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 06/09/2023 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.

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1. Child Care Access Means Parents in School (CCAMPIS) Program, Dept. of Education

Application Deadlines: July 31, 2023
Award Amounts: up to $500,000 for a 12- month budget period; for a project period of up to 48 months

The CCAMPIS Program supports the participation of low-income parents in postsecondary education by providing campus-based childcare services.

This notice contains two absolute priorities, one competitive preference priority, and three invitational priorities. In accordance with 34 CFR 75.105(b)(2)(iv), the absolute priorities are from section 419N(d) of the Higher Education Act of 1965, as amended (HEA), 20 U.S.C. 1070e(d). These priorities are:

- Absolute Priority 1: Projects that are designed to leverage significant local or institutional resources, including in-kind contributions, to support the activities assisted under section 419N of the HEA.

- Absolute Priority 2: Projects that are designed to utilize a sliding fee scale for childcare services provided under section 419N of the HEA in order to support a high number of low-income parents pursuing postsecondary education at the institution.

- Competitive Preference Priority: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change - Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations that support students, to address childcare.
  The Department encourages applicants to coordinate with agencies and organizations to leverage funding available through Federal, State, or local governments, or community-based organizations, to support student parents in meeting early learning needs. Applicants could also propose to establish partnerships with other publicly funded childcare centers, including Head Start providers, to help student parents on waiting lists access other childcare centers with available space. For example, in recent months, partnerships have developed to encourage the establishment of Head Start Centers on community college campuses. Through these partnerships, community colleges will provide free on-campus space and the Head Start centers will provide free childcare to college students.

Invitational Priorities:

- Invitational Priority 1: *Supporting Students Who Are Single Parents.* Projects that propose to serve children of student-parents who are single parents. An applicant should describe in its application how it will use institutional funds, in addition to childcare assistance provided by CCAMPIS funds, to provide resources that will enhance the educational, personal, and financial growth of students who are single parents.

- Invitational Priority 2: *Increasing the quality of campus-based childcare for low-income student parents.* Applications from institutions that are working to improve the quality of campus-based childcare provided to the children of low-income student parents, which include increases in compensation and providing support services for early childhood teachers, using Federal and non-Federal funding as appropriate.

- Invitational Priority 3: *Providing Wraparound Services for Low-Income Parents in Postsecondary Education.* Projects that propose to develop high- impact community engagement strategies and partner with community organizations in order to leverage institutional and community resources to provide wraparound services that address the comprehensive needs of low-income parents in postsecondary education, such as public benefits and additional financial aid to cover textbook costs, transportation costs, mental health services, faculty mentoring, tutoring, peer support groups, and emergency grants.

Link to Additional Information: https://www.federalregister.gov/documents/2023/05/31/2023-11469/applications-for-new-awards-child-care-access-means-parents-in-school-program

2. Instrumentation Grant Program for Resource-Limited Institutions, NIH

Application Due Date: July 3, 2023; June 3, 2024
Award Budget: minimum award is $25,000, and the maximum award is $250,000

The National Institutes of Health (NIH) recognizes that scientists and students from diverse backgrounds and life experiences bring different perspectives, creativity, and research interests to address complex scientific problems. Benefits of a diverse scientific workforce include fostering scientific innovation, enhancing global competitiveness, building robust learning environments, improving research quality, advancing participation of underserved populations, and strengthening public trust. Yet many institutions that educate students from a diversity of backgrounds, including Minority-Serving Institutions (MSIs), are under-resourced and their faculty receive fewer NIH research grants (Hoppe 2019).

This Instrumentation Program for Resource-limited Institutions aims to enhance biomedical research capacity and educational opportunities at under-resourced institutions by supporting their purchase of modern scientific instruments for research and education. Access to scientific equipment is essential for conducting biomedical research. By providing the opportunity to acquire instruments and other forms of equipment necessary for performing modern experimental studies, this program aims to increase the research capacity at resource-limited institutions across the country, bringing a wider set of researchers with new scientific questions and the different populations they serve into biomedical research. In addition, hands-on, active learning has been shown to significantly enhance student interest and educational achievement in scientific fields. By providing increased access to modern scientific equipment, this program will enhance opportunities at institutions that currently cannot provide this kind of research-based education, which will help increase the talent pool on which the U.S. biomedical research enterprise can draw.

Objectives
This opportunity provides awards to institutions that have limited NIH Research Project Grant funding to purchase scientific equipment (see Section III.1 for details on institutional eligibility). Proposed instruments may support scientific projects in basic, translational, clinical, or biomedically related behavioral fields. Students and trainees may also benefit from access to the instrument in formal courses. The requested instrument should invigorate current research, contribute to opportunities for new research projects, stimulate collaborations, and/or enhance education.

Expectations
The requested instrument should be housed at the eligible applicant institution and placed in a space that maximizes sharing, promotes cost-effectiveness, and fosters a collaborative multi-disciplinary environment. Examples of suitable spaces include a core facility, a shared-resource space, or an accessible laboratory, which may be a teaching space.

The applicant institution should propose a Program Director/Principal Investigator (PD/PI) who will assume administrative and scientific oversight of the requested instrument.

The PD/PI is responsible for the instrument's organizational plan (Section IV.2) and:

- Communicating with NIH Program Staff and instrument vendors.
- Ensuring a safe, accessible location for the instrument.
- Evaluating the instrument's use in research projects and formal academic courses.
- Submitting a Final Research Performance Progress Report (RPPR) and responding to the request from NIGMS for an Annual Instrument Usage Report (AUR; see Section VI.4) two years after the Final RPPR.
- Ensuring that users cite the S10 award in publications that benefit from the instrument.

Each application should have at least three Major Users with research projects or educational activities that demonstrate a significant need for the requested instrument (see Section III.3 Additional Information on Eligibility).

Allowable equipment
This NOFO provides funds to purchase a single, specialized, commercially available instrument or an integrated instrumentation system. An integrated instrumentation system is one in which the components, when used in conjunction

with one another, perform a function that no single component can provide. The components must be dedicated to the system and not used independently. Types of instruments to be supported include, but are not limited to, basic cell sorters, confocal microscopes, ultramicrotomes, gel imagers, mass spectrometers, optical instruments such as fluorimeters or CD spectropolarimeters, centrifuges, micro-plate-readers equipped with optical systems for high throughput measurements, FPLCs and HPLC, or computer systems. All instruments, integrated systems, and computer systems must be dedicated to research and education. Applications for stand-alone computer systems (e.g., computer clusters and data storage systems) will only be considered if the system is solely dedicated to biomedical research and/or education and alternative access to such services (e.g., commercial cloud services) is not feasible or cost-effective.

Foreign-made instruments are allowed.

Specific Areas of Research Interest

- **NIGMS**: NIGMS is interested in supporting applications for the purchase of instruments that are aligned with the Institute's mission. NIGMS-supported research may utilize specific cells or organ systems if they serve as models for understanding general biological or chemical principles. NIGMS also supports research in specific clinical areas that affect multiple organ systems.

