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## New Funding Opportunities

### Hispanic Serving Institution-Specific (or Encouraged) Funding Opportunities

#### NSF Hispanic Serving Institutions: Equitable Transformation in STEM Education (ETSE)

Proposal Deadline: September 11, 2024

##### Synopsis

The Hispanic Serving Institutions: Equitable Transformation in STEM Education (HSI: ETSE) solicitation is a part of the larger Improving Undergraduate STEM Education (IUSE): Hispanic Serving Institutions (HSI) program at NSF. The IUSE: HSI program funds a breadth of projects across HSIs.

The new ETSE competition introduces two new tracks:

1. Departmental/Division Transformation Track which centers on the transformation of a single department or division within an institution; and
2. Emerging Faculty Research which is a new track that invites proposals from individual investigators at 2- and 4-year Primarily Undergraduate Institutions (PIIs), including community colleges, to engage in STEM research, including undergraduate STEM education or STEM broadening participation research.

Webinars in which key features and expectations of the HSI program will be discussed are being planned. Information regarding the webinars will be posted to the [HSI program webpage for this solicitation](#).

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

#### NSF Hispanic Serving Institutions: Improving Undergraduate STEM Education

Proposal Deadline: *Tentatively* August/September, 2024

##### Synopsis

The goals of the HSI program are to enhance the quality of undergraduate 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:

1. incentivize institutional and community transformation; and
2. 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 historically underrepresented in STEM and expanding student pathways to continued STEM education and integration into the STEM workforce.

UNC qualifies for Tracks 2 and 3:

**Track 2: The Implementation and Evaluation Projects (IEP) track:** supports the implementation of evidence-based unit-, department-, or multi-department-level activities that will enhance the quality of undergraduate STEM education. These projects may design and implement a new educational practice or practices, and/or adapt/replicate evidence-based practices that are already known to be effective.

**Track 3: The Institutional Transformation Projects (ITP) track:** supports institution-wide structural or systemic changes to enhance undergraduate STEM education at the proposing HSI. The ITP must be grounded in STEM education research and broadening participation research and be designed to make institutional infrastructure and policy changes to support long-term institutional changes that encourage and support faculty in implementing evidence-based practices that enhance student outcomes in STEM at the proposing HSI.

In addition to the core research of the proposed project, all tracks may support faculty research that is inter-, multi-, or trans-disciplinary, discipline-specific research, STEM education research, discipline-based STEM education research, or broadening participation research. Fundamental research is particularly encouraged on engaged student learning at HSIs, and on effectively diversifying and increasing participation in STEM at HSIs. Research-related funds may be requested for undergraduate student research, supplies, equipment required to carry out the research, and faculty research development activities.

*The 2024 solicitation is forthcoming. If you are interested in preparing a proposal in advance of the release of the 2024 Solicitation, however, which is highly encouraged, please review the 2023 Guidelines.*

#### NIH Bridges to the Baccalaureate Research Training Program (T34)

Proposal Deadline: September 25, 2024

##### Synopsis

The goal of the Bridges to the Baccalaureate Research Training Program is to provide structured activities to prepare a diverse cohort of research-oriented students to transfer from associate degree-granting institutions to baccalaureate degree-granting institutions and complete a baccalaureate degree in disciplines related to the biomedical sciences. This funding opportunity announcement provides support to eligible, domestic institutions to develop and implement effective, evidence-informed approaches to biomedical training and mentoring that will keep pace with the rapid evolution of the research enterprise.

NIHMS expects that the proposed research training programs will incorporate didactic, research, mentoring, and career development elements. This program requires strong partnerships between at least two post-secondary educational institutions offering STEM degrees. At least one partner must be an institution that offers the associate degree as the highest STEM degree and the other partner(s) must offer baccalaureate degrees in biomedically relevant STEM fields. Upon completion of the Bridges to the Baccalaureate Research Training program, trainees are expected to be well positioned to pursue research-oriented biomedical higher degree programs or enter careers in the biomedical research workforce.

HSI and other MSIs are highly encouraged to apply.

