

# Oportunidades de Fondos Externos

Vicepresidencia de Recursos Externos

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LA MEJOR EDUCACIÓN A TU ALCANCE

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UPR external funding success is of utmost importance to strengthen the connection between its investigators/faculty and funding entities who have the potential to sponsor their research and academic endeavors. This publication has been developed in order to summarize funding opportunities and promote the participation of faculty and collaborative research groups in their intent to apply for external funds. Such efforts are aligned with the UPR Strategic Plan 2017-2022: A New Era of Innovation and Transformation for Student Success; Certification 50 (2016-2017) of the Governing Board, December 19, 2016. Strategic Area: Research and Creative Work. Goal 2: Increase Applications for and awards of external funds for research and creative work.

## SELECTED FUNDING OPPORTUNITIES

**This is a selection of identified funding opportunities for the period ending 03/08/2023 and is in no way all-inclusive of funding opportunities available. Further information has been shared with External Resource Coordinators and Research Coordinators at each UPR campus by e-mail.**

### INDEX

	<u>Page</u>
1. Nurse Education, Practice, Quality and Retention (NEPQR)-Pathway to Registered Nurse Program (PRNP), HRSA .....	2
2. Law Enforcement Mental Health and Wellness Act (LEMHWA) National Level Resources, Training and Technical Assistance, Dept. of Justice .....	3
3. Higher Education Challenge Grants Program, USDA / NIFA .....	4
4. Ensuring Research Integrity - Research, Development, and Demonstration, DHHS .....	6
5. NIMH Short Courses for Mental Health Related Research (R25 -Independent Clinical Trial Not Allowed), NIH .....	7
6. Multidisciplinary Research Program of the University Research Initiative (MURI), Department of Defense .....	8
7. Educational Technology, Media, and Materials for Individuals With Disabilities—Center on Science, Technology, Engineering, and Mathematics for Young Children With Disabilities, Department of Education.....	9
8. Research and Evaluation on School Safety, National Institute of Justice (NIJ).....	10
9. Risk Management Education Partnership Program, USDA.....	13
10. Research and Evaluation on Sentencing and Resentencing, National Institute of Justice .....	14
11. Exploratory Grants for Climate Change and Health Research Center Development (P20 Clinical Trial Optional), NIH.....	15
12. Distance Education Grants Program for Institutions of Higher Education in Insular Areas, USDA .....	17
13. Ensuring Research Integrity - Conferences, DHHS.....	18
14. Farm Business Management and Benchmarking Competitive Grants Program, USDA / NIFA .....	20
15. NIMH Mentoring Networks for Mental Health Research Education (R25 Clinical Trial Not Allowed), NIH .....	21
16. The Eldercare Locator, Administration for Community Living .....	22
17. Strategies To Support Children Exposed to Violence, Office of Juvenile Justice and Delinquency Prevention .....	25
18. Community-Based Violence Intervention and Prevention Initiative (CVIPI) Research, Evaluation, and Associated Training & Technical Assistance Support, National Institute of Justice .....	27
Non-Scientific Forecasted Opportunities .....	30
Scientific Forecasted Opportunities .....	31
Proposals Accepted Anytime.....	31
Announcing Previous Important Funding Opportunities .....	32
Fellowships and Scholarships Funding Opportunities .....	34

# 1. Nurse Education, Practice, Quality and Retention (NEPQR)-Pathway to Registered Nurse Program (PRNP), HRSA

**Application Deadline: April 27, 2023**

**Award Amounts: up to \$1,000,000 per year for a project period of 4 years**

The purpose of this program is to create a pathway from academic training to clinical practice through the creation and implementation of Licensed Practical Nurse/Licensed Vocational Nurse (LPN/LVN) to Registered Nurse (RN) Bridge Programs and employment of Clinical Nurse Faculty. Funding will be used for:

- **Program Development:** Funds can be used to develop and implement or enhance an accredited LPN/LVN-to-RN Bridge program targeting the needs of LPNs/LVNs.
- **Direct Support for LPN/LVN to RN students:** Funds can be used to assist in student success such as stipends, tuition, and other social supports (e.g., transportation and childcare assistance). LPNs/LVNs are nursing professionals and when entering a degree program there may be barriers in place that keep these students from being successful.
- **Curriculum and Partnership Development:** Funds can be used to develop curriculum and build/enhance/maintain partnerships between clinical and educational institutions. Challenges exist for students as they move from one educational institution to another (e.g., academic credits not transferring from 2-year to 4-year institutions) and working experiences are not always counted as credit toward their degree program. Strong partnerships are encouraged between clinical training sites and academic institutions including technical/vocational schools and community colleges to help to mitigate these challenges.
- **Preceptor/Faculty:** Funds can be used to recruit, retain, and develop clinical and didactic faculty and clinical preceptors. Faculty and preceptors are needed to train new students in the bridge program being created.

Goals:

- Improve the supply and geographic distribution of the nursing health workforce by increasing the number of RNs entering the workforce through the development and implementation of accredited LPN/LVN-to-RN Bridge programs by reducing barriers that prevent LPNs/LVNs from transitioning into registered nursing careers.
- Increase the diversity of the nursing workforce to better address the needs of the populations they serve by recruiting and supporting students and faculty, including those from diverse populations such as students and faculty from disadvantaged backgrounds and underrepresented minorities in the nursing profession.

Objectives:

- Recruit LPN/LVN-RN undergraduate nursing students committed to practicing in medically underserved communities.
- Provide nursing students with longitudinal interprofessional team-based, clinical, and didactic training experiences along the practice continuum in community-based settings located in rural or underserved areas.
- Prepare program participants for the National Council Licensing Examination for Registered Nurses (NCLEX-RN).
- Provide participants with the knowledge, skills, and support(s) needed to successfully matriculate through innovative LPN/LVN-to-RN career ladder training programs.

**Link to Additional Information:** <https://www.grants.gov/web/grants/view-opportunity.html?oppId=341231>

## **2. Law Enforcement Mental Health and Wellness Act (LEMHWA) National Level Resources, Training and Technical Assistance, Dept. of Justice**

### **Application Deadline:**

- **Grants.gov: April 14, 2023**
- **JustGrants: April 21, 2023**

**Anticipated Funding Amount: maximum of \$250,000 per award for a duration of 24 months**

The LEMHWA National Level Resources, Training, and Technical Assistance solicitation aims to develop resources such as toolkits and publications; offer training; and provide assistance to state, local, tribal, and territorial law enforcement agencies across the country to implement successful mental health and wellness initiatives for officers and their families.

Good mental and psychological health is just as essential as good physical health for law enforcement officers to be effective in keeping our communities safe from crime and violence. The Law Enforcement Mental Health and Wellness Act (LEMHWA) program supports efforts to protect the mental health and well-being of law enforcement officers and deputies. Unfortunately, the stress of officers' work and the stigma associated with seeking assistance for emotional and mental health issues have led to negative consequences such as divorce, alcoholism, injury, and even an increase in suicides for officers across the country.

The purpose of this solicitation is to develop resources such as toolkits and publications that can be distributed nationally and to deliver nationwide training and technical assistance to state, local, tribal, and territorial law enforcement agencies to implement successful mental health and wellness initiatives for officers and their families. Applicants should propose initiatives should be national in scope and address their ability to provide nationwide services focused on the following topic areas:

- Officer emotional and mental health
- Peer mentoring
- Suicide prevention
- Stress reduction, and
- Peer and officer family support services

The primary goal is to support national initiatives that will offer training, resources, and technical assistance to state, local, tribal, and territorial agencies seeking to offer services on officer emotional and mental health, peer mentoring, suicide prevention, stress reduction, and peer and officer family support services within their agencies.

The primary deliverable of these awards will be the provision of resources, technical assistance and nationally certified training that can be provided nationwide to support state, local, tribal and territorial agencies implementation of mental health and wellness programs. The project deliverable(s) should be clearly identified in the application projective narrative.

Training deliverables must:

1. be compatible with the COPS Office Training Portal
2. include virtual training program files for the COPS Office Training Portal developed in conjunction with the Portal team throughout beta testing, and release
3. include certification of the training(s)

**Link to Additional Information:** <https://cops.usdoj.gov/lemhwa>

### **3. Higher Education Challenge Grants Program, USDA / NIFA**

**Application Deadline: April 28, 2023**

**Award Amounts:**

- **Planning Activity: approximately \$30,000 for up to 36 months**
- **Standard Grant: approximately \$150,000 for 36 to 48 months**
- **Collaborative Grant Type 1 (CG1): approximately \$300,000 for 36 to 48 months**
- **Collaborative Grant Type 2 (CG2): approximately \$750,000 for 36 to 48 months**

The purpose of the Higher Education Challenge Grants Program, under assistance listing 10.217, is to strengthen institutional capacities, including curriculum, faculty, scientific instrumentation, instruction delivery systems, and student recruitment and retention, to respond to identified state, regional, national, or international educational needs in the food and agricultural sciences, or in rural economic, community, and business development.

Specifically, applications submitted to this grants program must state how the funded project will address the HEC Program Goals:

1. To strengthen institutional capacities, including curriculum, faculty, scientific instrumentation, instruction delivery systems, and student recruitment and retention, to respond to identified State, regional, national, or international educational needs in the food and agricultural sciences), or in rural economic, community, and business development.
2. To attract and support undergraduate and graduate students in order to educate the students in national need areas of the food and agricultural sciences or in rural economic, community, and business development.
3. To facilitate cooperative initiatives between two or more eligible institutions, or between eligible institutions and units of State government or organizations in the private sector, to maximize the development and use of resources such as faculty, facilities, and equipment to improve food and agricultural sciences teaching programs, or teaching programs emphasizing rural economic, community, and business development.
4. To design and implement food and agricultural sciences programs, or programs emphasizing rural, economic, community, and business development, to build teaching, research, and extension capacity at colleges and universities having significant minority enrollments.
5. To conduct undergraduate scholarship programs to meet national and international needs for training food and agricultural sciences scientists and professionals, or professionals in rural economic, community, and business development.
6. To increase the number and diversity of students who will pursue and complete a postsecondary degree in the food and agricultural sciences.
7. To enhance the quality of instruction for baccalaureate degrees, master's degrees, and first professional degrees in veterinary sciences, to help meet current and future workforce needs in the food and agricultural sciences.
8. To conduct graduate and postdoctoral fellowship programs to attract highly promising individuals to research or teaching careers in the food and agricultural sciences.

HEC is a NIFA-administered competitive grants program focused on improving formal, baccalaureate, or master's degree level food and agricultural sciences education, and first professional degree-level education in veterinary medicine (DVM). HEC projects provide funding to eligible applicants to help ensure a competent, qualified, and diverse workforce will exist to serve the food and agricultural sciences system. At the same time, HEC-funded projects improve the economic health and viability of communities through the development of degree programs emphasizing new and emerging employment opportunities. Finally, HEC projects address the national challenge to increase the number and diversity of students entering the food and agricultural sciences (i.e., having a food and agricultural sciences workforce

representative of the nation's population).

The HEC projects are expected to:

- a) produce measurable impacts aligned with HEC program goals
- b) promote innovative, educational practices within the food and agricultural sciences that improve how students learn
- c) include a rigorous evaluation component to assess that project outcomes are met.

Institutions must demonstrate capacity for, and a significant ongoing commitment to the teaching of the food and agricultural sciences generally, and to the specific need and/or discipline(s) for which a grant is requested. Projects should encourage academic institutions, in partnership with organizations and employers, to work collectively to identify and address a state or regional challenge or opportunity facing the food and agricultural sciences education and workforce community. Additionally, projects should encourage broad participation of students traditionally underrepresented in the food and agricultural sciences. An application must convince a peer panel of a compelling educational challenge; clearly indicate how the methodology is both unique and with merit; offer significant promise of adoption by others; and include a plan for how the project impacts will be sustained once grant funds end.