- **NEI**: The mission of the NEI is to eliminate vision loss and improve quality of life through vision research. Applications considered for funding by the NEI must fall within the areas of emphasis detailed in the NEI Strategic Plan. NEI will support applications that are justified for shared-use equipment for basic, translational, biomedical and/or biobehavioral research on vision. Types of supported instruments include, but are not limited to: DNA and protein sequencers, biosensors, electron and light microscopes, confocal microscopes, flow cytometers, high throughput robotic screening systems, and biomedical imagers, including Optical Coherence Tomography (OCT).

- **NIA**: NIA's mission is to support and conduct genetic, biological, clinical, behavioral, social, and economic research on aging.

- **NIMHD**: The mission of NIMHD is to lead scientific research to improve minority health and reduce health disparities.

- **NIMHD:** supports the study of many aspects of minority health and health disparities — from biological and population sciences to clinical, behavioral, and translational research, as well as research on health care services, health systems and workforce development. NIMHD seeks to support institutional equipment acquisition to expand the capability of researchers seeking to study minority health and reduce health disparities. NIMHD also seeks to encourage the development of the technical expertise of researchers and trainees on equipment and instruments utilized to conduct research that are aligned with the mission of NIMHD.

- **NHGRI**: is interested in supporting applications for the purchase of instruments that will enable and/or advance research projects and educational activities relevant to genomics, such as resources, approaches, and technologies that accelerate genomic research focused on the structure and biology of genomes; the genomics of disease; the implementation and effectiveness of genomic medicine; computational genomics and data science; the impact of genomic technology, advances, and implementation on health disparities and health equity; and ethical, legal, and social issues related to genomic advances. Examples of supported instruments include, but are not limited to: DNA and RNA purification systems, nucleic acid sequencers, genotyping instruments, computer systems and mass spectrometers.

- **NIDCR**: supports research and research training to advance fundamental knowledge about dental, oral, and craniofacial health and disease, and to translate these findings into prevention, early detection, and treatment strategies that improve overall health for all individuals and communities across the lifespan. Strategic Priorities are laid out in NIDCR Strategic Plan 2021-2026.

- **NINDS**: is interested in supporting applications for the purchase of instruments that are aligned with the NINDS mission. NINDS expects to support instrumentation for existing NINDS-funded projects and/or catalyze future NINDS-relevant projects at resource-limited institutions or other collaborative partnerships for neuroscience research or education. NINDS supports a broad array of rigorous and important neuroscience research from fundamental studies of basic nervous system function to studies to improve treatments and prevent neurological disorders. Please refer to the NINDS Strategic Plan for our priorities in neuroscience research.

Link to Additional Information: https://grants.nih.gov/grants/guide/pa-files/PAR-23-138.html

3. Primary Care Training and Enhancement-Language and Disability Access (PCTE: LDA), HRSA

Application Deadline: July 3, 2023
Anticipated Funding Amount:

- **One Focus Area: up to $400,000 per year for up to five years**
- **Both Focus Area: up to $600,000 per year for up to five years**

The purpose of the PCTE-LDA program is to develop curricula and to train medical students, physician assistant students, and primary care medical residents to provide high quality primary care services to individuals with limited English proficiency (LEP) and/or individuals with physical disabilities and/or intellectual and developmental disabilities (IDD) with goals of improving health outcomes for these populations.

The program has two focus areas:

- **Focus Area: Language Assistance for Individuals with LEP -** Supports individuals with LEP by training primary care medical students, physician assistant students, or medical residents to provide culturally and linguistically appropriate health information and services. Trainees may participate in medical language immersion programs, and training should incorporate language resources available to residents in the program, including language immersion courses, language applications/software, language tools, and community resources. Residents and Physician Assistant (PA) students would be required to participate in a minimum two-month clinical rotation that provides health care services for individuals with LEP. Medical students would be required to participate in a minimum two-week clinical rotation.

- **Focus Area: Care for Individuals with Physical Disabilities and/or IDD -** Supports primary care residents in developing culturally competent skills in providing care to individuals with physical and/or intellectual and developmental disabilities. Residents and PA students would be required to participate in a minimum two-month clinical rotation that provides health care services for individuals with physical disabilities and/or IDD. Medical students would be required to participate in a minimum two-week clinical rotation.

The goal of the PCTE-LDA program is to increase access to quality primary care services for individuals with LEP and/or individuals with physical disabilities and/or IDD.

Objectives

1. Increase the number of primary care trainees (medical students, or physician assistant students, or medical residents) who are trained to provide culturally and linguistically appropriate care and services to individuals with LEP and/or individuals with physical disabilities and/or IDD.
2. Develop and implement a culturally competent didactic and clinical curriculum to educate primary care trainees, faculty, and preceptors to care for individuals with LEP and/or individuals with physical disabilities and/or IDD.
3. Provide opportunities for clinical training in community-based settings where medical students, physician assistant students, and medical residents can care for individuals with LEP and/or individuals with physical and/or IDD.

Link to Additional Information: https://www.grants.gov/web/grants/view-opportunity.html?oppId=346093

4. Discovery Research PreK-12 (DRK-12), NSF

Application Deadlines: November 08, 2023
Award Amounts:

- **Level I: requests up to $450,000 for up to three years duration**
- **Level II: up to $3,000,000 for up to four years duration**
- **Level III: up to $5,000,000 for up to five years duration**
- **Partnership Development: up to $100,000 for one year**
- **Synthesis: up to $600,000 for three-years duration**
- **Workshop/Conference: up to $200,000 for one-year duration**

The DRK-12 program invites applied research and development proposals, set within the context of formal preK-12 education, with potential to generate high quality and generalizable scientific evidence, and promote success for all teachers, and their students, in all STEM fields of study. Projects should result in research-informed and field-tested outcomes and products that inform teaching and learning. Teachers and students who participate in DRK-12 studies are expected to enhance their understanding and use of STEM content, practices, and skills. The program invites proposals that address immediate challenges facing preK-12 STEM education and proposals that anticipate radically different structures and functions of preK-12 teaching and learning.

Program Characteristics and Priorities
The program supports research projects that seek to transform and strengthen formal preK-12 STEM education through innovative approaches, tools, and practices. As a research program, DRK-12 aims to support continuous accumulation of knowledge about STEM teaching and learning, in particular knowledge that is relevant to, or is instrumental for, practical innovations.

Innovations can include but are not limited to teacher preparation and professional development programs, potentially transformative teaching practices, curriculum development, development and testing of formative or summative assessment systems, instructional technologies, models of collaborative partnerships between teachers and researchers, and combinations of approaches that improve STEM learning and learning environments for students and their teachers , and provide the foundation to generalize to other contexts. Proposals are encouraged to adapt ideas, concepts, theories, practices and test them across contexts and populations. Proposals can address any STEM subject matter; interdisciplinary proposals that focus on two or more STEM domains are welcomed. The DRK-12 program invests in projects with potential to immediately address longstanding challenges, inequities, and opportunities in formal education. It also invests in proposals that anticipate and provide the foundation for preK-12 STEM education as it could be in future decades.

DRK-12 Program Strands
DRK-12 proposals must be submitted to one of the program's two strands:

1. **Teaching Strand** - Effective STEM learning requires a well-prepared, skilled, and knowledgeable STEM teacher workforce. As advances in STEM continue to unfold, teachers need support to learn about new discoveries in the STEM disciplines and how to integrate contemporary and dynamic content from STEM fields into their classroom practice. The DRK-12 program invites proposals that advance current understanding of pre- and in-service teachers' knowledge, beliefs, and practices related to STEM content and that demonstrably enhance teaching practice. The overarching goal of the Teaching Strand is to contribute to the development of a science of teaching that addresses the complexity of how people facilitate other people's STEM learning.