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

#### NSF Hispanic-Serving Institutions: Enriching Learning, Programs, and Student Experiences (HSI:ELPSE)

Proposal Deadline: February 12, 2025

##### Synopsis

The Hispanic Serving Institutions: Enriching Learning, Programs, and Student Experiences (HSI:ELPSE) solicitation is specially focused on studying and improving the student experience in the following settings:

- STEM courses, particularly for students pursuing STEM degrees;
- Certificate, minor, and/or degree programs;
- Academic departments or divisions; and
- Schools and colleges that represent a part of the entire institution (e.g., a School of Engineering or a College of Natural Sciences).

Institutions are encouraged to consider how their mission and HSI designation could reimagine and/or strengthen courses, degree programs, departments, or divisions. The HSI:ELPSE solicitation welcomes projects that implement, test and refine promising practices and/or conduct research related to broadening participation or improving recruitment, retention, graduation and other positive STEM outcomes for undergraduates.

Institutions are expected to use institutional data to identify equity gaps, identify areas of need, and unpack the factors that shape students' individual realities and shared experiences. Perspectives gained from these data should be central to the design of the project.

UNC qualifies for the Implementation and Evaluation (IEP) Track, which has two levels. IEP Level 2 proposals have several required elements beyond those for Level 1 proposals, including the need for a research plan and a detailed letter of support from upper-level administrators that addresses sustainability. The HSI program accepts planning and conference proposals at any time.

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

## General Funding Opportunities

#### NIH Developing and Testing Multi-level Physical Activity Interventions to Improve Health and Well-Being

This NOSI applies to due dates on or after June 5, 2024 and subsequent receipt dates through November 14, 2027

##### Synopsis

The Office of Disease Prevention and participating Institutes, Centers and Offices are issuing this Notice to highlight the interest in highly innovative multi-level interventions to increase and maintain health-enhancing physical activity in a wide range of population groups, including populations that experience health disparities, children, older adults, and persons at risk for mental/behavioral health conditions, and any subpopulations that can be characterized by the intersection of two or more of these descriptors.

Relevant physical activity intervention research includes translational research for pilot, exploratory, or developmental work in preparation for full-scale, fully powered efficacy studies, as well as studies seeking to adopt existing evidence-based interventions in a new context (e.g., population, setting, etc.). Research studies should be based on well-established theory, existing data, and/or evidence-based interventions. Furthermore, studies may focus on establishing efficacy, effectiveness, or dissemination and implementation of multi-level interventions.

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

#### NSF National STEM Teacher Corps Pilot Program

Letters of Intent Due: August 20, 2024  
Full Proposals Due: October 01, 2024

##### Synopsis

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; (b) screening, interviewing, and selecting members; and (c) supporting other activities detailed in the Program Description.

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.

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

## National Science Foundation Research Traineeship Program (NRT)

Proposal Deadline: September 6, 2024

### Synopsis

The NSF Research Traineeship (NRT) program seeks proposals that explore ways for graduate students in research-based master's and doctoral degree programs to develop the skills, knowledge, and competencies needed to pursue a range of STEM careers. The program is dedicated to effective training of STEM graduate students in high priority interdisciplinary or convergent research areas, through a comprehensive traineeship model that is innovative, evidence-based, and aligned with changing workforce and research needs. Proposals are requested that address any interdisciplinary or convergent research theme of national priority.

The NRT program addresses workforce development, emphasizing broad participation, and institutional capacity building needs in graduate education. The program encourages proposals that involve strategic collaborations with the private sector, non-governmental organizations (NGOs), government agencies, national laboratories, field stations, teaching and learning centers, informal science centers, and academic partners.

**UNC qualifies for Track 1**, which may request a total budget up to \$3 million and up to five years in duration for projects with a focus on STEM graduate students in research-based PhD and/or master's degree programs.

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

## Four Institute of Education Sciences Competitions: Education Research; Statistical and Research Methodology in Education; Special Education Research; and Special Education Research Training

Proposal Deadline: September 12, 2024

### Synopsis

In awarding these research grants, the Institute of Education Sciences (IES) intends to provide national leadership in expanding knowledge and understanding of:

1. developmental and school readiness outcomes for infants and toddlers with or at risk for a disability,
2. education outcomes for all learners from early childhood education through postsecondary and adult education, and
3. employment and wage outcomes when relevant (such as for those engaged in career and technical, postsecondary, or adult education).

