To download complete program instructions, [please click here](#).

## NSF Biodiversity on a Changing Planet

**Proposal Deadline: September 25, 2024**

### Synopsis

The BoCP program is a cross directorate and international program led by NSF that invites submission of interdisciplinary proposals addressing grand challenges in biodiversity science within the context of unprecedented environmental change, including climate change. Successful BoCP proposals will test novel hypotheses about functional biodiversity and its connections to shifting biodiversity dynamics on a changing planet, with an emphasis on integrative research into the complex intersections among climatic, geological, paleontological, and biological processes. Integrative research is likely to combine multiple perspectives—including organismal, species, ecological, evolutionary, phylogenetic, geological, and/or paleontological approaches—at various scales. Proposals that seek to improve predictive capability about functional biodiversity across temporal and spatial scales by considering the linkages between past, present, and future biological, climatic, and geological processes are also encouraged.

The program supports both US-only collaborative proposals and proposals with international partnerships with the National Natural Science Foundation of China (NSFC), the São Paulo Research Foundation (FAPESP) of Brazil, and the National Research Foundation (NRF) of South Africa. International collaborative proposals are to be submitted jointly, with the US PIs submitting to NSF and the collaborating Chinese, Brazilian, or South African PIs submitting to their appropriate national funding agencies. These agreements do not preclude other international collaborations.

To download complete program instructions, [please click here](#).

## Recently Announced Funding Opportunities

### NSF Building Research Capacity of New Faculty in Biology

**Proposals Deadline July 1, 2024**

### Synopsis

With a focus on **enhancing research capacity and broadening participation of new faculty of biology at minority-serving institutions** (MSIs), predominantly undergraduate institutions (PUIs), and other universities and colleges that are not among the nation's most research-intensive institutions, the Directorate for Biological Sciences (BIO) offers the Building Research Capacity of New Faculty in Biology (BRC-BIO) program.

The BRC-BIO program aims to a) broaden participation by expanding the types of institutions that submit proposals to BIO, and b) expand opportunities to groups underrepresented in the biological sciences, including Blacks and African Americans, Hispanics, Latinos, Native Americans, Alaska Natives, Native Hawaiians and other Pacific Islanders, and persons with disabilities, especially those serving at under-resourced institutions. Awards will provide the means for new faculty to initiate and build independent research programs by enhancing their research capacity. These projects might also include biology-focused research collaborations among faculty within the same institution, across peer-, or research-intensive institutions, or partnerships with industry or other non-academic partners that advance the candidate's research program.

For complete program information, [please click here](#).

### Alfred P. Sloan Foundation Call for Letters of Inquiry: Creating Equitable Pathways to STEM Graduate Education

**Letters of Inquiry due July 1, 2024**

### Synopsis

Grants awarded through this Call will support institutional pathways from undergraduate programs at Minority Serving Institutions to STEM master's and doctoral degree programs in astronomy, biology, chemistry, computer science, data science, Earth sciences, economics, engineering, marine science, mathematics, physics, and statistics.

Grants up to \$500,000 will be awarded to U.S. higher education institutions and organizations developing equitable pathways to STEM graduate education.

### Informational Webinars

April 18, 12:00-1:00PM EDT - [Register here](#)  
May 9, 3:00-4:00PM EDT - [Register here](#)

For complete program information, [please click here](#).

### NSF Research Training Groups in the Mathematical Sciences (RTG)

**Proposal Deadline: August 13, 2024**

### Synopsis

The long-range goal of the Research Training Groups in the Mathematical Sciences (RTG) program is to strengthen the nation's scientific competitiveness by increasing the number of well-prepared U.S. citizens, nationals, and permanent residents who pursue careers in the mathematical sciences, be they in academia, government, or industry. The RTG program supports efforts to improve graduate student research training and professional development through structured groups pursuing collaborative research. In addition to graduate student trainees working with faculty members, RTG supported research teams may, but are not required to, include undergraduate or postdoctoral trainees.

The RTG program invites submissions in all fields within mathematical sciences; especially encouraged in 2024-2025 are those that align and integrate research in mathematics and statistics with emerging areas such as Artificial Intelligence, Biotechnology, Quantum Computing, and Cybersecurity.

For complete program information, [please click here](#).

### NEH Media Projects

**Proposal Deadline: August 14, 2024**

### Synopsis

The Media Projects program supports the development, production, and distribution of radio programs, podcasts, documentary films, and documentary film series that engage general audiences with humanities ideas in creative and appealing ways. Projects must be grounded in humanities scholarship and demonstrate an approach that is thoughtful, balanced, and analytical. Media Projects offers two levels of funding: Development and Production.