#### **Educational Need Areas:**

- a. Curriculum Development, Instructional Delivery Systems and Expanding Student Career Opportunities  
Projects should promote new and improved curricula and materials to increase the quality of, and continuously renew, the nation's academic programs in the food and agricultural sciences. Additionally, projects should stimulate the development, and facilitate the use, of exemplary education models and materials that incorporate the most recent advances in subject matter research, research on teaching and learning theory, and instructional technology.
- b. Faculty Preparation and Enhancement for Teaching  
Projects should advance faculty development in the areas of teaching competency, subject matter expertise, pedagogy, responsiveness to changes in student demographic composition and learning styles, and student recruitment and advising skills. Training of faculty must be relevant to the identified educational needs of students.
- c. Facilitating Interaction with Other Academic Institutions  
This need area promotes linkages between baccalaureate degree-granting institutions to maximize the use of resources supporting outstanding education in food and agricultural sciences. Additionally, this area supports linkages between baccalaureate degree-granting institutions, secondary, and/or 2-year postsecondary institutions to make instruction targeted at undergraduate students available to secondary students as advanced placement credit or as transfer credit from associate-degree programs into baccalaureate-level programs. Faculty research sabbaticals at other academic institutions that will enhance teaching and advising are also supported.

#### **Grant Types**

Applicants must select the appropriate grant type from below:

- a. Planning Activity: supports meetings that bring together food and agricultural sciences educators to identify education/teaching needs, update information, or advance an area of education/teaching. Support for a limited number of meetings covering subject matter encompassed by this solicitation will be considered for partial or, if modest, total support. Planning Activity Grants may be used to facilitate strategic planning session(s) required of faculty, industry, professional association, community leaders, or other necessary participants for the specific purpose of developing a formal plan leading to a subsequent submission of a Collaborative Grant as described herein.
- b. Standard Grant: supports targeted original education/teaching projects. An eligible, individual institution, independent branch campus, or branch institution of a state system may submit a grant application for project activities to be undertaken principally on behalf of its own students or faculty, and to be managed primarily by its



own personnel. The applicant executes the project without the requirement of sharing grant funds with other project partners.

- c. Collaborative Grants: supports projects with at least one additional partner or a multipartner approach to enhance education/teaching programs. Collaborative Grants should build linkages to generate a critical mass of expertise, skill, and technology to address education/teaching programs related to the food and agricultural sciences Grants can reduce duplication of efforts and/or build capacity and should be organized and led by a strong applicant with documented project management knowledge and skills to organize and carry out the initiative.
  - i. Collaborative Grant Type 1 (CG1) (Applicant + One Partner): In this type of project, the applicant executes the project with assistance from one additional partner. The partners must share grant funds. Specifically, the applicant institution will transfer at least one-half of the awarded funds to the other institution participating in the project.
  - ii. Collaborative Grant Type 2 (CG2) (Applicant + Two or more Partners): The applicant executes the project with assistance from at least two additional partners. The additional partners must share grant funds. The applicant institution/organization submitting a CG2 proposal must retain at least 30 per cent, but not more than 70 percent of the awarded funds and no cooperating entity may receive less than 10 percent of awarded funds. A CG2 project differs from a CG1 in project scope and impact. CG2 projects must support a multipartner approach to solving a major state or regional challenge in food and agricultural sciences education at the baccalaureate, masters or DVM level. CG2 projects are characterized by multiple partners (each providing a specific expertise) organized and led by a strong applicant with documented project management knowledge and skills to organize and carry out the initiative.

Reported impacts of CG2 projects must include (but are not limited to) the following:

- a. Assessment of significant progress toward addressing the national challenge of increasing the number and diversity of food and agricultural sciences baccalaureate or higher degree graduates, while addressing the specific state or regional opportunity defined in the grant application.
- b. Documented enhanced retention rates of students in food and agricultural sciences majors exposed to CG2 Project activities.
- c. A comprehensive project evaluation, using the indicators and methods defined in this RFA, that informs the baccalaureate, masters or DVM food and agricultural sciences community and others about the effectiveness of this CG2 Project through the dissemination of results via publications, blogs, conferences/meetings, etc.
- d. A description of completed or ongoing activities supported by this CG2 Project accompanied with a description of those same activities that will be sustained once grant funds end.
- e. A description of any related activities expected to occur as an outgrowth of this funded project.

Link to Additional Information: <https://www.nifa.usda.gov/grants/funding-opportunities/higher-education-challenge-grants-program>

#### **4. Ensuring Research Integrity - Research, Development, and Demonstration, DHHS**

**Application Due Dates: May 10, 2023**

**Award Amount: between \$75,000 and \$150,000 in total costs per year for up to 2 years**

This notice solicits applications for projects that will: 1) conduct research, to address one or more of the four focus areas identified below, related to ensuring research integrity and compliance with 42 C.F.R. Part 93; 2) develop innovative approaches/tools/resources based on the results of this research; 3) demonstrate the impact and/or effectiveness of these approaches/tools/resources; and 4) disseminate the materials developed.

The purpose of this initiative is to provide assistance to recipients to promote the integrity and reliability of PHS-funded research through the development and implementation of innovative practical approaches/tools/resources that improve practices related to one of the following four focus areas:

1. transparency in the reporting of research
2. effective communication between researchers for the purpose of avoiding, mitigating, and resolving issues related to authorship and/or collaboration.
3. handling allegations of research misconduct under 42 C.F.R. Part 93
4. interventions to address issues related to research culture and climate (e.g., overly competitive environments, toxic workplaces, bullying, harassment, etc.) that can negatively impact the integrity, conduct, quality, and reliability of research.

The project should contain feasible ideas with tangible/measurable outcomes supported by an appropriate budget request and work plan to meet the Expectations of this announcement and project goals. The proposed project period must not exceed two years (i.e., two 12-month budget periods). You may propose a shorter project period of one year if the project goals and outcomes are achievable within that period. Funding after the first budget period will require submission of a non-competing continuation application for a second budget period for any project period exceeding 12 months. Funding for the second budget period will be contingent upon availability of funding, satisfactory performance (including recipient progress towards meeting stated project milestones and goals, timely submission of required reports, and compliance with all grant terms and conditions), and the best interests of the government.

We encourage proposed projects to include collaboration or consultation with individuals and/or organizations with experience in handling issues or providing guidance related to research integrity, research climate/culture, the responsible conduct of research, and/or compliance with 42 C.F.R Part 93. This may include, but is not limited to, institutional research integrity officers; professional organizations; others who have direct experience with 42 C.F.R. Part 93; and institutional attorneys experienced with these matters. We also encourage proposed projects to include individuals actively engaged in, or training for, careers in research, and whenever practical, to take place in research settings.

The Office of the Assistant Secretary for Health (OASH) encourages all applicants to review all program requirements, eligibility information, application format and submission information, evaluation criteria, and other information in this funding announcement to ensure that their applications comply with all requirements and instructions.

Link to Additional Information: <https://www.grants.gov/web/grants/view-opportunity.html?oppId=342411>

## 5. NIMH Short Courses for Mental Health Related Research (R25 -Independent Clinical Trial Not Allowed), NIH

### Application Due Dates:

- Letter of Intent: 30 days before the application due date
- Full Proposal: May 25, 2023; May 25, 2024

**Award Amount: up to \$200,000 in direct costs annually and are expected to reflect actual needs of the proposed project**

The NIH Research Education Program (R25) supports research educational activities that complement other formal training programs in the mission areas of the NIH Institutes and Centers.

The overarching goal of this R25 program is to support educational activities that complement and/or enhance the training of a workforce to meet the nation’s biomedical, behavioral and clinical research needs.

To accomplish the stated over-arching goal, this FOA will support innovative educational activities with a primary focus on:

- **Courses for Skills Development:** Applications will propose to develop, implement and evaluate creative and innovative short courses that will provide education in state-of-the-art research skills (e.g., tools, techniques, approaches) important to fulfill the objectives of the current NIMH Strategic Plan. Support for courses to enhance

the acquisition of specific research skills during the formative stages of a research career will thus help ensure that a pool of highly trained scientists is available in adequate numbers and in appropriate research areas to advance the mission of the NIMH.

This FOA will support the development, implementation, and evaluation of innovative and interactive short courses for scientists interested in learning state-of-the-art skills needed to conduct cutting-edge mental health research. The conceptual and methodological topics included in each short course must be clearly related to the mission of the NIMH and are expected to reflect one or more aspects of the current Strategic Research Priorities of the NIMH. The interests of the NIMH are broad, spanning from basic neuroscience, human genetics/genomics and translational research to interventions and mental health services research across the lifespan.

In support of the NIH policy on enhancing the rigor and reproducibility of NIH-supported research through robust study design and reporting (NIH Rigor and Reproducibility; see also NOT-OD-15-103), the principles underlying rigorous and reproducible research are expected to be incorporated throughout a proposed short course. Participants should obtain a strong understanding of the requirements of experimental rigor and how to build such processes into their research projects. Courses should incorporate education in quantitative reasoning, experimental design, statistics and analytic techniques appropriate to the content and duration of the proposed course.

Depending on the stated goals of the proposed short course, course duration can vary from a few days to a maximum of 12 weeks. Programs must be designed for, and available to, a national audience. Programs intended for a local or regional audience are not appropriate for this FOA. NIMH encourages programs that provide state-of-the-art, pedagogical opportunities for individuals during the formative stage of their careers. Participants are limited to graduate/medical students, medical residents, postdoctoral scholars, and/or early-career investigators. The NIMH expects all programs to foster diversity, and encourages the participation of individuals from racial and ethnic groups underrepresented in biomedical and behavioral research, individuals with disabilities, and women (see Recruitment Plan to Enhance Diversity below).

*Applicants are strongly encouraged to contact NIMH Scientific/Research staff for current information about program priorities and policies before preparing an application.*

Link to Additional Information: <https://grants.nih.gov/grants/guide/pa-files/PAR-23-265.html>

## **6. Multidisciplinary Research Program of the University Research Initiative (MURI), Department of Defense**

### **Application Deadline:**

- **White Paper Inquiries and Questions: May 5, 2023**
- **White Papers Deadline: May 19, 2023**
- **Application Inquiries and Questions: August 25, 2023**
- **Applications Deadline: September 8, 2023**

**Estimated Award Budget: between \$1.25M to \$1.5M per year for up to five years**

The MURI program supports basic research in science and engineering at U.S. institutions of higher education (hereafter referred to as "universities") that is of potential interest to DoD. The program is focused on multidisciplinary research efforts where more than one traditional discipline interacts to provide rapid advances in scientific areas of interest to the DoD.

Detailed descriptions of the topics and the Topic Chief for each can be found in Section II.H, entitled, "TOPIC DESCRIPTIONS." The detailed descriptions are intended to provide the applicant a frame of reference and are not meant to be restrictive to the possible approaches to achieving the goals of the topic and the program. Innovative ideas addressing these research topics are highly encouraged.

Proposals from a team of university investigators are expected when the necessary expertise in addressing the multiple



facets of the topics may reside in different universities. By supporting multidisciplinary teams, the program is complementary to other DoD basic research programs that support university research through single-investigator awards. Proposals shall name one Principal Investigator (PI) as the responsible technical point of contact. Similarly, one institution shall be the primary awardee for the purpose of award execution. The PI shall come from the primary institution. The relationship among participating institutions and their respective roles, as well as the apportionment of funds including sub-awards, if any, shall be described in both the proposal text and the budget.