   Teaching Strand proposals should focus primarily on teacher knowledge, beliefs, and practices as the unit of analysis. Student learning outcomes can be assessed and framed as evidence of the effectiveness of innovative approaches to supporting teacher practice.

   Focal areas of interest to the program include but are not limited to the following:
   - Enhancing understanding of attributes of effective teaching within and across STEM content areas, in

specific contexts, and at various levels of professional development.

- Developing better understanding of how to support teachers' ability to engage with and build the capacity of all students, particularly those from groups that have been traditionally under-served and/or underrepresented in STEM fields.
- Articulating the contributions of, and dynamics among, stakeholders in the formal STEM education and education research ecosystems including teachers, school counselors, and families.
- Designing and testing ways of translating promising research findings into usable knowledge for teaching practice.
- Translating teacher knowledge and practice into usable knowledge for research.
- Proposals focused on research and development activities to advance innovative approaches to support and sustain high-quality STEM teaching in rural preK-grade 12 schools.

2. **Learning Strand** - Like their teachers, students need support to learn about new discoveries in the STEM disciplines and how to integrate contemporary and dynamic STEM content into their developing understandings of the world and their place in it. The program invites proposals that seek to understand how and why novel and potentially transformative STEM education innovations or approaches may improve student learning and interest in STEM. Further, the program invites proposals that aim to provide all students with STEM learning experiences that prepare them to understand and use scientific information, to serve their communities, and prepare students for potential post-secondary education opportunities and workforce participation.

   Learning Strand proposals should focus primarily on student learning and other characteristics as the unit of analysis. Teacher professional development and related outcomes can also be assessed and framed as part of the innovation's efforts to support student outcomes.

   Areas of interest to the program include but are not limited to the following:

   - Emerging contexts and tools for learning STEM concepts and skills.
   - Inquiries of how to blend classroom learning with digital tools to supplement or extend resources in the local context.
   - Studies of the cognitive, affective, and other relevant foundations of student STEM learning (e.g., social, embodied, etc.) and how these dimensions operate in concert.
   - Examining implementation of innovations across contexts with attention to who was and was not served by the innovation.
   - Advancing understanding of how to build on the knowledge, skills and potential that students bring to their formal schooling.
   - Developing and studying approaches to help students, particularly those students who are from groups that have been and are currently under-served and/or underrepresented in STEM fields, see themselves as someone who could belong in STEM.
   - Studies of how to develop preK-12 students' data literacy skills.
   - Proposals focused on attracting students to any STEM field(s) and to NSF priority areas including microelectronics, semiconductors and emerging industries/technologies; and climate and clean energy.
   - Research and development that seeks to identify barriers rural students face in accessing high-quality STEM education, and development of innovative approaches to improving the participation and advancement of rural preK-grade 12 students in STEM studies.

Research Project Types

Under each Strand (Teaching and Learning), the program welcomes a range of research project types:

1. **Exploratory** - provide investigators with opportunities to investigate STEM education problems that establish the basis for design and development of STEM education innovations or approaches. Exploratory Studies allow researchers to establish initial connections to or among the outcomes of interest related to STEM teaching and learning.
2. **Design and Development** - research and develop new or improved STEM education innovations or approaches to

achieve specific goals related to teaching or learning. Studies exist along a continuum from development of a prototype or early version of the proposed STEM education innovation or approach to refinement of an existing prototype of a STEM education innovation or approach.

3. **Impact Studies** - this work expands the evidence of promise from previous studies to provide more rigorous evidence of the strength of the STEM education innovation or approach to achieve its intended outcomes.
4. **Implementation and Improvement** - aim to strengthen the capacity of an organization to reliably produce valued STEM education outcomes for diverse groups of students.
5. **Measurement and Assessment -** Focused on assessment for STEM teaching and learning or of STEM teaching and learning, these proposals should carefully specify the STEM constructs, target population, and intended use of the measurement instrument.
6. **Syntheses** - may be in the form of a literature review, qualitative or mixed methods meta-synthesis and/or meta-analysis.

Other Project Types

In addition to original research proposals, DRK12 also welcomes and supports proposals that involve partnership development and workshops/conferences that explicitly advance research and development in the Teaching and Learning strands.

1. **Partnership Development** - connections and co-design among district and school administrators, teachers, researchers, and other community stakeholders are critical infrastructure in applied research and development efforts that are situated in formal education settings. Partnership Development projects must include school partners and researchers. Projects are expected to lead to the development of a research and development project that is responsive to the DRK-12 solicitation.
2. **Workshops & Conferences** - proposals can be submitted at any time; there is no specific due date for Workshop & Conference proposals. Proposals should focus on an issue of importance to DRK-12 program priorities as well as a clear statement of how the activities will result in, or contribute to, DRK-12 research and development program goals. The program invites proposals that bring together researchers and school partners to identify and/or advance critical research agendas of broader importance to preK-12 STEM education.

Link to Additional Information: https://www.nsf.gov/pubs/2023/nsf23596/nsf23596.htm#elig

5. NIMHD Centers of Excellence in Investigator Development and Community Engagement (P50 - Clinical Trial Optional), NIH

Application Deadline:

- **Letter of Intent: July 4, 2023**
- **Full Proposal: August 04, 2023**

Award Budget: up to $500,000 direct costs annually, not including Consortium F&A costs, for up to 5 years

The NIMHD Centers of Excellence program, established by the Minority Health and Health Disparities Research and Education Act of 2000 (Public Law 106-525), has played a vital role in support of NIMHD's mission to support research in minority health and health disparities, promote the training of a diverse research workforce, disseminate research findings to communities, and foster innovative collaborations and partnerships. This funding opportunity announcement seeks to facilitate the research training and education of investigators from diverse backgrounds, including those underrepresented in biomedical research, particularly interested in diseases that disproportionately impact populations that experience health disparities (https://www.nimhd.nih.gov/about/overview/).

NIMHD's Interest in Diversity

The NIMHD's mission is to conduct and support research, training, health information dissemination, and other programs with respect to minority health and health disparities. This funding opportunity seeks to facilitate the education of participants from diverse backgrounds, including those underrepresented in biomedical research to pursue clinical research, translational and/or patient-oriented research, particularly on diseases that disproportionately impact populations that experience health disparities https://www.nimhd.nih.gov/about/overview/ .

NIH's Interest in Diversity

Every facet of the United States scientific research enterprise—from basic laboratory research to clinical and translational research to policy formation–requires superior intellect, creativity and a wide range of skill sets and viewpoints. NIH's ability to help ensure that the nation remains a global leader in scientific discovery and innovation is dependent upon a pool of highly talented scientists from diverse backgrounds who will help to further the NIH mission (see NOT-OD-20-031).

Research shows that diverse teams working together and capitalizing on innovative ideas and distinct perspectives outperform homogenous teams. Scientists and trainees from diverse backgrounds and life experiences bring different perspectives, creativity, and individual enterprise to address complex scientific problems. There are many benefits that flow from a diverse NIH-supported scientific workforce, including: fostering scientific innovation, enhancing global competitiveness, contributing to robust learning environments, improving the quality of the research, advancing the likelihood that underserved or health disparity populations participate in, and benefit from health research, and enhancing public trust.