The IES research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all learners. These interested individuals include parents, educators, learners, researchers, and policymakers. In carrying out its grant programs, IES provides support for programs of research in areas of demonstrated national need. In awarding research training grant programs, IES aims to prepare individuals to conduct rigorous and relevant education and special education research that advances knowledge within the field and addresses issues important to education policymakers and practitioners.

IES is announcing four research competitions through two of its centers:

1. The IES National Center for Education Research (NCER) is announcing two competitions in the following areas: education research, and statistical and research methodology in education.
2. The IES National Center for Special Education Research (NCSEER) is announcing two competitions—one competition in each of the following areas: special education research, and special education research training.

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

## NEH Climate Smart Humanities Organizations

Proposal Deadline: September 16, 2024

### Synopsis

The National Endowment for the Humanities Office of Challenge Programs is accepting applications for the Climate Smart Humanities Organizations program. This program strengthens the institutional base of the humanities by funding operational assessments and strategic planning efforts to sustain and protect historical, cultural, educational, intellectual, and physical assets from the risks of climate change. Projects will result in a climate action, resilience, or adaptation plan including detailed assessments, measurable actions, and expected outcomes. Proposals must address how strategic planning for climate change will increase the organization's resilience and support its work in the humanities over the long term. Projects are financed through a combination of federal matching funds and gifts raised from third-party, non-federal sources.

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

## Three William T. Grant Foundation Grants

### Research Grants on Improving the Use of Research Evidence

The online application will open on June 12. The next deadline to submit a letter of inquiry is August 7, 2024.

### Research Grants on Reducing Inequality

The online application will open on June 12. The next deadline to submit a letter of inquiry is August 7, 2024.

### Institutional Challenge Grant

The online application is now open. The next deadline to submit an application is September 12, 2024.

## Webinars, Books, & Reports

### BENCHMARKING ANALYSIS - Student Success Unit Organization

As UNC continues to grow as an HSI, organizing student success units according to best practices could foster greater student success among underrepresented students. [In this report](#), Student Success Unit Organization, Hanover shares the following Key Findings from its benchmarking analysis of staff structure and organization for student success units:

- At benchmarked institutions, staff positions are primarily focused on program coordination. Most staff positions are associate director or coordinator positions that oversee individual success services or programs.
- Almost all benchmarked units have a non-hierarchical staffing structure, with only one or two staff positions serving the same function. In addition, few units have centralized staff positions that are not dedicated to a specific program or service.
- Few benchmarked units appear to have staffing structures that encourage career progression or advancement. Only three institutions have staff positions at different levels (i.e., advisor – coordinator – assistant director) within the same function.
- Most benchmarked units use a center structure, with related academic support services grouped into a central office. Two units use a division structure, with related programs organized into departments within a larger division of student success.

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

### NEW BOOK - Reunited: Family Separation & Central American Youth Migration

Over the last dozen years, an increasing number of children from El Salvador, Honduras, and Guatemala began arriving without parents at the U.S.-Mexico border. In many cases, their parents had left for the U.S. years earlier.

In [Reunited](#), sociologists Ernesto Castañeda and Daniel Jenks (both at American University) explain the reasons for Central American youths' migration, describe their journey, and document how they experienced separation from their families and their subsequent reunification. In interviews they find that these minors migrate on their own mainly for three reasons: gang violence, lack of educational and economic opportunity, and a longing for family reunification.

[Reunited](#) provides an informative and moving account of how Central American youth make the journey north and ultimately reintegrate with their families in the United States.

[Click here to purchase the book.](#)

### WEBINAR - Black Reparations: Insights from the Social Sciences Monday, June 17, 2024, from 12 PM to 1:30 PM MT

Please join us for a special online conversation to mark the publication of the new RSF journal issue on Black Reparations, one of the most pressing and contentious policy proposals of our times. Issue editors William Darity, Jr. (Duke University), Thomas Creamer (University of Connecticut), Daina Ramey Berry (University of California, Santa Barbara), and Dania V. Francis (University of Massachusetts, Boston) will discuss what social science research tells us about the history, the current state of the debate, and the feasibility of paying reparations in conversation with Jovan Scott Lewis (University of California, Berkeley), moderator.

[Register for the webinar here.](#)

## Previously Announced, Highly Relevant 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.](#)

## 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 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 (PIIs), 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](#).

## 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 Research Training Groups in the Mathematical Sciences

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](#).

## 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](#).

## 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](#).



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