#### Office of Naval Research (ONR)

- Topic 1: Interventions in Large and Complex Networks: Prediction, Monitoring and Evaluation
- Topic 2: The Deep Sea Benthic Boundary Layer; Interactions and Coupling with the Deep Seabed
- Topic 3: Machine Learning Methods for Phase Change Heat Transfer Modeling and Design
- Topic 4: Complexity Science Disorder-Promoted Synchronization
- Topic 5: Theory and Algorithms for Learning and Decision-Making in Multi-Agent Systems
- Topic 6: Reexamining Ocean Effects on Atmospheric Wind Drag and Enthalpy Flux
- Topic 7: Understanding Thermal and Mechanical Behavior in High Temperature Materials
- Topic 8: Understanding and Tailoring the Interactions between Metamaterials and Hypersonic Flows
- Topic 9: Cognitive and Neuroscience-Inspired Problem-Solving for Autonomous Systems in Physical Environments

#### Air Force Office of Scientific Research (AFOSR)

- Topic 10: Plasmon-Controlled Single-Atom Catalysis
- Topic 11: A New Mathematical Paradigm for Integrating Data, Models, Decisions
- Topic 12: AlN Semiconductors for High-Power Electronics
- Topic 13: Compositionally Complex Ceramics (CCCs) via Knowledge-Guided Pyrolysis for Hypersonics
- Topic 14: Piezoelectric Materials Interfaced with Semiconductors for Integrated Quantum Systems
- Topic 15: Space-Based Characterization of Arctic Permafrost Dynamics
- Topic 16: Modeling and Measuring Multilevel Resonance
- Topic 17: Fundamental Limits of Passive Heterodyne Photodetection of Incoherent, Broadband Sources
- Topic 18: Tensor Networks and Low-Rank Methods for High-Dimensional Computing

#### Army Research Office (ARO)

- Topic 19: Bioinspired Vibronic Coherence in Molecular and Solid-State Systems
- Topic 20: Engineered Quantum Materials Approaches to Room-Temperature Single Photon Detection in Infrared Range
- Topic 21: The Ecological Succession of Environmental Films at the Gas-Solid Interface
- Topic 22: Predicting Performance Outcomes for Heterogeneous Materials under Complex Loading
- Topic 23: Synchronization in Natural and Engineered Systems
- Topic 24: Ferroelectric Group III and II-IV-Nitride Semiconductors for Photonics and Electronics
- Topic 25: SCAMP 3D- Synthetic Colloidal Assemblies for Meta-Photonics in Three Dimensions

Link to Additional Information: <https://www.grants.gov/web/grants/view-opportunity.html?oppId=346282>

### **7. Educational Technology, Media, and Materials for Individuals With Disabilities—Center on Science, Technology, Engineering, and Mathematics for Young Children With Disabilities, Department of Education**

**Application Deadline: April 24, 2023**

**Award Budget: up to \$1,450,000 for a single budget period of 12 months**

The purpose of the Educational Technology, Media, and Materials for Individuals with Disabilities Program (ETechM2 Program) is to improve results for students with disabilities by:

- (1) promoting the development, demonstration, and use of technology
- (2) supporting educational media activities designed to be of educational value in the classroom for students with disabilities
- (3) providing support for captioning and video description that is appropriate for use in the classroom
- (4) providing accessible educational materials to students with disabilities in a timely manner

The purpose of this priority is to fund a cooperative agreement to establish and operate a national Center on Science, Technology, Engineering, and Mathematics (STEM) for Young Children with Disabilities to achieve, at a minimum, the following expected outcomes:

- (a) Expanded body of knowledge on implementing evidence-based practices (EBPs) for early STEM learning that integrates STEM learning trajectories and inclusive and culturally and linguistically informed evidence-based STEM instructional methods and practices, including through the use of technology and art, within learning opportunities to support all young children with disabilities and their families, including those who are multilingual and racially, ethnically, and culturally diverse in developing STEM concepts.
- (b) Increased capacity of faculty in institutions of higher education (IHEs), including Historically Black Colleges and Universities (HBCUs), Tribally Controlled Colleges and Universities (TCCUs), and other Minority Serving Institutions (MSIs),<sup>3</sup> to integrate STEM learning trajectories and inclusive and culturally and linguistically informed evidence-based STEM instructional methods and practices, including through the use of technology and art, within programs of study to prepare an early childhood workforce with the necessary knowledge, skills, and competencies to support STEM learning for all young children with disabilities and their families, including those who are multilingual and racially, ethnically, and culturally diverse.
- (c) Increased capacity of early childhood PD providers in State and local early childhood systems to integrate STEM learning trajectories and inclusive and culturally and linguistically informed evidence-based STEM instructional methods and practices, including through the use of technology and art, into their PD to build competence in the early childhood workforce to support STEM learning for all young children with disabilities and their families, including those who are multilingual and racially, ethnically, and culturally diverse.
- (d) Increased capacity of early childhood personnel to integrate STEM learning trajectories and inclusive and culturally and linguistically informed STEM instructional methods and practices, including through the use of technology and art, into supports and services provided to all young children with disabilities and their families, including those who are multilingual and racially, ethnically, and culturally diverse.
- (e) Increased capacity of families, including those who are multilingual and racially, ethnically, and culturally diverse, to integrate developmentally appropriate STEM learning opportunities into everyday routines, including through the use of technology and art.

**Link to Additional Information:** <https://www.federalregister.gov/documents/2023/02/22/2023-03596/applications-for-new-awards-educational-technology-media-and-materials-for-individuals-with>

## **8. Research and Evaluation on School Safety, National Institute of Justice (NIJ)**

### **Application Deadline:**

- **Grants.gov: May 8, 2023**
- **JustGrants: May 22, 2023**

**Award Budget: to be determined**

With this solicitation, NIJ, in collaboration with the Bureau of Justice Assistance, seeks proposals for rigorous research and evaluation projects to fill knowledge gaps in two topical areas: 1) studies on the root causes and consequences of

school violence and 2) examinations of the impact and effectiveness of school safety approaches implemented for purposes authorized under the STOP School Violence Act.

NIJ will give special consideration to proposals with methods that include meaningful engagement with the people with lived experience of the subject of study, including, but not limited to, justice practitioners, community members, crime victims, service providers and individuals who have experienced justice system involvement.

### **Topic Area 1: The Root Causes and Consequences of School Violence**

NIJ is interested in receiving proposals using rigorous methods to identify the root causes and consequences of various forms of school violence perpetration and victimization that will aid in the development of interventions or strategies to prevent school violence. Relatedly, knowledge is needed to enhance understanding of the mediating and moderating factors that predict school violence and its consequences. Finally, NIJ seeks studies that propose to examine the peer and situational contexts surrounding school violence perpetration and victimization (e.g., social dynamics, triggers), and improve understanding of why certain factors may result in violence.

Proposed studies should demonstrate how they will build on and complement existing knowledge on this topic, avoid duplication with ongoing research efforts, and aid in the development of interventions or strategies to prevent school violence. Applications should provide a clear explanation of the form(s) of school violence to be studied.

### **Topic Area 2: Evaluation of the Impact and Effectiveness of School Safety Approaches Implemented for Purposes Authorized Under the STOP School Violence Act**

Although serious violence at school is relatively uncommon, school-based victimization is a significant concern. Schools across the nation have implemented a wide variety of approaches to keep schools and students safe. The Student, Teachers, and Officers Preventing School Violence Act of 2018 (STOP School Violence Act) purpose areas call for projects that would support a variety of school safety activities and resources. This solicitation complements the STOP School Violence Act by seeking applications for rigorous evaluations of the effectiveness of school safety approaches addressing the STOP School Violence Act's purpose areas.

The STOP School Violence Act projects are administered by the Bureau of Justice Assistance (BJA) and the Office of Community Oriented Policing Services (COPS Office). NIJ is seeking rigorous outcome/impact and process evaluations of one or more of the activities or purpose areas funded by BJA or the COPS Office in their current or previous STOP School Violence Act grant program solicitations.[5] Applicants may propose evaluations of school safety projects that have received funding under STOP School Violence Act grants funded by BJA or the COPS Office. Alternatively, applicants may propose evaluations of school safety projects that receive funding from other sources but nonetheless align with the activities and categories defined by the STOP School Violence Act as specified in the solicitations released by BJA and the COPS Office. Outcome/ impact evaluations must also include a process/implementation evaluation component.

#### *Programs designed to reduce (or prevent) more serious school violence outcomes.*

Although much research has been conducted on more frequently occurring aggression and bullying behavior, a great deal less school safety research has been conducted on more serious school violence, such as aggravated assault. NIJ is interested in funding rigorous evaluations of programs designed to reduce or prevent more serious school violence outcomes.

#### *Programs/practices involving school police/SROs*

The individuals involved in law enforcement at school (e.g., school resource officers, security officers, school police) and the roles they play in school safety programs and practices vary widely by jurisdiction, resulting in a variety of law enforcement approaches for school safety. NIJ is interested in funding rigorous studies to examine the implementation and impact of various law enforcement approaches on school safety programs and practices, including circumstances when law enforcement officers are added to or removed from school safety programs and practices.

NIJ also invites proposals for rigorous studies that examine the implementation and impact to school safety of alternatives to traditional SROs, such as civilians that serve in a similar capacity, or that examine outcomes for SROs who carry their service weapon, compared with those who do not carry their service weapon, while on school campuses.

*Comparative evaluations (e.g., which school climate, anti-bullying, or school-based mental health program is most effective)*

Many school safety programs have been evaluated, but to date, little research has been conducted on the relative effectiveness of one type of program compared with another. NIJ is interested in funding rigorous evaluations that compare the effectiveness of two or more programs with a similar goal (e.g., two types of school climate programs, two threat assessment models, a school climate and an anti-bullying program). In the absence of a no-treatment (or treatment as usual) comparison group, applicants must describe the criteria they will use to establish program effectiveness. Applicants should make a strong case for the importance of establishing the comparative effectiveness of the programs to be evaluated; that is, what might make one more program more desirable than the other if they are similarly effective (e.g., program cost, time commitment for school staff). Applicants may also consider proposing to conduct cost-benefit analyses in addition to the comparative evaluation.

*Comprehensive or multi-component school safety approaches*

Schools may choose to use multiple school safety approaches concurrently for a variety of reasons, including to: 1) improve the likelihood of a particular outcome and/or 2) address multiple, different school safety needs. NIJ is interested in studying the implementation and impact of these approaches to advance understanding of the effectiveness of comprehensive school safety strategies.

*Other common and understudied approaches*

There are some programs and practices that are widely implemented in schools, although little is known about their effectiveness. Research is particularly limited on the efficacy of trainings for school personnel to prevent, prepare, and respond to school safety incidents.[7] NIJ is particularly interested in funding rigorous evaluations of such trainings, as well as programs and practices, that are widely used in schools (e.g., restorative practices, school security technologies and strategies), that have not been subject to robust research and evaluation, or for which evaluation results have been mixed.

Applicants proposing to evaluate one or more school safety projects must demonstrate in their application that the project(s) is/are sufficiently developed and well-positioned to support the proposed evaluation. For example, before a rigorous outcome evaluation may be conducted, the school safety program or activities must have a clearly defined conceptual framework (e.g., logic model). NIJ wants to build understanding not only of whether a program is effective, but also of what elements within or external to the program design or implementation contribute to its success or failure.

Under this solicitation, NIJ is seeking applications for projects with clear potential for producing findings that have practical benefits for improving school safety. In order to produce findings with a high potential for influencing school safety practices, researchers are strongly encouraged to work closely with educators and other stakeholders within the schools and in the community to develop the right questions, prioritize challenges, identify solutions, collect data, and make sense of the findings.