Research Objectives

The NIMHD supports many aspects of minority health and health disparities research from biological, clinical, behavioral, and social sciences research, as well as research on health care services, health systems and workforce development. NIMHD focuses on the full continuum of causes of health disparities and the interventions to address these causes. Projects must include a focus on one or more of the following NIH-designated populations that experience health disparities in the United States: Black/African Americans, Latinos/Hispanics, American Indians and Alaska Natives, Asian Americans, Native Hawaiians and Pacific Islanders, socioeconomic disadvantaged individuals, underserved rural populations, and sexual and gender minorities (SGMs).

The Center of Excellence must include the following required components:

- Overall
- Administrative Core
- Investigator Development Core
- Community Engagement and Dissemination Core

Link to Additional Information: https://grants.nih.gov/grants/guide/rfa-files/RFA-MD-23-011.html

6. NIAID Clinical Trial Planning Grant (R34 Clinical Trial Not Allowed), NIH

Application Deadlines:

- **Letter of Intent: 30 days prior to the application due date**
- **Full Proposal: September 13, 2023**

Award Amounts: up to $150,000 in direct costs for a project period of one year

This Notice of Funding Opportunity (NOFO) encourages applications that propose planning, design, and preparation of documentation necessary for implementation of investigator-initiated clinical trials.

The NIAID Clinical Trial Planning Grant will support planning for clinical trials that address high-priority research questions related to the mission and goals of the NIAID. Sufficient pre-clinical data to support the planning of the clinical trial should be available prior to submission of the R34 grant application. The trials should be hypothesis-driven and milestone-defined.

The NIAID Clinical Trial Planning Grant is available to support planning activities associated with either high-risk or non-high-risk clinical trials. A planning grant is designed to: (1) permit early peer review of the rationale for the proposed

clinical trial; (2) permit assessment of the design/protocol of the proposed trial in a preliminary form; (3) provide support for the development of a complete study protocol and associated documents, including a manual of operations and (4) support the development of other essential elements of a clinical trial. If a clinical trial is ready for implementation and readiness is adequately supported by documentation, submission of an R01, U01 or U44 application may occur. Note that funding of the Clinical Trial Planning Grant does not guarantee or imply funding of a subsequent NIAID Clinical Trial.

The NIAID Clinical Trial Planning Grant supports timely development of all materials required for implementation of the future clinical trial. Awards made under this NOFO will support all clinical trial planning activities, including, but not limited to:

- establishment of the research team
- identification of collaborators and enrollment sites
- finalization of the design of the study
- development of the complete clinical protocol
- development of the statistical analysis plan
- development of the data management plan
- development of the informed consent(s) and assent form(s), if applicable
- development of the investigator's brochure or equivalent
- development of a manual of operations
- development of a data management and sharing plan
- development of milestones
- development of case report forms
- development of a plan for the acquisition and administration of study agent(s)
- obtaining required Office of Human Research Protections (OHRP) assurances, if not already in place
- determination of whether the trial will be conducted under an IND/IDE and who will hold the IND/IDE (NIAID reserves the right to decide whether the applicant should apply for an IND/IDE, as well as the right to hold the IND/IDE)
- development of a complete set of suitable documents for submission to the appropriate regulatory authorities, including the development of a regulatory strategy
- development of a data and safety monitoring plan
- development of a detailed budget for conduct and completion of the clinical trial, including funding for preparation of a final study report and appropriate budgeting plans for coordinating centers, central laboratories, data centers, and clinical safety and monitoring capabilities
- development of training materials and training plans for study staff
- development and testing of procedures for biospecimen collection, storage, and shipping

For more information, please see the Investigator-Initiated Clinical Trial Questions and Answers at: https://www.niaid.nih.gov/grants-contracts/investigator-initiated-clinical-trials-faqs

Link to Additional Information: https://grants.nih.gov/grants/guide/pa-files/PAR-23-206.html

7. NIAID New Innovators Awards (DP2 Clinical Trial Not Allowed), NIH

Application Due Dates:

- **Letter of Intent: 30 days prior to receipt date**
- **Full Proposal: October 13, 2023**

Anticipated Award Amount: up to $300K in direct costs per year for up to five years

The purpose of the NIAID DP2 program is two-fold: research focused, and person focused. The NIAID DP2 program will provide support for creative, novel, high-impact research concepts that may be risky or at a stage too early to fare well in the traditional peer review process.

The NIAID DP2 program seeks to support creative, original and insightful research concepts with the potential to produce a major impact, test scientific paradigms, or advance key concepts on broad, important problems in biomedical research of priority to NIAID. Applications proposing unexpected convergence of disciplines, new scientific directions, or use of novel methodologies are encouraged.

The application review process will emphasize the individual's distinct contributions to research, potential to move in new scientific directions particularly as they differ from current postdoctoral training and/or involve novel methodologies and approaches, and the creativity and originality of the proposed research. Proposed approaches should be insightful and based on strong premise; although preliminary data is not required, demonstration of the potential of the applicant and strong rationale indicating the likelihood of success of the proposed concepts are highly recommended.

The NIAID DP2 program is only available to postdoctoral, non-independent, or newly independent investigators who also have Early Stage Investigator status (defined as a Program Director / Principal Investigator (PD/PI) who has completed their terminal research degree or end of post-graduate clinical training, whichever date is later, within the past 10 years and who has not previously competed successfully as PD/PI for a substantial NIH independent research award) with the following additional requirements:

For all applicants:

- applicants must have a research or clinical doctorate (including PhD, MD, DO, DC, ND, DDS, DVM, ScD, DNS, PharmD, or equivalent doctoral degree), or a combined research and clinical doctoral degree.
- both U.S. and non-U.S. citizens may apply.
- applicants must have Early Stage Investigator status.

For newly independent applicants:

- the applicant must be within the first year of a faculty position or equivalent at a U.S. based institution at the time of application submission.

For postdoctoral and other non-independent applicants:

- if selected for award, applicants must transition to an independent faculty position or equivalent at a U.S.-based institution within one year in order to activate the award.

The NIAID mission is to conduct and support basic and applied research to better understand, treat, and ultimately prevent infectious, immunologic, and allergic diseases. Applications in any topic within the broad mission of NIAID are welcome.

Link to Additional Information: https://grants.nih.gov/grants/guide/pa-files/PAR-23-198.html

8. Research in the Education Sciences and Using Longitudinal Data To Support State Education Policymaking Grant Programs, Department of Education

Application Deadlines: August 17, 2023
Estimated Award Amounts:

- **Using Longitudinal Data to Support State Education Policymaking: annual range per budget period is $100,000 to $333,333 for up to three years**
- **Transformative Research in the Education Sciences: annual range per budget period is $300,0000 to $1,250,000 for up to three years**

In awarding research grants, the Institute of Education Sciences (IES) intends to provide national leadership in expanding knowledge and understanding of (1) education outcomes for all learners from early childhood education through postsecondary and adult education, and (2) employment and wage outcomes when relevant (such as for those engaged in career and technical, postsecondary, or adult education). The IES research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support

learning and improve academic achievement and access to education opportunities for all learners. These interested individuals include parents, educators, learners, researchers, and policymakers. In carrying out its grant programs, IES provides support for programs of research in areas of demonstrated national need.