For complete program information, [please click here](#).

### NEH Public Humanities Projects

**Synopsis**

The Public Humanities Projects program supports projects that bring the ideas of the humanities to life for general audiences through public programming. Projects must engage humanities scholarship to analyze significant themes in disciplines such as history, literature, ethics, and art history. Awards support projects that are intended to reach broad and diverse public audiences in non-classroom settings in the United States. Projects should engage with ideas that are accessible to the general public and employ appealing interpretive formats.

Public Humanities Projects supports projects in three categories (Exhibitions, Historic Places, and Humanities Discussions), and at two funding levels (Planning and Implementation). Proposed projects may include complementary components: for example, a museum exhibition might be accompanied by a website or mobile app.

For complete program information, [please click here.](#)

## Robert Wood Johnson Foundation Pioneering Ideas: Exploring the Future to Build a Culture of Health

**Open Application Deadline**

**Synopsis**

This funding opportunity seeks proposals primed to impact health equity moving forward. We are interested in ideas that address any of these four areas of focus: Future of Evidence; Future of Social Interaction; Future of Food; Future of Work. Additionally, we welcome ideas that might fall outside of these four focus areas, but which offer unique approaches to advancing health equity and our progress toward a Culture of Health.

We want to hear from scientists, anthropologists, artists, urban planners, community leaders—anyone, anywhere who has a new or unconventional idea that could alter the trajectory of health and improve health equity and wellbeing for generations to come. The changes we seek require diverse perspectives and cannot be accomplished by any one person, organization, or sector.

**Total to be Awarded**

- The average Pioneering Ideas for an Equitable Future grant in 2019 was \$315,031.
- However, there is not an explicit range for budget requests.
- Grant periods are flexible, though generally range from 1 to 3 years.

For complete program information, [please click here.](#)

## Funding Agency Webinars & Reports

**Hanover Research Spotlight:  
Best Practices in Supporting Low Socioeconomic Status Students**

[In the following report](#), Hanover examines research literature, trade publications, and case studies highlighting best practices in supporting low socioeconomic status students with a focus on smaller private colleges and universities. Many institutions and industry experts still use Pell grant eligibility as a proxy for low-income status, and students in these income categories are heavily dependent on institutional aid to attend private colleges and universities. Well-executed and strongly-marketed scholarships can entice high-potential, low-income students to apply in the hope of receiving a flagship award, even if the awards are offered in limited numbers.

[Click here to read the Full Report.](#)

**United States Patent and Trademark Office  
National Strategy for Inclusive Innovation**

The National Strategy for Inclusive Innovation, written by the U.S. Patent and Trademark Office (USPTO), in conjunction with work with the [Council for Inclusive Innovation](#), and recently released is built upon four cornerstone principles, each of which is critical to maximizing American prosperity:

- Addressing K-12 educational disparities and the need to inspire youth of all backgrounds to become innovators
- Focusing on post-secondary educational disparities for students and faculty
- Promoting inclusiveness in organizations
- Increasing, for all Americans, commercialization opportunities for innovations

[Click here to read the Full Report.](#)

**Improving Undergraduate STEM Education (IUSE) for Entrepreneurs:  
Building an Interdisciplinary Framework for Assessing the Impact of STEM  
Entrepreneurship Education Programs**

Teaching entrepreneurship is an exciting but complex challenge. It requires a wide range of business skills plus the expertise to guide students to problems and solutions that could be the inspiration for a startup. In addition, educators need to support students as they grow their abilities in more abstract but still essential elements of entrepreneurship, such as working together effectively, thinking critically about their own ventures, and more. This series is intended to help entrepreneurship educators bring these elements into the classroom in an intentional and inclusive way. We all want to see entrepreneurship evolve to be more diverse, with founders from many backgrounds who see compelling problems and new ways to solve them. Inclusive entrepreneurship education grows this pipeline, and these underlying competencies set students up for success.

Through the Improving Undergraduate STEM Education (IUSE) workshop series, funded by the National Science Foundation, social scientists collaborated with entrepreneurship educators to bridge the gap between their areas of expertise. The resulting white papers provide research-based insights into essential elements of inclusive entrepreneurship education—as well as tools, evaluations, and classroom exercises that teachers can use to guide their students through the complex process of building a startup. The ongoing series currently includes teamwork, motivation, and critical thinking, and over time will examine empathy and problem-solving.

For more information, [please click here.](#)



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