## **Goals**

The goal of this solicitation is to generate and disseminate knowledge to inform the development of evidence-based strategies and practices to reduce school violence.

This solicitation has two primary objectives:

1. To examine root causes and consequences of school violence.
2. To evaluate the impact and effectiveness of school safety approaches that received funding for purposes authorized under STOP School Violence Act or that align with the activities and categories defined by the STOP School Violence Act.

## **9. Risk Management Education Partnership Program, USDA**

**Application Deadlines: April 24, 2023**

**Anticipated Total Award: up to \$300,000 per award**

The purpose of this competitive program is to deliver crop insurance education and risk management training to U.S. agricultural producers to assist them in identifying and managing production, marketing, legal, financial, and human risk. The program gives priority to: (1) educating producers of crops currently not insured under Federal crop insurance, specialty crops, and underserved commodities, including livestock and forage; and (2) providing collaborative partnerships to develop and deliver crop insurance education and other risk management training. Education activities developed under the Risk Management Education Partnership Program will provide U.S. farmers and ranchers, including limited resource and other traditionally under-served farmers and ranchers with training and information opportunities to be able to understand:

1. The kinds of risks addressed by existing and emerging risk management tools
2. The features and appropriate use of existing and emerging risk management tools
3. How to make sound risk management decisions

The goal of this program is to ensure that “. . . producers will be better able to use financial management, farm financial benchmarking, crop insurance, marketing contracts, and other existing and emerging risk management tools.” One of RMA’s strategic goals is to ensure that producers are well informed of the risk management solutions available to them. This educational goal is supported by Section 522(d)(3)(F) of the Federal Crop Insurance Act (FCIA) (7 U.S.C. § 1522(d)(3)(F)), which authorizes FCIC funding for risk management training and informational efforts for agricultural producers through the formation of partnerships with public and private organizations. Cooperative Agreements are awarded with the goal that FCIC will fund crop insurance and risk management projects that are likely to become self-sustaining and not indefinitely dependent on FCIC funds. With respect to such partnerships, priority is to be given to reaching producers of Priority Commodities, as defined below. A project is considered as giving priority to Priority Commodities if 75 percent of the educational and training activities of the project are directed to producers of any one of the three classes of commodities listed in the definition of Priority Commodities or any combination of the three classes.

FCIC through RMA is seeking projects that address one or more of the five (5) areas of risk described as Production, Legal, Financial, Marketing or Human Risk.

Top Priorities include:

- Whole-Farm Revenue Protection (WFRP) and Micro Farm Training
- Equity and Opportunity
  - Crop Insurance Education to Tribes Local
  - Foods and Urban Ag
- Organic and Specialty Crops
  - Transitional and Organic Grower Assistance (TOGA)
- Climate Smart Ag
  - Hurricane Insurance Protection -Wind Index Endorsement (HIP-WI)
  - Wildfires
  - Post Application Coverage Endorsement (PACE)
- Other Agency Priorities:
  - Crop Insurance 101
  - Rainfall Index Insurance: Pasture, Rangeland, Forage (PRF)/Annual Forage/Apiculture



- All Livestock Products
- Margin Protection
- Revenue Protection
- Double Cropping

### **Audience Emphasis**

Audience emphasis is on U.S. producers and ranchers and should specifically reach out to producer types not normally reached, such as limited resource and underserved producers, to ensure they are given the opportunity to participate in educational activities. Audience groups may include: traditional farmers and ranchers; new and beginning farmers; farmers or ranchers that are preparing to retire and are using transition strategies to help new farmers or ranchers get started; legal immigrant farmers or ranchers, minority producers; African American; Asian American; Pacific Islander, Hispanic; Native American; Urban Farmers; military veterans; women; farmers and ranchers marketing their products as part of a local or regional food system; livestock producers, organic producers, new or established farmers or ranchers that are converting production and marketing systems to pursue new markets; producers that demonstrate and document climate smart ag practices; producers using sustainable and/or regenerative practices; small farms or ranches, and value-added producers.

- *NFO/RVS Training Conducted for Potential Applicants:* March 7, 2023 at 11:00am ET. Training will be recorded and can be accessed either live or after the session at:  
<https://umn.zoom.us/j/96982313558?pwd=QWo4d0ZRaktTOThteDY3MSs5OHRVdz09>
- *NFO/RVS Training Conducted for Potential Applicants:* March 9, 2023 at 3:00pm ET. Training will be recorded and can be accessed either live or after the session at:  
<https://umn.zoom.us/j/93808385730?pwd=bk91T0FMWGE3WEo2QlhEWEIULzVmQT09>

**Link to Additional Information:** <https://www.grants.gov/web/grants/view-opportunity.html?oppId=346284>

## **10. Research and Evaluation on Sentencing and Resentencing, National Institute of Justice**

### **Application Deadline:**

- **Grants.gov: May 16, 2023**
- **JustGrants: May 30, 2023**

**Award Budget: to be determined**

With this solicitation, NIJ seeks proposals for rigorous research and evaluation projects that inform our understanding of the impact of sentencing and resentencing policies and prison release frameworks on individuals, communities, and public safety.

The purpose of this solicitation is to support research and evaluation projects that examine the impact of sentencing and resentencing legislation and policies to address one or more of the following topics. Applicants are encouraged to employ research designs that incorporate both qualitative and quantitative methods. If applicants propose to address more than one topic, each should be submitted as a separate application. Applicants are requested to identify the topic addressed in an application on the title page of the proposal narrative. The topics are:

### Sentence Length Optimization

It is widely acknowledged that the United States imposes some of the longest prison sentences and incarcerates a greater proportion of its population than most nations. What is less well understood is the effect of this practice on public safety, those who are incarcerated, and their communities. A recent study reviewing over five decades of research on the effects of long prison terms found that they do prevent some crimes, but that the public safety benefits of long sentences diminish over time and that longer sentences do not aid deterrence. In light of these findings and a growing understanding of the negative impact of incarceration on families and communities, NIJ seeks proposals that examine the comparative effectiveness of various sentencing strategies in achieving enhanced public safety without over-incarceration.

### Resentencing Legislation and Policies

Increasingly, the federal government and state legislatures have undertaken efforts to resentence certain classes of convicted and incarcerated people, reducing the total amount of time served. These policies, often termed “second look sentencing,” allow for a court or review board to assess an individual’s progress toward rehabilitation and potentially shorten the original criminal sentence, typically after a set portion of the sentence has been served. NIJ seeks proposals that address the variation and efficacy of resentencing models implemented to date; the effect of resentencing policies on individuals, communities, and public safety; and barriers to post-conviction sentence review.

### Effective Prison Release Frameworks

Within the U.S., each state and the federal government operates a unique sentencing system. Past research has addressed differences across sentencing legislation and policy based largely on the initial sanction imposed. Less attention has been paid to the myriad ways in which time served is affected by administrative decisions such as parole eligibility, earned or good time, or early or compassionate release. Yet, as noted in a recent report on the topic, prison administrators and others authorized to make these release decisions often have greater power to determine actual time served than do the judges who issue the initial sentence. To better understand sentencing and the various levers of reform, NIJ seeks research that examines the back-end release mechanisms of sentencing, their implementation and effectiveness, and their impacts on individuals, communities, and public safety.

### Additional Information

Applicants should discuss potential risks and harms to individuals or groups associated with the use and/or misuse of any practice or technology proposed as a part of the research and evaluation, as well as any ethical considerations that may factor into its use. In addition, applicants should be aware of all relevant statutes, regulations, and/or governing judicial decisions (e.g., established case law, prevailing court rulings) related to the practice or technology’s proposed use. Any limitations that may impede the lawful use or implementation of any practice or technology proposed should be described, and a realistic approach to mitigate such limitations in the context of the proposed research should be discussed.

Link to Additional Information: <https://nij.ojp.gov/funding/opportunities/o-nij-2023-171637>

## **11. Exploratory Grants for Climate Change and Health Research Center Development (P20 Clinical Trial Optional), NIH**

### **Submission Deadlines:**

- **Letter of Intent: April 1, 2023; October 7, 2023**
- **Full Proposal: May 1, 2023; November 7, 2023**

**Anticipated Funding Amount: up to \$850,000 direct costs per year for a period of performance of 3 years**

The purpose of this Notice of Funding Opportunity (NOFO) is to solicit P20 planning grant applications for Climate Change and Health Research Centers (CCHRCs). This program will support the development of an innovative research environment to foster and sustain a transdisciplinary program of fundamental and applied research to explore the complex impacts of climate change on health and to develop action-oriented strategies that protect health and build resiliency at the individual, community, national and global levels. A major goal for this program is to build research teams as well as collaborations with communities and other key partners. The program seeks innovative research and pilot/feasibility projects that utilize transdisciplinary approaches to address questions relevant to climate change’s impacts on health.

Applications for these CCHRCs should propose planning and development activities in preparation to build institutional research capacity for future proposals addressing climate and health. NIH seeks to support a variety of these centers around the world and across a range of thematic scientific areas in support of the four core elements of the NIH’s investment in climate health research: health effects research, health equity, intervention research, and training and capacity building. Each CCHRC is expected to:

- (1) plan and develop sustainable research capacity by establishing centralized resources and research infrastructure;

- (2) develop the Center’s thematic science area through transdisciplinary research activities;
- (3) enable research that will develop into new programs of science and research applications supporting independent investigators;
- (4) establish or build upon and maintain authentic partnerships to engage communities most likely to be impacted by climate change in all phases of the research process;
- (5) actively participate in the NIH Research Coordinating Center to Support Climate Change and Health Community of Practice activities (<https://grants.nih.gov/grants/guide/rfa-files/RFA-ES-22-003.html>).

## Research Objectives

The CCHRCs will propose activities to establish the research infrastructure necessary to foster and conduct transdisciplinary science that addresses a specific thematic topic of climate and health research that will advance the field towards solutions-oriented adaptation and implementation that takes into consideration the core elements described above. Centers may consider exploring areas of research that address gaps in knowledge or feasibility of adaptation approaches for climate change impacts on health from a local, regional, national, or global perspective.

The Center team will be led by established investigators and should consist of individuals from other disciplines as appropriate to the research being proposed and must also include community engagement. Inclusion of at least one Early-Stage Investigator as a Co-Investigator is required to include researchers not previously supported by NIH funding.

## Required Components for CCHR Centers

- Each CCHRC must address an interrelated set of activities relevant to a central theme that will provide new knowledge about how climate change impacts health.
- Applications must contain the following:
  - At least one, but no more than two, hypothesis-driven research Project(s)
  - An Administrative Core including a data infrastructure plan and career development plans for any underrepresented biomedical researchers.
  - A Community Engagement Core describing an engagement plan for research partners such as impacted communities or expected users of any tools or technology developed.
  - No more than two, additional Core(s) describing plans for research capacity building that could include: the development of pilot or feasibility projects, approaches for building a transdisciplinary research team, facilities or services to be provided on a continuing basis to the research project(s) or pilot studies.

## Central Theme Areas

Each P20 should be centered around a central theme that will provide new knowledge about how climate change impacts health and informs action-oriented solutions. There should be a clear logical thread from the aims of each project that advances us toward solutions and interventions to health challenges posed by climate related threats. Examples of central theme areas that would be considered appropriate in response to this NOFO include, but are not limited to (see also, <https://www.nih.gov/sites/default/files/research-training/initiatives/climate-change/nih-climate-change-one-pager-updated.pdf>):

- Integrate large-scale climate and health data into a data exploration interface including tools to explore climate and health links in these large datasets.
- Engage transdisciplinary teams of geophysical and health scientists to explore the feasibility of innovative solutions-based approaches to address health impacts of climate change and health disparities.