Competitions in This Notice:
The IES National Center for Education Research (NCER) is announcing two competitions—one competition in each of the following areas: using longitudinal data to support State education policymaking and transformative research in the education sciences.

- **Using Longitudinal Data to Support State Education Policymaking** (ALN 84.305S). Under this competition, NCER will only consider applications that address State agencies' use of their State's education longitudinal data systems to identify and reduce opportunity and achievement gaps for learners from prekindergarten through adult education.
- **Transformative Research in the Education Sciences** (ALN 84.305T). Through this program, IES seeks to support innovative and unconventional research that has the potential to make dramatic advances towards solving seemingly intractable problems and challenges in the education field and/or to accelerate the pace of conducting education research to facilitate major breakthroughs. For the FY 2024 competition, the Transformative Research in the Education Sciences grant program will have a special focus on accelerating learning and reducing persistent education inequities by leveraging evidence-based principles from the learning sciences with advanced technology to create high- reward, scalable solutions.

Link to Additional Information: https://www.govinfo.gov/content/pkg/FR-2023-06-06/pdf/2023-11915.pdf

9. Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES), NSF

Application Submission Window: October 31, 2022 – October 30, 2023
Estimated Range of Awards:

- **Design and Development Launch Pilot: up to $300,000 per year for up to two years**
- **Collaborative Change Consortia: up to $1,000,000 per year for up to five years**
- **Alliances: up to $2,000,000 per year for up to five years**
- **Network Connectors: up to $250,000 per year for up to two years**
- **Conferences: up to $100,000 for one year**

The NSF INCLUDES vision is to catalyze the STEM enterprise to work collaboratively for inclusive change, resulting in a STEM workforce that reflects the diversity of the Nation's population. NSF INCLUDES seeks to broaden participation in STEM fields through a National Network that inspires and accelerates collaborative efforts aimed at increasing the active participation of those who have been historically excluded and/or under-served in STEM. The National Network is composed of NSF INCLUDES projects, other NSF - funded projects with broadening participation components, scholars engaged in broadening participation research and evaluation, Subcommittee on Federal Coordination in STEM Education (FC-STEM) agencies, and organizations that support the goals of NSF INCLUDES. NSF INCLUDES is distinguished by its focus on collaborative infrastructure building to achieve systemic impacts and results at scale.

Inclusion of talent from all sectors of society in the STEM workforce is necessary for the health and vitality of science and engineering and its societal relevance. This solicitation seeks to support diverse perspectives, networks, and approaches. New and established partnerships may propose projects engaging with any educational level or context.

With this solicitation, NSF continues to offer opportunities to propose projects that:

a) contribute rigorous research to the knowledge base about broadening participation in STEM
b) motivate and accelerate collaborative efforts to advance equity, sustain systemic change, and demonstrably broaden participation in STEM, especially in STEM fields that lack diversity.

Researchers and practitioners with experience and expertise in institutions committed to broadening participation are strongly encouraged to consider this opportunity.

Proposals must align with the four NSF INCLUDES key principles:

1. **Broadening Participation in STEM** - NSF INCLUDES seeks to improve collaborative efforts aimed at enhancing the preparation, participation, and contributions of groups that have been historically excluded and/or under-served in the STEM enterprise, such as Blacks and African Americans, Alaska Natives, Hispanics and Latinos, Native Americans, Native Hawaiians, Native Pacific Islanders, persons with disabilities, persons from economically disadvantaged backgrounds, women and girls, as well as intersectional identities. Each project should address a specific broadening participation challenge. A broadening participation challenge is a clear, concise statement that describes the need being addressed by the project, the population of focus, and the intended unit of change (e.g., institutions, systems).

2. **Enabling Sustainable Change in Systems** - NSF INCLUDES aims to support projects that take actionable steps to transform policies, practices, relationships, approaches, and/or mindsets, with the goal of making STEM cultures more inclusive, advancing equity, and broadening participation in STEM.

3. **Scaling Up Outcomes in Ways That Advance Equity** - NSF INCLUDES requires projects to scale up proven and promising strategies for broadening the participation of groups historically excluded or under-served in STEM. Scaling up in equitable ways requires understanding who is most impacted by the broadening participation challenge being addressed and why and how they are affected by inequity. Projects that realize equitable scale must partner with the groups identified as beneficiaries of the project's work in the development and implementation of plans to scale; scale up in ways that can be measured as equitable across the involved system(s); expand evidence-based practices and partnerships that address current and historical inequities; and ensure that mechanisms for scale distribute power and resources across participating organizations.

4. **Building Collaborative Infrastructure** - All NSF INCLUDES projects must operationalize five design elements of collaborative infrastructure in ways that catalyze and accelerate systemic change and lead to substantially broadened participation, relative to reported baseline measures, of individuals historically excluded and/or under-served in STEM. Collaborative infrastructure is a framework that guides organizations coming together to develop a shared goal or vision; mutually reinforcing activities; objectives and measures to map progress; plans for continuous communication; and potential for expansion, sustainability, and scale. NSF INCLUDES projects must build collaborative infrastructure into their approach to broadening participation in STEM. The five design elements of collaborative infrastructure are: shared vision, partnerships, goals and metrics, leadership and communication, and expansion, sustainability, and scale.

Types of projects:

1. **Design and Development Launch Pilots** - explore new strategies and models for collaborative approaches to broadening participation in STEM. Successful proposals will identify a specific broadening participation challenge to address, measurable objectives, and collaborative partners, with explanation of the role of each partnering individual or organization. Successful pilot projects will test and deliver models that enable new collaborative efforts or new approaches to advance equity and broaden participation in STEM.

2. **Collaborative Change Consortia** - networks that implement, study, and scale up systemic strategies that address a critical broadening participation challenge in STEM. Collaborative Change Consortia build the infrastructure necessary to: 1) foster collaboration, 2) broaden participation in STEM at city, state, or regional levels of impact by operationalizing the five design elements of collaborative infrastructure, and 3) contribute rigorous and innovative research to the knowledge base about broadening participation in STEM, These projects should result in research findings and sustainable, replicable models for city, state, and/or regional implementation and impact.

3. **Alliances** - large-scale networks that implement, study, and scale up systemic strategies that address a critical

broadening participation challenge in STEM, Like Collaborative Change Consortia, Alliances build the infrastructure necessary to foster collaboration and broaden participation in STEM, but for Alliances, the level of impact should be national and supported by a backbone organization, Alliance s engage partners to operationalize the five design elements of collaborative infrastructure; work to achieve common goals through well-defined, common objectives; contribute rigorous and innovative research to the knowledge base about broadening participation in STEM; leverage NSF's broadening participation investments; and use lessons learned, promising practices, evidence-based mechanisms, the science of broadening participation, and research and evaluations from past and present efforts to transform systems and broaden participation in STEM at scale.

4. **Network Connectors** - initiate or maintain linkages to the NSF INCLUDES National Network for projects or partnerships that are not currently funded by NSF INCLUDES.