- Investigate the feasibility, acceptability, uptake and spread of interventions to promote preparedness and adaptation to anticipated health impacts of climate change at individual, community, regional, or national levels.
- Explore co-benefits of interventions that mitigate the drivers of climate change and improve health (e.g., mitigating emissions of coal power plants), as well as identifying potential unintended consequences of these actions.
- Examine changing risks from climate-related disasters and approaches to improve preparedness to protect the health of impacted community members, first responders, post-disaster volunteers, and field researchers.
- Assess effects of climate change on health and population dynamics including fertility, mortality and morbidity, and population movement, distribution, and composition.
- Identify climate-related vulnerabilities in nutritional security in disadvantaged communities to inform culturally sensitive and sustainable solutions.

### Research Project Topics

Applications should include one or more scientific Project, each with a specific focus and linked together under the center’s theme with the overarching goal of informing action-oriented solutions. At least one project should be a well-described hypothesis driven research project. Other CCHRC activities in the development core can include plans to develop the feasibility of future research or establish partnerships over the course of this development grant period in support of future research endeavors of the center.

Examples of project topics may include, but are not limited to:

- Proof of principle experiments to demonstrate the role of climate change-related exposures in disease etiology.
- New methodologies to integrate multiple stressors into health risk assessments, including those exacerbated by climate change.
- Adapt existing evidence-based interventions to promote resiliency in communities disproportionately impacted by climate change.
- Communication science research on climate change-related environmental health literacy of key stakeholders including but not limited to community residents, healthcare/public health professionals, decision makers, and educators.
- Develop new or adapt existing implementation strategies to promote the uptake of evidence-based interventions addressing climate change and human health.

Link to Additional Information: <https://grants.nih.gov/grants/guide/rfa-files/RFA-ES-23-007.html>

## **12. Distance Education Grants Program for Institutions of Higher Education in Insular Areas, USDA**

**Application Due Date: May 5, 2023**

**Award Budget:**

- **Standard Grant: approximately \$200,000 for a project period of 36 to 48 months**
- **Planning Activity Grant: Approximately \$30,000 for a project period of up to 24 months**

The purpose of the DEG program, under assistance listing number 10.322, is to strengthen the capacity of institutions of higher education in insular areas to carry out resident instruction, curriculum, and teaching programs in the food and

agricultural sciences through distance education technology. Projects funded by the DEG program support the creation, adaptation, and adoption of learning materials and teaching strategies to operationalize what we know about how students learn. Many of these concepts are identified in the National Research Council's publication, "How People Learn." DEG-funded projects must also focus on imparting both technical knowledge as well employability skills such as communication, teamwork, and problem solving. These concepts can be found in the publication:

<https://www.aplu.org/projectsand-initiatives/agriculture-human-sciences-and-natural-resources/employability-skills-inagriculture/index.html>.

**Leadership Skills Development.** The development of leadership skills, knowledge, and qualities are necessary to prepare students for agricultural and related careers in the private sector, government, and academia. DEG teaching applications must demonstrably incorporate a leadership development component to equip students with technical and leadership abilities upon graduation. Specific activities may include:

1. Developing practical applications to increase understanding of leadership roles, including critical thinking, problem solving, and communication skills; ethics and professionalism; and working in teams.
2. Connecting the academic classroom experience with daily leadership roles and organizational activities.
3. Providing opportunities for mentoring and shadowing
4. Organizing academies, workshops, and trainings for professional development opportunities that develop leadership skills.

NIFA is soliciting applications for the DEG program to strengthen the capacity of Insular Area institutions to carry out distance food, agriculture, natural resources, and human science education programs (including, but not limited to, Traditional Ecological Knowledge) using network technologies under the following characteristics and conditions:

1. Acquire the equipment, instrumentation, networking capability, hardware and software, digital network technology, and infrastructure necessary to teach students and teachers about technology to support distance education.
2. Develop and enhance educational services (including faculty development) to prepare students or faculty seeking a degree or certificate that is approved by the state or a regional accrediting body recognized by the Secretary of Education.
3. Provide teacher education, library and media specialist training, and preschool and teacher aid certification to individuals who seek to acquire or enhance technology skills in order to use technology in the classroom or instructional process.
4. Implement a joint project to provide education regarding technology in the classroom with a local educational agency, community-based organization, national nonprofit organization, or business; or provide leadership development to administrators, board members, and faculty of eligible institutions with institutional responsibility for technology education.

**Link to Additional Information:** <https://www.nifa.usda.gov/grants/funding-opportunities/distance-education-grants-institutions-higher-education-insular-areas>

### **13. Ensuring Research Integrity - Conferences, DHHS**

**Application Deadlines: May 17, 2023**

**Anticipated Award Amounts: between \$25,000 and \$50,000 in total costs for a performance period of up to 1 year**

This notice solicits applications for projects to plan and implement conferences on research integrity and compliance with 42 C.F.R. Part 93. In-person and virtual conferences, or a combination of both, will be considered for funding.



Conferences must be designed to provide a forum for discussion and produce tangible outcomes related to at least one of the following themes: fostering an environment that promotes research integrity and the responsible conduct of research, prevention of research misconduct, effective handling of research misconduct allegations, training in the responsible conduct of research, and other topics linked to research integrity and compliance with 42 C.F.R. Part 93.

In addressing these themes, they encourage conferences that are designed to bring together experts from diverse areas of research, education, administration, law, and government to present research findings, discuss effective tools/programs/approaches, or facilitate discussions that lead to the development or implementation of new tools/programs/approaches to help prevent research misconduct and promote research integrity. We also encourage projects that include individuals actively engaged in or training for careers in research, and whenever practicable, take place in research settings. Illustrative examples of conference topics that may encompass these themes and participants are included below. The list is not exhaustive nor is it presented in order of importance.

- Identifying effective practices for the research integrity community to implement during various stages of institutional research misconduct proceedings (e.g., sequester evidence; prepare for and conduct interviews; define scope of the research record pertinent to the allegation; determine the quality/reliability of evidence; remediate/protect the research record; and protect whistleblowers and prevent retaliation at an institutional level).
- Convening experts from diverse disciplines who can apply innovative, established, emerging, or promising models to develop interventions to prevent, deter, or address issues related to research misconduct or detrimental research practices. Collaboration with academic societies and associations and other national and international public and private organizations is encouraged, particularly when doing so will enhance outcomes or impact (e.g., amplify dissemination or diffusion, build coalitions).
- Developing networks to enable institutions to share and leverage knowledge and resources for handling allegations of research misconduct, addressing detrimental research practices, or promoting the responsible conduct of research.
- Developing and proposing strategies, approaches, and recommendations for implementation of programs designed to facilitate compliance with federal and institutional requirements for promoting an environment that fosters research integrity and the responsible conduct of research.

Award recipients under this announcement should meet each of the below expectations in the execution of their funded project.

- a. Plan and implement a conference - we expect recipients to plan and implement a conference that provides a forum for discussion of and produces tangible, measurable outcomes related to at least one of the following themes:
  1. fostering an environment that promotes research integrity and the responsible conduct of research
  2. prevention of research misconduct
  3. effective handling of research misconduct allegations
  4. training in the responsible conduct of research
  5. other topics linked to research integrity and compliance with 42 C.F.R. Part 93

Tangible, measurable outcomes may include, but are not limited to, demonstrated retention of knowledge, sharing of knowledge gained, change in practice, and/or strategies that can be operationalized to improve research integrity practices.

- b. Assess conference outcomes - we expect recipients to develop and implement a comprehensive evaluation

strategy to assess conference outcomes. Recipients may assess outcomes through post-event evaluation data or other appropriate means.

- c. Disseminate knowledge and materials resulting from the conference - ee expect recipients to develop and implement a comprehensive, time-framed dissemination plan to ensure that materials, products, and knowledge generated through the conference will be disseminated beyond the participants attending the event. Recipients should articulate, in the dissemination plan, the specific approaches they will use to amplify the reach, and ultimately the diffusion, of key points and materials that emerge from the conference. Although publications in peer-reviewed journals are encouraged, recipients should work to achieve broad, multichannel, nationwide dissemination of materials and key points resulting from the conference. Where relevant, recipients should develop materials that are culturally and linguistically appropriate.

Link to Additional Information: <https://www.grants.gov/web/grants/view-opportunity.html?oppId=342412>

#### **14. Farm Business Management and Benchmarking Competitive Grants Program, USDA / NIFA**

**Application Deadline: April 10, 2023**

**Maximum Award Amount: \$500,000 for up to 36 months**

NIFA is soliciting applications for the Farm Business Management and Benchmarking (FBMB) program to improve the farm management knowledge and skills of agricultural producers by maintaining and expanding a national, publicly available farm financial management database to support improved farm management. Additionally traditional ecological knowledge is an acceptable topic of research, education, and extension for projects funded by this RFA, in pursuit of the priorities, goals, and objectives.

The FBMB program aims to strongly support intellectual talent and collaborative efforts to maintain the national, publicly available farm financial management database needed to meet the challenges facing the nation's agriculture and food systems. Meeting these challenges will require innovative approaches that foster multi-disciplinary projects. This means that farm management producers must be educated and prepared to work effectively across disciplines in order to work to solve agricultural and educational challenges. The FBMB program supports all producers to develop farm management knowledge that is consistent with the food and agricultural priorities of USDA/NIFA.

The assistance provided by these programs, to the extent practicable, shall be coordinated and delivered in cooperation with similar services or assistance by other Federal Agencies or programs supporting improved farm management. The Secretary may give priority to applicants that:

1. Demonstrate an ability to work directly with agricultural producers.
2. Collaborate with farm management, education programs and associations.
3. Address the farm management needs of a variety of crops and regions of the United States.
4. Contribute data to support the national farm financial management database.

The FBMB program supports social and behavioral science disciplines, as well as leadership skills development opportunities. Incorporation of social/behavioral sciences and leadership development is important for addressing many of the challenges facing agriculture and farm communities, such as increasing global demand for food production in the face of limited natural resources; improving health and reducing obesity by engaging in healthy diets; and alleviating poverty by fostering economic opportunity. Specifically, applications are being solicited to address one or both of the following objectives:

1. Maintain and expand the already established national, publicly available farm financial management database to support improved farm management knowledge and skills for 7 producers of a variety of crops and livestock throughout multiple regions of the United States.
2. Establish or expand collaborative farm management educational programs with farm organizations or associations that will contribute data to the existing national farm financial management and benchmarking database to

improve the farm management knowledge and skills of all agricultural producers.

In addition to addressing one or both of the objectives above, the FBMB program anticipates funding projects that demonstrate one or more of the following measures:

1. Advancing data gathering and conducting research on cost of production, farm profitability factors, and farm policy.
2. Developing or expanding cooperation and data sharing among existing farm management associations and business management education programs across the nation to convert their financial analysis activities to a uniform information system.
3. Providing training, assistance, and software to states with farm management associations to facilitate uniform financial procedures and software.
4. Improving the profitability and competitiveness of small and medium-sized farms and ranches by providing access to high quality, uniform farm business management benchmarking information.
5. Improving producers' abilities to successfully manage their agricultural operations through periods of high risk, volatility, and financial stress.

**Link to Additional Information:** <https://www.nifa.usda.gov/grants/funding-opportunities/farm-business-management-benchmarking-competitive-grants-program>

## **15. NIMH Mentoring Networks for Mental Health Research Education (R25 Clinical Trial Not Allowed), NIH**

### **Application Deadline:**

- **Letter of Intent: 30 days before the application due date**
- **Full Proposal: May 25, 2023**

**Award Amount: up to \$200,000 in direct costs annually and are expected to reflect actual needs of the proposed project**

The overarching goal of this R25 program is to support educational activities that complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral, and clinical research needs in the mission areas of the National Institute of Mental Health.

To accomplish the stated over-arching goal, this FOA will support innovative educational activities with a primary focus on Mentoring Activities:

- Within the context of a mentoring network, activities may include but are not limited to providing technical expertise, advice, insight, and professional career skills that advance the broad career goals of participants; facilitating scholarly writing and grantsmanship; promoting successful transitions from one career stage to another; providing leadership development; helping to identify potential collaborators; and helping to establish interdisciplinary or translational collaborations in order to foster the participant's career trajectory towards independent mental health research.

This FOA is limited to applications proposing mentoring networks for participants who are graduate/medical students, medical residents, postdoctoral scholars, and/or early-career investigators. Mentoring networks may propose to include individuals from a single career stage or may bridge several career stages. The NIMH expects all programs to foster the participation of individuals from racial and ethnic groups underrepresented in biomedical and behavioral research, individuals with disabilities, and women (see Recruitment Plan to Enhance Diversity below). Participants should be actively engaged in the network for a period of no less than one year, maintaining regular contact with mentors and peers within the network during that time. Expected outcomes for those individuals participating in mentoring networks include subsequent involvement in research, subsequent employment in a mental health research field, authorship of scientific

publications, and/or subsequent independent research grant support from NIH or other sources. Mentoring networks may be national or regional or designed to link two or more complementary organizations or institutions. An applicant organization may wish to partner with other organizations to develop a national mentoring network. National scientific professional organizations may be effective partners in efforts to establish national mentoring networks.

This FOA will support the development, implementation, and evaluation of innovative mentoring networks encompassing non-HIV/AIDS research topics; didactic content; and mentoring expertise that reflects the research priorities of the NIMH. The interests of the NIMH are broad, spanning from basic neuroscience, human genetics/genomics, and translational research to interventions and mental health services research across the lifespan. The content area chosen as the scientific focus for the proposed mentoring network should be of sufficient breadth to provide reasonable assurance of the ability to recruit a high-quality pool of potential participants annually and to ensure that a critical mass of mentors and participants are involved in the network.

The scope of a mentoring network should be broad enough to accomplish a set of goals rather than a single goal. For example, the network could advance the broad career goals of participants; facilitate scholarly writing and grantsmanship; provide access to a network of skilled mentors who are outstanding researchers but not available at the home institution of the participant; promote successful transitions from one career stage to another; provide leadership development; help to identify potential collaborators; and help to establish interdisciplinary or translational collaborations. However, it is expected that an over-arching goal of any mentoring network is to facilitate the professional success of participants as independent researchers and members of the research community.

All proposed networks should provide significant new opportunities, and should comprise efforts substantially beyond any ongoing mentoring, networking, or research education within academic programs, institutions, or pre-existing networks or educational collaborations among institutions. That is, there should be a clear "value added" from the R25-supported mentoring network.

Research education programs may complement ongoing research training and education occurring at the applicant institution, but the proposed educational experiences must be distinct from those training and education programs currently receiving Federal support.

*Applicants are strongly encouraged to contact NIMH Scientific/Research staff for current information about priorities and policies before preparing an application.*

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/pa-files/PAR-23-263.html>

## **16. The Eldercare Locator, Administration for Community Living**

**Application Deadlines: May 8, 2023**

**Estimated Total Funding: between \$900,000 and \$1,490,920 in total costs for a performance period of up to 1 year**

ACL will hold a competition for a new cooperative agreement to operate the Locator. The Locator is a call center with information specialists available to assist callers to link to a trustworthy network of national, State, Tribal and community organizations and services through a nationally recognized toll-free number. The Locator also provides older adults and caregivers who require more in depth support the opportunity to speak with highly trained eldercare consultants who can better triage the situation.

This new program announcement seeks to advance the Locator to better serve older adults and those who care for them.

**Eldercare Locator Operation** - Successful applicant will:

- Establish a call center that is able to assist individuals through multiple channels including telephone, TTD/TTY, email, and on-line inquiries. Information specialists must be available Monday through Friday from 8:00 a.m. until 9:00 p.m. ET. to respond to individuals in English and Spanish and have the ability to respond additional

languages as needed. Hours of operation will be assessed periodically to determine if changes are needed. Information specialists will assess the caller's needs and direct the caller to the appropriate resources at the local level with the knowledge and preparation for the next call/resource. **Successful applicants should be prepared to handle calls within 30 days of award.**

- Ensure that staffing is available to respond to at least 450,000 calls, online chats, and emails a year.

Describe how the following additional services will be provided:

- The capability to conduct online chats with individuals who need assistance.
- The capability to add new lines, to hold callers in queue, forward numbers to the first available Information Specialist, and the ability to transfer callers to referral agencies at no cost to the caller.
- The capability to email and/or text information to callers as requested.
- The ability to utilize technology to assist callers after hours and during high volume call times; and the ability to access translators/interpreters fluent in other languages on an as needed basis.
- Utilize the current AoA maintained Eldercare Locator database to respond to inquiries. The Eldercare Locator is an interactive geographic database of State, Tribal, and local aging resources. Applicant will work with ACL to ensure call center systems are compatible and coordinated with the Locator database.
- Keep the Eldercare Locator database up to date with accurate information. Applicant should outline a process for verifying information in the database ensuring that data is validated at a minimum yearly.
- Implement effective quality control and improvement procedures to ensure accuracy, appropriateness, consistency, promptness, and overall quality of responses.
- Implement strategies that assist callers with issues related with accessibility such as serving who are deaf and hard-of-hearing.
- There may be instances when a more intense discussion is needed that an information specialist cannot provide so successful applicant should ensure that highly trained eldercare consultants are available to provide individuals more assistance with decision support and education on aging and disability related issues as needed.
- Develop and maintain a Continuity of Operations Plan (COOP) that is regularly reviewed, updated and drilled upon.

## **Technology**

- Given the advancements in technology, applicant should offer a strategy for reviewing and adapting technological enhancements that will strengthen and support the caller experience to the Eldercare Locator call center.

**Information Specialists and Eldercare Consultants Staffing and Training** - Successful applicant will:

- Ensure that all information specialists and eldercare consultants responding to inquiries must, at a minimum, have knowledge of ACL, AoA, aging and disability programs, and other programs and services of importance to older persons and their caregivers.
- Ensure all eldercare consultants meet at least the same requirements and expectations as information specialists, and also are master's level or equivalent social workers or counselors. Additionally, all eldercare specialists



should receive initial and ongoing specialized training, on topics such as crisis intervention, transportation, and caregiving. Additional topics may be developed as needed.

- Ensure that all information specialists and eldercare consultants have knowledge and utilize person-centered practices as appropriate.
- Provide training, in collaboration and consultation with ACL, to all staff members before they are allowed to respond to inquiries.
- Develop a procedure and reference manual for use by information specialists and eldercare consultants. Manual should include a variety of materials to assist information specialists better serve callers.
- Ensure that staffs responding to inquiries have excellent telephone and writing skills in order to respond to calls, written correspondence, and emails in a positive and professional manner.
- Develop a continuing education program to ensure staff are well trained and up to date as new issues emerge. This includes ensuring staff are provided with training focused around cultural competency and/or serving those in greatest need.

### **Customer Relationship Management System**

Successful applicants should have in place a Customer Relationship Management System (CRM) that will provide an electronic record of telephone, e-mail, and online inquiries received. The CRM will be used to track caller information including frequency of contact requests, types of referrals made, contact demographics and other data to support ongoing program management and quality assurance. This information should be shared with ACL on a regular basis. No personally identifiable information (PII) will be collected as part of the inquiry system.

### **Disaster Preparedness**

Successful applicant should propose a strategy for the development of protocols for working with ACL, ASPR (Assistant Secretary for Preparedness and Response), FEMA (The Federal Emergency Management Agency), and other appropriate national, state, and local organizations to assess and provide referrals for older adults and their family and informal caregivers who have been impacted by a natural, human, or medical emergency.

### **Partnership Development/Stakeholder Engagement**

Successful applicants must propose approaches for establishing collaborations and partnerships with relevant stakeholders to ensure the Eldercare Locator reaches the broadest population as possible. **At a minimum successful applicant should seek relationships and partnerships with relevant Federal and non-profit organizations that have national call centers such as the Social Security Administration, the Centers for Medicare and Medicaid Services, the Veterans Administration, AARP, and the Alzheimer’s Call Center** Potential stakeholders could include organizations and entities representing minority organizations and individuals with special needs from across the disease and disability spectrum; any other public, private, or not-for-profit entities that connect with older adults and their caregivers.

**Applicants may seek partnerships with public, private, or not-for-profit may provide supports or resources that can be leveraged to further support the expansion of the Eldercare Locator.**

**Marketing, Education, and Outreach** - Successful applicant will:

- Develop and implement an outreach plan to educate and promote the Locator. Plan should include strategies to increase usage of the service by consumers, the Aging Network, disability organizations, business, non-profits, and others.

- Ensure the marketing plan and its implementation includes a strategy to promote the Locator to consumers from traditionally underserved populations, including ethnic minorities, low-income, limited-English proficient and rural persons, and persons with disabilities.
- 
- Ensure that the marketing plan includes the development and use of educational materials, brochures, and other promotional items, as appropriate. All materials developed must be made 508 compliant before posting to Eldercare.ACL.gov.
- Ensure that the marketing plan includes providing updated materials, such as brochures, and fact sheets, for the Eldercare Locator website on an ongoing basis.
- Ensure the marketing plan includes the use of the online, mobile, and social media tools such as Facebook, Twitter, YouTube, Instagram, newsletters, and other emerging tools to further promote the Locator.

Link to Additional Information: <https://www.grants.gov/web/grants/view-opportunity.html?oppId=342848>

## **17. Strategies To Support Children Exposed to Violence, Office of Juvenile Justice and Delinquency Prevention**

### **Application Deadlines:**

- **Grants.gov: April 24, 2023**
- **JustGrants: May 8, 2023**

**Award Budget: up to \$970,000 for a performance period of 36 months**

OJJDP envisions a juvenile justice system centered on the strengths, needs, and voices of youth and families. Young people and family members with lived experience are vital resources for understanding and reaching persons involved or at risk of involvement with youth-serving systems. OJJDP asks stakeholders to join us in sustainably integrating bold, transformative youth and family partnership strategies into our daily work. OJJDP believes in achieving positive outcomes for youth, families, and communities through meaningful engagement and active partnerships, ensuring they play a central role in collaboratively developing solutions.

Applicants must describe how their proposed project/program will integrate and sustain meaningful youth and family partnerships into their project plan and budget. Depending on the nature of an applicant’s proposed project, youth and family partnership could consist of one or more of the following:

- Individual-level partnership in case planning and direct service delivery (before, during, and after contact with youth-serving systems).
- Agency-level partnership (e.g., in policy, practice, and program development, implementation, and evaluation; staffing; advisory bodies; budget development).
- System-level partnership (e.g., in strategic planning activities, system improvement initiatives, advocacy strategies, reform efforts).

With this solicitation, OJJDP seeks to provide funding to communities to develop coordinated and comprehensive community-based approaches to help children and their families who are exposed to violence build resilience, restore their safety, heal their social and emotional wounds, and prevent future violence and delinquency. Funding can be used to develop and/or enhance support services for children exposed to violence to reduce the adverse impact of violence on youth, families, and communities, and to help family-serving organizations better recognize and help families at risk for exposure to violence.