5. **Conferences** - provide platforms for new collaborations or exchange of ideas that strengthen the NSF INCLUDES National Network. Conference proposals may be submitted by current or former NSF INCLUDES awardees or organizations that are not currently part of the NSF INCLUDES portfolio.

Investigators planning to submit a proposal are strongly encouraged to submit a one-page description of their proposal idea to nsfincludes@nsf.gov at least three months prior to proposal submission. An NSF INCLUDES program director with related expertise will review and provide feedback on the alignment of the idea with the solicitation.

Link to Additional Information: https://www.nsf.gov/pubs/2022/nsf22622/nsf22622.htm

10. NIDA REI: Racial Equity Visionary Award Program for Research at Minority Serving Institutions on Substance Use and Racial Equity (DP1 Clinical Trial Optional), NIH

Application Deadlines:

- **Letter of Intent: 30 days prior to the application due date**
- **Full Proposal: November 14, 2023**

Award Amounts: up to $700,000 in direct costs per year for a maximum project period of five years

The Racial Equity Visionary Award Program embraces transformative science by supporting independent investigators proposing highly innovative research that 1) challenges scientific paradigms that perpetuate inequities, and 2) lays groundwork for large scale efforts to impact substance use-related disparities that affect underserved U.S. racial and/or ethnic minority populations. PIs are expected to self-identify as health equity, health disparities, or social determinants of health researchers and have prior experience conducting collaborative research projects with one or more underserved racial and/or ethnic minority population groups. The application should reflect an exceptionally creative approach to problem solving and a long-term commitment to solution-oriented research with underserved racial and/or ethnic minority communities.

This FOA solicits applications from minority serving institutions (see Section III. Eligibility information). NIDA recognizes the important role these institutions have played in supporting scientific research, particularly on diseases or conditions that disproportionately impact racial and/or ethnic minorities and other U.S. populations that experience health disparities. As these institutions are uniquely positioned to engage minority populations in research and in the translation of research advances into culturally competent, measurable and sustained improvements in health outcomes, this announcement seeks to support exceptional projects that will contribute to capacity building within these institutions.

Research Objectives

he Racial Equity Visionary Award program is designed to support health equity scholars conducting clinical research to better understand and/or intervene on systemic factors that drive disparities for racial and/or ethnic minority populations related to NIDA's mission. For NIH, the definition of clinical research is broad, and includes epidemiological and behavioral studies, intervention research, outcomes research/health services research in addition to patient-oriented research (see the NIH Grants Policy Statement). Investigators may propose to conduct various types of studies, such as

natural experiments, cohort studies, policy research, optimization research, pilot/feasibility intervention trials, modeling studies, qualitative/mixed-methods research studies, or human laboratory trials. Pilot or preliminary data may be included in the application, but they are not required for this award.

Applications include an essay describing research to advance health equity for one or more underserved racial and/or ethnic minority populations that bear a disproportionate share of the health, social, and legal consequences of substance use (e.g., deaths, injuries, infections, disorders, homelessness, arrests, job loss). For the purposes of this FOA, health equity is defined as all people having the opportunity to reach their full health potential and no one being disadvantaged from achieving this potential because of social position or other socially determined circumstances. Applications should justify the selection of study populations using data that illustrate significant present and/or historical discrimination, mistreatment, isolation, or inequity. Investigators may propose projects addressing equity at the intersection of race/ethnicity and another social or demographic characteristic (e.g., sex, gender, sexuality, socioeconomic status, age, geographic location, education level, disability status, immigrant status, English language proficiency)

The Racial Equity Visionary Award projects must involve collaborations with community members who represent the population affected by inequities, particularly individuals with lived experience. In addition, investigators are encouraged to engage contributors from various stakeholder communities as needed such as lay health workers, community leaders, patient advocates, and service providers. PIs are strongly encouraged to collaborate with individuals from the impacted community throughout the research process.

In the application essay, the PI should integrate justifications for the proposed research from 1) academic scholarship/literature and 2) perspectives and lessons gleaned from direct interaction with community members representing underrepresented racial and/or ethnic minority groups. Literature, methods, and intellectual capital from relevant disciplines (e.g., ethnic studies, social epidemiology, psychology, neuroscience, ecology, sociology, engineering, economics, anthropology, communications science, social work, urban planning, data science) and experts should be embraced. Investigators are encouraged to consider research frameworks that reflect system-level influences and avoid stigmatizing populations or pathologizing behaviors. PIs should utilize community-engaged research, community-based participatory research, community action research, or related strategies in the conduct of their work. In addition, studies that involve innovative use of data collection and analysis methodologies, such as data-intensive research efforts, are encouraged.

NIDA's Racial Equity Initiative: Common Goals and Collaboration

IDA's REI seeks to address persistent racial and ethnic disparities in substance use and related outcomes in the United States. All REI projects must include some form of community engagement in the conduct of the research, and all projects must commit to broad dissemination of research findings across multiple audiences, such as scientific, stakeholder groups, providers, policy makers, research volunteers, and the public.

Link to Additional Information: https://grants.nih.gov/grants/guide/rfa-files/RFA-DA-23-031.html

11. Racial Equity in STEM Education (EDU Racial Equity), NSF

Application Deadlines: October 10, 2023
Anticipated Funding Amount: $15,000,000 to $25,000,000 for 15 to 35 awards

Proposals funded by this solicitation will: 1) substantively contribute to institutionalizing effective research-based practices, policies, and outcomes in STEM environments for those who experience inequities caused by systemic racism and the broader community; 2) advance scholarship and promote racial equity in STEM in ways that expand the array of epistemologies, perspectives, ideas, theoretical and methodological approaches that NSF funds); and 3) further diversify project leadership (PIs and co-PIs) and institutions funded by NSF.

Designing Projects that Meet Racial Equity in STEM Education Program Goals

Efforts to address systemic racism in STEM education are complementary to NSF's efforts in Broadening Participation in STEM. The portfolio of projects funded by this program should be diverse in theoretical approaches, epistemologies, and methodologies, yet all proposals should 1) conceptualize systemic racism in the context of the project, 2) be led by or in authentic partnership with communities impacted by systemic racism, and 3) articulate a rigorous plan to generate knowledge and/or evidence-based practice via fundamental or applied research.

Conceptualizing Systemic Racism: EDU recognizes that systemic racism is multifaceted and can be addressed in various ways, requiring varied approaches and diverse perspectives. Approaches may include but are not limited to how systemic racism influences STEM knowledge generation, STEM participation and experiences, and access and outcomes in STEM. As the constructs of systemic racism and racial equity may have different meanings in different settings, each proposal should conceptualize systemic racism within the bounds of the project context and indicate how racial equity is advanced by the proposed work. Contexts may include, but are not limited to: preK-12, two-year and four-year undergraduate, and graduate institutions; municipal organizations; STEM workplaces; and informal STEM contexts, such as museums, community organizations, and media.

Authentic Partnership and Leadership: Core to this funding opportunity are the voices, knowledge, and experiences of communities impacted by enduring racial inequities. Therefore, because racial inequities frequently produce long-enduring systemic barriers in STEM and beyond, the participation of these stakeholders should be at the center of the proposals, including, for example, being in project leadership and research positions, conceptualizing the proposal, making decisions, and interpreting and disseminating evidence and research results. It is expected that proposals will indicate how they are led by, or developed and led in authentic partnership with, individuals and communities who experience inequities caused by systemic racism. The proposed work should provide positive outcomes for the individuals and communities engaged and should foreground peoples' humanity, knowledge, experiences, and strengths.