## Goals

The overall goal of the program is to build the capacity of families and communities to help children exposed to violence.

## Objectives

An applicant should address all of the objectives listed below in the Goals, Objectives, Deliverables, and Timeline web-based form.

- Improve family and community responses to children exposed to violence.
- Increase protective factors to reduce the traumatic impact of exposure to violence and prevent future violence, delinquency, and victimization.
- Build the capacity of communities to develop and implement prevention and early intervention strategies to support children exposed to violence and enhance wellness and healing.

## Deliverables

Efforts to address and implement these deliverables should be discussed as part of the submitted application.

- Convene a multidisciplinary team of stakeholders (existing or newly created) to guide and inform the development of a comprehensive plan to address children exposed to violence.
- Develop and/or enhance an existing comprehensive plan to address children exposed to violence and its impact on community safety by the end of the first year of funding This plan should identify specific communities where services will be implemented based on available data and will be presented to OJJDP for review/ approval.
- Develop and implement trauma-informed, culturally appropriate approaches along the prevention and intervention continuum that address risk factors and build on protective factors to prevent and reduce the impact of exposure to violence on children and families in the target communities.
- Support the provision of evidence-based mental health services for children who experience trauma and exposure to violence.

To successfully address issues related to children exposed to violence, it is important for communities to build a comprehensive approach that will identify gaps as well as maximize and leverage existing and new resources. Applicants must propose and undertake their work through a multidisciplinary team of stakeholders, which may be either an existing collaborative group or one that is formed specifically for this project. This planning team should meet regularly throughout the project period to identify and address service gaps and barriers, create a blueprint for a comprehensive network of services to support children exposed to violence and their families, build the capacity of communities to help children exposed to violence, and prevent/reduce exposure to violent crime. Stakeholders on the team can include court personnel, juvenile justice agencies, law enforcement, school-based law enforcement, district attorneys, public defenders, child welfare and social services, mental health, county/local public sector leadership, school administrators, at-risk families and children, culturally specific programs, and faith-based and child-serving community organizations.

All applicants should include an attachment labeled “Planning Team” with a description of the team structure, including names of participants on the team and the name of their agency, in addition to any letters of commitment or memoranda of understanding (MOUs) with the members/agencies.

**Link to Additional Information:** <https://ojjdp.ojp.gov/funding/fy2023/O-OJJDP-2023-171640>

## **18. Community-Based Violence Intervention and Prevention Initiative (CVIPI) Research, Evaluation, and Associated Training & Technical Assistance Support, National Institute of Justice**

### **Application Deadlines:**

- **Grants.gov: May 22, 2023**
- **JustGrants: June 5, 2023**

### **Award Amounts:**

- **Category 1: up to \$5,000,000 for a performance period of 60 months**
- **Category 2: up to \$2,000,000 for a performance period of 60 months**
- **Category 3: between \$833,000 and \$1,250,000 for a performance period of 60 months**
- **Category 4: Between \$600,000 and \$1,000,000 for a performance period of 60 months**

The U.S. Department of Justice (DOJ), Office of Justice Programs (OJP), National Institute of Justice (NIJ) seeks applications for funding under the OJP Community-Based Violence Intervention and Prevention Initiative (CVIPI). The CVIPI provides resources to support evidence-informed violence intervention and prevention programs in communities across the United States. This solicitation includes four funding categories:

- 1) Training and Technical Assistance to Support CVIPI Evaluation Capacity Building and Researcher and Practitioner Partnerships.

NIJ seeks proposals to host the NIJ Community Violence Intervention Research and Evaluation Training and Technical Assistance (TTA) Center to assist OJP-funded CVIPI sites to best position themselves to implement programs with fidelity, thus increasing the odds of them yielding intended impacts in violence reduction, and to support sites in preparing for rigorous impact evaluations. These include projects funded under FY 2022 OJP CVIPI solicitation and projects receiving funding under FY23 OJP CVIPI solicitation.

The successful applicant is expected to achieve two primary objectives:

1. Expand the capacity of OJP-funded CVIPI grantees and their partners by enhancing researcher and practitioner partnerships and gathering reliable data to document the program's implementation and impact.
2. Contribute to the body of knowledge on promising practices among participating OJP CVIPI programs/sites, CVI strategies, and/or how the program is moving the field forward. This can be achieved by capturing findings, common challenges, documenting successes across the network of CVIPI sites, and disseminating resources and lessons learned to the CVIPI programs/sites and allied professionals based on analysis of performance metric data, case studies, and other documentation of programmatic implementation and impact.

Tasks associated with achieving these objectives are minimally expected to include:

- Provide CVIPI program sites and their local research partners\* with training, TA, and tools to ensure they are approaching their work in an inclusive manner that builds internal data collection and analysis capacity and employs an action research framework. Heavy emphasis should be placed on implementation evaluation, which includes guidance on developing robust site-specific logic models and collecting and tracking performance metrics on inputs, outputs, and outcomes. When applicable, assistance should also be provided in developing a common set of variables to assess and measure implementation, outputs, outcomes, and impacts associated with the CVIPI program and strategies.
- Provide guidance to local research partners in conducting data-driven scanning and analysis activities to support accurate identification of target populations (e.g., by risk and need); routine tracking of implementation fidelity; provision of real-time feedback to program implementors about areas of program delivery, content, and dosage in need of improvement; and development of site-specific assessments of impact.

- Assist CVIPI sites in the development of meaningful implementation and short and long-term impact measures, including the development of data collection and process-monitoring systems.
  - Improve the collection of performance metric data to be shared with BJA for grant management purposes.
  - Conduct case studies,\*\* using both qualitative and quantitative methods as appropriate, to identify promising practices in evaluation capacity building based on intermediate outcomes. The focus should be on implementation and impact evaluations and the applicability of new evaluation approaches, developmental evaluations, principles from complexity science, and implementation science to examine how CVI strategies are adapting and evolving and how these strategies contribute to behavior change.
  - Provide training at conferences and other events, including the convening(s) of OJP CVIPI grantees, to help raise awareness of promising practices in building partnerships, monitoring performance, and implementing or enhancing programs that are evaluation ready.
  - Develop online resources, tools, and other products to help improve the evaluation capacity for the CVIPI programs and promote continuous learning within the CVIPI community (please refer to the BJA Smart Suite TTA to ensure that this TTA is complementary and not duplicative of BJA Smart Suite TTA).
  - Share emerging information with various stakeholders engaged with CVI work through webinars, conferences, workshops, blogs, and other online/virtual communication methods. The information should be tailored to the specific audience.
- 2) Training and Technical Assistance to Support Violent Crime Problem Analyses of Jurisdictions not Funded under the OJP FY22 and FY23 CVIPI Solicitations.

Under Category 2, NIJ seeks applications for funding of one TTA provider to support violent crime problem analyses of CBOs or ULGs not funded under FY 2022 OJP CVIPI solicitation or FY23 OJP CVIPI solicitation. Specifically, NIJ expects to fund one TTA provider to support violent crime problem analyses based on shootings, homicides, and other relevant data and strategic plan development to support the design and implementation of CVI strategies. Applicants must apply as a centralized TTA provider with responsibility for designing the overall approach and the activities and products but have leeway to delegate the execution of tasks related to specific jurisdictions through contracts.

The successful applicant will deliver a wide range of TTA services to jurisdictions not receiving OJP CVIPI funding, namely, to CBOs or ULGs (e.g., Mayors' Offices of Violence Prevention) aiming at reducing violence in their respective communities. These services will focus on analyses of shootings and homicides and other relevant factors potentially driving violence in the given community/jurisdiction to support the design and implementation of CVI strategies. Services will also support key tools to translate this knowledge into strategic plans for each participating jurisdiction/site. One of the key benefits of integrating analytical tools into CVI programs is that such analyses support the development of highly focused interventions. Another benefit is that the information obtained through such analysis helps better understand crime drivers specific to the given community, allowing for more targeted responses to specific issues. These efforts help jurisdictions identify the root cause(s), allowing the implementation of targeted and promising/evidence-based interventions suitable for future implementation and impact evaluation.

The successful applicant will also provide TTA to inform development of strategic plans for the participating CBOs or ULGs. Strategic plans should include means to improve programs' capabilities to implement innovative, data driven CVI approaches, enabling jurisdictions to understand the full nature and extent of



community violence and related challenges and target resources toward the highest priorities in their specific community.

When applicable, the plans should set a baseline for 1) future evaluation that is specific to potential target areas; 2) identification of other outcomes relevant to CVI that extend beyond reducing violent crime numbers; 3) identification/improvement of measures of community trust/concerns about law enforcement; 4) community-level inventory of resources/services that might support a future CVI program (e.g., trauma-informed therapeutic care, jobs programs/training/opportunities, education programs, housing programs); 5) service gaps/needs analysis; 6) examining community perceptions of crime drawn directly from community members – including those directly impacted by violence; and 7) analysis of other law enforcement information beyond violent crime statistics (e.g., high-level gang intelligence – rivalries, territories, methods, and activities). Training, materials, and technical assistance should focus on supporting multi-method, community-driven analyses of quantitative and qualitative data to set the stage for building CVI programs that are well-suited to meet local needs.

The TTA provider should partner with an interdisciplinary team of subject matter experts (researchers and practitioners). The team should include individuals with expertise in community-driven violence reduction strategies, evaluation and implementation science, community violence, strategic crime analysis, strategic communications, and other relevant expertise.

### 3) Site-Based Evaluations of Programs Funded under the OJP FY22 and FY23 CVIPI Solicitations.

NIJ will accept proposals for funding of rigorous, independent formative or process evaluations and evaluations of the outcomes and impacts of projects funded under the FY 2022, Categories 1-4, or in tandem with applications requesting programmatic funding under FY 2023 OJP Community Based Violence Intervention and Prevention Initiative solicitation (hereafter, the OJP CVIPI solicitation), Categories 1-2. Outcome and impact evaluations are also expected to examine questions regarding program implementation (e.g., process evaluation).[4] To be considered under this solicitation, an applicant must collaborate with an entity awarded under FY 2022, Categories 1-4, or an entity applying to the FY 2023 OJP programmatic solicitation, Categories 1-2. The applicant must clearly document that collaboration with a signed memorandum of understanding or letter of support.

The knowledge gained through these evaluations will build evidence of the implementation and effectiveness of strategies designed to reduce violent crime using community-based interventions.

CVIPI is an approach that uses comprehensive, evidence-based intervention and prevention programs to reduce violence through tailored, community-centered initiatives. This includes efforts to address gang and gun violence based on partnerships between community residents, law enforcement, local government agencies, and other community stakeholders. These multidisciplinary strategies engage with individuals and groups to prevent and disrupt cycles of violence and retaliation and establish relationships with individuals and community assets to deliver services that save lives, address trauma, and provide opportunities to improve the physical, social, and economic conditions driving community violence.

NIJ seeks to support independent, rigorous evaluations of projects funded under the OJP CVIPI solicitation. NIJ recognizes that the projects funded through the OJP CVIPI solicitation will implement an expansive range of program approaches and strategies to address community violence in keeping with the following CVIPI guiding principles, as articulated in the OJP CVIPI solicitation:

- Targeted Violence Interventions and Supports for Highest-Need Groups
- Community-Centered and Equity-Focused
- Integration with Public Safety/Public Health
- Strategic, Data-Driven, and Performance-Focused

NIJ encourages applicants to propose evaluations that address the complexities of CVIPI projects which engage stakeholders across systems such as public safety, public health, education, social services, economic development, housing, and other relevant community sectors.[5] Evaluation applicants should propose the most rigorous, appropriate design, incorporating community stakeholder and resident involvement as a focus in the design and conduct of the evaluation. This may include a focus on participatory or action research.

#### 4) Other Community-Violence Research and Evaluations

This category focuses broadly on concerns related to community violence. Communities that have endured the highest levels of violence over generations are often communities of color, and disproportionate levels of violence in these communities contribute to a lowered sense of safety and security and disparities in the criminal justice system. Much has been learned about violence in the community, including strategies for violence intervention, prevention, and reduction. However, community violence remains a significant problem without a simple solution. Thus, this category seeks to advance knowledge on violence in the community to inform the development of effective, violent crime reduction programs.

Applicants should propose the most rigorous and appropriate design, incorporating theory-driven research and evaluation and community stakeholder involvement whenever possible. This may include a focus on participatory or action research. Multisite studies and replication studies of rigorously conducted research and evaluations are encouraged. In addition, NIJ is interested in both evaluations that propose using existing data or conducting primary data collection. NIJ encourages applicants to propose studies that include the collaboration of the criminal justice system with other systems that address community violence. These systems may include public safety, public health, education, social services, economic development, and other relevant community sectors.

#### **Research to Improve Understanding of Community Violence**

NIJ seeks applications for rigorous research with clear research questions to help improve our understanding of violence in the community. Studies may examine community violence, the communities where violence occurs, those who perpetrate violence, and/or victims of violence.

- Applicants are encouraged to focus on communities where violence is persistently high or where there has been a recent increase in violence.
- Applications may propose a range of topics related to community violence, and proposed research should help develop or refine community intervention or prevention programs and/or practices to reduce community violence.

*Solicitation webinar:* March 23, 2023, at 3:00 PM ET. This call will provide a detailed overview of the solicitation and allow an opportunity for interested applicants to ask questions. Preregistration is required for all participants. Register by clicking the link: <https://ojp.webex.com/weblink/register/r14637774056595a30a74e37d8593b44a> and following the instructions.

**Link to Additional Information:** <https://nij.ojp.gov/funding/opportunities/o-nij-2023-171648>

### **Non-Scientific Forecasted Opportunities**

#### **1. Media Projects, NEH**

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.

NEH makes Preservation and Access Education and Training awards to organizations that offer national, regional, or statewide education and training programs across the pedagogical landscape. Projects may be at any stage of

development, from early curriculum development to advanced implementation. Awards help the staff of cultural institutions, large and small, obtain the knowledge and skills they need to serve as effective stewards of humanities collections. Awards support projects that prepare the next generation of preservation professionals, as well as projects that introduce heritage practitioners to new information and advances in preservation and access practices.

**Link to Additional Information:** <https://www.neh.gov/program/media-projects>

## Scientific Forecasted Opportunities

### 1. **BRAIN Initiative: Optimization of Instrumentation and Device Technologies for Recording and Modulation in the Nervous System (U01 Clinical Trials Not Allowed), NIH**

The purpose of this notice is to inform applicants of the intention to re-issue RFA-NS-21-026 and RFA-NS-21-027, which were recently terminated. This Notice is being provided to alert potential applicants of anticipated changes in receipt dates and updated information on FOA requirements and goals. Previously, both RFA-NS-21-026 and RFA-NS-21-027 included support for molecular constructs for recording and manipulating neural activity. However, with the re-issued FOAs, projects primarily focused on molecular technologies will only be supported by the reissue of RFA-NS-21-026. See below for details and potential alternative FOAs for consideration.

**Link to Additional Information:** <https://www.grants.gov/web/grants/view-opportunity.html?oppId=346340>

### 2. **Accelerating Behavioral and Social Science through Ontology Development and Use (U01), NIH**

The Office of Behavioral and Social Sciences Research (OBSSR), with other NIH Institutes and Centers (ICs), intends to promote a new initiative by publishing a Funding Opportunity Announcement (FOA) to accelerate behavioral and social science through ontology development and use. Applications will be encouraged to develop new or expand existing ontologies for behavioral or social science research (BSSR). Applicants will be expected to form multi-disciplinary teams including subject matter experts in one or more BSSR fields, as well as experts in semantic knowledge structures. Proposals will be expected to focus on health-relevant terminology related to constructs, measures, and/or interventions. Funded projects and investigator teams will participate in a collaborative research network.

**Link to Additional Information:** <https://www.grants.gov/web/grants/view-opportunity.html?oppId=346346>

## Proposals Accepted Anytime

1. Division of Environmental Biology, NSF  
<https://www.nsf.gov/pubs/2022/nsf22541/nsf22541.pdf>
2. Computational and Data-Enabled Science and Engineering in Mathematical and Statistical Sciences, NSF  
<https://beta.nsf.gov/funding/opportunities/computational-and-data-enabled-science-and-engineering-mathematical-and>
3. Condensed Matter and Materials Theory (CMMT), NSF  
[https://www.nsf.gov/pubs/2022/nsf22610/nsf22610.htm#pgm\\_desc\\_txt](https://www.nsf.gov/pubs/2022/nsf22610/nsf22610.htm#pgm_desc_txt)
4. Division of Materials Research: Topical Materials Research Programs (DMR: TMRP), NSF  
<https://www.nsf.gov/pubs/2022/nsf22609/nsf22609.htm>
5. Research in the Formation of Engineers, NSF  
<https://beta.nsf.gov/funding/opportunities/research-formation-engineers-rfe>

6. Computer and Information Science and Engineering (CISE): Core Programs, NSF – Small Projects  
<https://www.nsf.gov/pubs/2022/nsf22631/nsf22631.htm>
7. Manufacturing Systems Integration (MSI), NSF  
<https://beta.nsf.gov/funding/opportunities/manufacturing-systems-integration-msi>
8. Cybersecurity Innovation for Cyberinfrastructure (CICI), NSF  
<https://www.nsf.gov/pubs/2023/nsf23532/nsf23532.htm>
9. Division of Molecular and Cellular Biosciences Core Programs (MCB), NSF  
<https://www.nsf.gov/pubs/2023/nsf23548/nsf23548.htm>
10. Division of Integrative Organismal Systems Core Programs, NSF  
<https://www.nsf.gov/pubs/2023/nsf23547/nsf23547.htm>
11. Electronics, Photonics and Magnetic Devices (EPMD), NSF  
<https://beta.nsf.gov/funding/opportunities/electronics-photonics-magnetic-devices-epmd-0>
12. Plant Genome Research Program (PGRP), NSF  
<https://www.nsf.gov/pubs/2023/nsf23559/nsf23559.htm#elig>
13. Communications, Circuits, and Sensing-Systems (CCSS), NSF  
<https://beta.nsf.gov/funding/opportunities/communications-circuits-sensing-systems-ccss-0>

### **Announcing Previous Important Funding Opportunities**

1. Hispanic-Serving Institutions Education Grants Program, USDA / NIFA  
**Deadlines: March 29, 30 and 31, 2023**  
[https://www.nifa.usda.gov/grants/funding-opportunities/hispanic-serving-institutions-education-grants-program?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.nifa.usda.gov/grants/funding-opportunities/hispanic-serving-institutions-education-grants-program?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)
2. Advanced Nursing Education Workforce (ANEW) Program, HRSA  
**Deadline: April 7, 2023**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=341229>
3. Racial and Ethnic Approaches to Community Health (REACH), CDC  
**Deadline: April 11, 2023**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=342940>
4. Advanced Nursing Education Nurse Practitioner Residency and Fellowship (ANE-NPRF) Program, HRSA  
**Deadline: April 11, 2023**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=342771>
5. Future Manufacturing (FM), NSF  
**Deadline: April 19, 2023**  
[https://www.nsf.gov/pubs/2023/nsf23550/nsf23550.htm#pgm\\_desc\\_txt](https://www.nsf.gov/pubs/2023/nsf23550/nsf23550.htm#pgm_desc_txt)
6. W.E.B. Du Bois Program of Research on Reducing Racial and Ethnic Disparities in the Justice System, Dept. of Justice / National Institute of Justice  
**Deadline: April 24, 2023**  
<https://nij.ojp.gov/funding/opportunities/o-nij-2023-171519>

7. Humanities Initiatives at Hispanic-Serving Institutions, NEH  
**Deadline: May 9, 2023**  
<https://www.neh.gov/program/humanities-initiatives-colleges-and-universities>
8. Accelerating Research Translation (ART), NSF  
**Deadline: May 9, 2023; September 18, 2024**  
[https://www.nsf.gov/pubs/2023/nsf23558/nsf23558.htm#pgm\\_desc\\_txt](https://www.nsf.gov/pubs/2023/nsf23558/nsf23558.htm#pgm_desc_txt)
9. IUSE / Professional Formation of Engineers: Revolutionizing Engineering Departments (IUSE/PFE: RED), NSF  
**Deadline: May 10, 2023**  
<https://www.nsf.gov/pubs/2023/nsf23553/nsf23553.htm>
10. Defense University Research Instrumentation Program (DURIP), DoD  
**Deadline: May 12, 2023**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=346064>
11. Research and Development, NEH  
**Deadline: May 16, 2023**  
<https://www.nsf.gov/pubs/2023/nsf23537/nsf23537.htm>
12. Preservation and Access Education and Training, NEH  
**Deadline: May 16, 2023**  
<https://www.neh.gov/grants/preservation/preservation-and-access-education-and-training>
13. Ruth L. Kirschstein National Research Service Award (NRSA) Short-Term Institutional Research Training Grant (Parent T35), NIH  
**Deadline: May 25, 2023**  
<https://grants.nih.gov/grants/guide/pa-files/PA-23-080.html>
14. Partnerships for Research Innovation in the Mathematical Sciences (PRIMES), NSF  
**Deadline: May 26, 2023**  
<https://www.nsf.gov/pubs/2023/nsf23560/nsf23560.htm>
15. NHPRC-Mellon Planning Grants for Collaborative Digital Editions in African American, Asian American, Hispanic American, and Native American History and Ethnic Studies, National Archives  
**Deadline: June 7, 2023**  
<https://www.archives.gov/nhprc/announcement/digitaleditions>
16. Community Level Interventions to Improve Minority Health and Reduce Health Disparities (R01 - Clinical Trial Optional), NIH  
**Deadline: July 7, 2023**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-MD-23-004.html>
17. Major Research Instrumentation (MRI) Program: Instrument Acquisition or Development, NSF  
**Deadline Window Date(s): October 16, 2023 - November 15, 2023**  
<https://www.nsf.gov/pubs/2023/nsf23519/nsf23519.htm>
18. Research and Mentoring for Postbaccalaureates in Biological Sciences (RaMP), NSF  
**Deadline: January 18, 2024**  
<https://www.nsf.gov/pubs/2023/nsf23514/nsf23514.htm>



## Fellowships and Scholarships Funding Opportunities

### 1. Dwight David Eisenhower Transportation Fellowship Program (DDETFP) Graduate Fellowship, Dept. of Transportation

**Deadline:** April 7, 2023

**Estimated Average Award Size:** up to \$35,500 for up to one year

The DDETFP Graduate Fellowship provides funding for students to pursue master's or doctoral degrees in transportation-related disciplines. The goals of these Grants are to 1) attract the Nation's brightest minds to the field of transportation, 2) enhance the careers of transportation professionals by encouraging them to seek advanced degrees, and 3) bring and retain top talent in the transportation industry of the U.S.

**Link to Additional Information:** <https://www.grants.gov/web/grants/view-opportunity.html?oppId=346248>



# Universidad *de Puerto Rico*

**LA MEJOR EDUCACIÓN A TU ALCANCE**

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