Research Foci: Each proposal should articulate a rigorous plan to generate knowledge and/or evidence-based practice via fundamental or applied research. Projects may focus on, but are not limited to:

- building theory; developing research, evaluation, and assessment methods; conducting pilot projects and feasibility studies
- testing approaches and interventions
- assessing the potential, efficacy, effectiveness, and scalability of approaches and interventions
- changing institutional, organizational, and structural practices and policies
- establishing, cultivating, and assessing authentic partnerships with communities impacted by systemic racism; conducting syntheses, meta-syntheses, meta-analyses, and systematic literature reviews
- convening conferences that explore a theory, topic, method, or issue related to the program goals in order to drive research and practice forward
- focusing on affective, behavioral, cultural, social components, and implications

Link to Additional Information: https://www.nsf.gov/pubs/2022/nsf22634/nsf22634.htm

12. ADVANCE: Organizational Change for Gender Equity in STEM Academic Professions (ADVANCE), NSF

Application Deadlines:

- **Letter of Intent: August 7, 2023**
- **Full Proposal: November 1, 2023**

Anticipated Funding: $10,000,000 to support approximately 20 awards

- **Adaptation: up to $1,000,000 for three-year long projects**
- **Partnership: up to $1,000,000 for up to five-year long projects**
- **Catalyst: up to $300K for two years**

The NSF ADVANCE program seeks to build on prior NSF ADVANCE work and other research and literature concerning gender, racial, and ethnic equity to meet the program goal of broadening the implementation of evidence-based systemic change strategies that promote equity for STEM faculty. The NSF ADVANCE program provides grants to enhance the systemic factors that support equity and inclusion and to mitigate the systemic factors that create inequities in the academic profession and workplaces. Systemic (or organizational) inequity may exist in areas such as policy and practice as well as in organizational culture and climate. The focus on equity and inclusion for STEM academic faculty is strategic, since faculty educate, train, and mentor undergraduate and graduate students and postdoctoral scholars and therefore have significant influence over the preparation, interest, persistence, completion, and career choice of future scientists and engineers.

All proposals are expected to use intersectional approaches in the design of systemic change strategies for STEM faculty in recognition that gender, race and ethnicity do not exist in isolation from each other and from other categories of social identity.

All proposals are expected to take an intersectional approach regarding the salient categories of social identity for the project. Specifically, proposers should recognize that gender, race and ethnicity do not exist in isolation from each other and other categories of social identity, such as disability status, sexual orientation, economic background, first-generation status, faculty appointment type, etc. Intersectional approaches should be considered throughout the project design – from the data collection and analysis to identify systemic inequities, to the design of the project strategies, and into the project evaluation. Intersectional perspectives are important for identifying equity issues and solutions for underrepresented STEM faculty. Intersectional approaches are also important for identifying factors that need attention in order to effectively involve other STEM faculty whose social identities in addition to gender, race, and ethnicity, such as age, seniority and rank, being foreign-born and/or foreign-trained, may impact the culture and climate of the institution and require tailored equity building strategies to address. ADVANCE proposals should offer strategies that involve all faculty and promote equity for all faculty.

All ADVANCE proposals should report impacts on gender equity related to one or more of the following objectives:

- The incorporation of intersectional approaches in ADVANCE equity strategies for STEM faculty in recognition that gender, race, and ethnicity do not exist in isolation from each other and from other categories of social identity.
- The adaptation and implementation by IHEs and non-academic organizations of evidence-based systemic change strategies that have been shown to enhance equity for STEM faculty in academic workplaces and the academic profession.
- The empowerment of individual and organizational stakeholders to enhance equity for STEM faculty in academic workplaces and the academic profession. Stakeholders include but are not limited to STEM faculty, organizations that have STEM faculty as members, academic and organization leadership, organizations that have academic leadership as members, institution and organization advisory boards or boards of directors, editors and publishers, STEM professional societies, and higher education and organizational staff.

ADVANCE tracks:

1. **Institutional Transformation (IT) track -** supports the development, implementation and evaluation of innovative systemic change strategies within a single non-profit IHE with the intention that these innovative strategies could be adaptable by other IHEs and organizations. The IT project must include a rigorous research study related to the ADVANCE project that contributes to knowledge about gender equity and systemic change in STEM academics. The study may be based in the methods and theories from the social, behavioral, learning, or economic sciences. Projects that do not propose innovative strategies are more appropriate for the Adaptation track. Only IHEs that submit an IT-Preliminary proposal can submit a full IT proposal.

2. **Adaptation track** - supports the adaptation and implementation of evidence-based organizational change strategies by a single non-profit:

    a. **Institution of Higher Education (IHE)** to address systemic inequities for STEM faculty that includes all the STEM disciplines within the IHE. Prior ADVANCE IT-Catalyst grantees are encouraged to apply for an Adaptation project.

    b. **Non-academic organization** to address systemic inequities in STEM academic workplaces for STEM faculty within one or more STEM disciplines. Adaptation projects by non-academic organizations must be designed with national or regional impact and significant reach. Significant reach will be different depending on the systemic inequity issue(s) that are addressed, the population(s) targeted, and the proposed intervention(s). Information on the numbers and the percent of individuals or organizations reached, and the degree of change that is expected from those who participate, should be articulated in the proposal to explain the significance of the reach. For example, an Adaptation project by a STEM professional society to revamp the format of all their regional and national conferences in order to infuse equity and inclusion into the agenda and the pre-conference workshops could have national impact and significant reach within that discipline if a significant percentage of faculty in that discipline are members and attend the conferences and workshops.

3. **Partnership track** - supports projects designed to result in the regional or national diffusion and/or scale-up of evidence-based systemic change strategies. Partnership projects are expected to involve two or more partners. Partnership projects must be designed to have a significant reach to individuals and/or organizations with evidence-based systemic change strategies to enhance equity for STEM faculty in academic workplaces and the academic profession. Individuals and organizations may include, but are not limited to, academic administrators, academic staff in relevant positions (such as human resource officers, institutional research directors, equal opportunity officers, and Title VII and Title IX officers), STEM faculty and leaders, editors and publishers, STEM professional societies, non-profit institutions of higher education, and STEM research funders.

4. **Catalyst track** - supports the design and implementation of an organizational self-assessment to collect and analyze data to identify STEM faculty inequities, pilot equity strategies as appropriate, and develop a five-year equity strategic plan for STEM faculty. Only non-profit IHEs that are not, and have not been, the lead on any type of ADVANCE grant are eligible.

Link to Additional Information: https://www.nsf.gov/pubs/2020/nsf20554/nsf20554.htm

13. Measures and Methods to Advance Research on Minority Health and Health Disparities-Related Constructs (R01 Clinical Trial Not Allowed), NIH

Application Deadlines: February 05, 2024
Award Amounts: up to $500,000 direct costs annually for three to four years of project period

This initiative will support research to improve the measures and methods for complex social constructs that capture the lived experience of populations that experience health disparities. The NIH-designated U.S. populations with health disparities are racial and ethnic minority groups, sexual and gender minority groups, underserved rural populations, and socioeconomically disadvantaged populations of any race or ethnicity (https://www.nimhd.nih.gov/about/overview/).

The objective of this initiative is to produce knowledge that can inform the field about the types of measurement approaches that may be most suitable for different health disparities-related research questions or specific populations, settings, or contexts. Projects are expected to examine the performance and utility of specific measurement and/or methodological approaches. Projects that simply use new or existing measures or methods to answer health disparities-related research questions, without examining their performance or utility, are not responsive to this FOA. Projects are encouraged to use multiple data sources across different levels and across multiple sectors when appropriate. However, because this initiative emphasizes capturing the lived experiences of individuals and populations, all projects are expected

to include self-report measures or data in some way. Projects should also include relevant diversity (e.g., with respect to age, gender, race/ethnicity, socioeconomic status, sexual or gender minority status, and/or geographic region) in sampling, enrollment, and data analysis needed to advance health disparities and health equity research and interventions development.

Examples of potential study designs include but are not limited to the following:

- Testing the validity and reliability of one or more new or existing measures within a single project.
- Developing and validating new measures of complex social constructs (e.g., structural racism) that are associated with health disparities and health inequities.
- Examination of psychometric properties and/or patterns of findings with different measures of the same construct across existing studies or datasets.
- Mixed methods approaches including the integration of qualitative and quantitative data (e.g., research in which qualitative interviews or focus groups inform the development of quantitative measures) in which participants complete quantitative measures and provide their perspectives on the measures via cognitive interviews, or other qualitative strategies.
- Examination of measurement of cultural or construct equivalence or invariance across populations with health disparities and subpopulations within these groups such as recent immigrants or persons with disabilities.
- Examination of utility and feasibility of incorporating novel data sources to assess higher-level determinants of health and health disparities such as structural racism.
- Examination of ethical issues related to different measurement or analytic strategies, including understanding and mitigating potential risk from individual or group harm from data collection, analysis or dissemination.
- Examination of alternative methods for collecting data for these measures.
- Examination of novel analytic methods for exploring the interacting influences of factors associated with health disparities that are measured at different levels, across time, and/or across settings.

Areas of Research Interest

- National Eye Institute (NEI) - encourages innovative applications that will advance innovative development of new measures and methods, or testing and adaptation of existing measures and approaches, to address health disparities and health inequities in the prevention, diagnosis, treatment and management of eye and vision conditions.

- National Institute of Environmental Health Sciences (NIEHS) - seeks applications that advance innovative development of new measures and methods, or testing and adaptation of existing measures and approaches, to address health disparities and health inequities in cancer prevention and control and survivorship.

- National Institute of Dental and Craniofacial Research (NIDCR) - seeks applications that advance innovative development of new measures and methods, or validation and adaptation of existing measures and approaches, to address the complex interplay of the physical, chemical, cultural, social, and built environmental factors that contribute to or exacerbate environmental health disparities.

- National Institute of Dental and Craniofacial Research (NIDCR) - will support research to examine the performance and utility of measures and methodologic approaches to improve the measurement and assessment of social determinants of DOC health.

- National Institute of Mental Health (NIMH) - encourages research that addresses Institute priorities and is aligned with these recommended areas for domestic and global mental health research.

- National Institute on Aging (NIA) - supports research to understand health differences and health inequities associated with race, ethnicity, gender, environment, socioeconomic status (SES), geography, access, and

sociocultural factors over the life course and their impact on aging processes, and aging-relevant outcomes including Alzheimer's disease and Alzheimer's disease related dementias (AD/ADRD).

Link to Additional Information: https://grants.nih.gov/grants/guide/pa-files/PAR-22-072.html

14. Advanced Technological Education (ATE), NSF

Application Deadlines: October 05, 2023
Award Amounts:

- **Track 1: Small projects for institutions new to the ATE program: up to $350,000 typically spread over three years.**
- **Track 2: Projects: up to $650,000 and having a duration of up to three years.**
- **Track 3: Consortia for Innovations in Technician Education: ranging from $1,200,000 to $3,000,000 typically spread over 3-4 years.**
    - **Consortia of two institutions have a maximum budget of $1,200,000.**
    - **Consortia of three or more institutions have a maximum budget of $3,000,000.**
- **Track 4: Centers:**
    - **Planning Grants for Centers: up to $70,000 to develop well-formulated plans for a future center.**
    - **ATE Center: $7,500,000 spread over five years.**
    - **Resource centers: $1,650,000 million spread over three years with the possibility of a competitive renewal for an additional three years.**
- **Track 5: Applied Research on Technician Education:**
    - **Planning and Pilot Study: $150,000 total with a duration up to 2 years.**
    - **Exploratory Research and Development: $300,000 total with a duration up to 2 years.**
    - **Full Scale Research and Development: $800,000 total with a duration up to 3 years.**

The ATE program supports proposals in five major tracks: Small Projects for Institutions New to ATE, Projects, Consortia for Innovations in Technician Education, Centers, and Applied Research on Technician Education.

Proposals in all tracks should demonstrate a thorough awareness of previous relevant ATE grants, research on effective technician education, and contemporary developments in the relevant field(s) of technology. Whenever feasible, projects should utilize and innovatively build upon successful educational materials, courses, curricula, strategies, and methods that have been developed through other ATE grants, as well as other exemplary resources (including those not supported by NSF) that can be adapted to technological education. Proposers should contact the Principal Investigators (PIs) of previously funded projects and centers to explore the possibilities for adapting materials, evaluating materials, receiving guidance, or collaborating in other ways, such as conducting research projects that focus on the effectiveness of technician education.

For both Tracks 1 and 2, proposals may focus on one or more of the areas described under the Projects track. Multifaceted projects that cut across areas are encouraged.

- **Track 1: Small Projects for Institutions New to ATE** - seeks to increase the incentives and opportunities for community colleges that have little or no previous experience with the ATE program to undertake projects to improve the education of the skilled technical workforce. This track is designed to stimulate implementation, adaptation, and innovation in all areas supported by the ATE program and to broaden the base of community colleges participating in the program. Proposers are strongly encouraged to utilize resources developed by other ATE or NSF awardees and to consult with people from those projects and centers. Prospective PIs are encouraged to provide sufficient detail on what is being proposed to clearly inform both reviewers and NSF staff.

- **Track 2. ATE PROJECTS** - supports a diversity of project areas focused on improving the education of the skilled technical workforce, and these projects are usually larger in scope than those proposed under Track 1.

Program Development and Improvement: These projects should increase the relevance of technician education to modern practices and assure an increased number of students with an enhanced STEM theoretical understanding and technical skills and competencies entering the high-performance workplace. Proposed activities should produce a coherent sequence of classes, laboratories, and work-based educational experiences that revitalize the learning environment, course content and technical experiences for students preparing to be science and engineering technicians.

A program development and improvement proposal might include:

- Developing new materials or courses that add rigorous STEM content to technician programs.
- Developing innovative methods for using laboratory-, field- and work-based experiences to improve students' understanding of basic principles and the modern workplace.
- Using modern instrumentation and new technologies to address the knowledge, skills, and competencies needed for the evolving, converging, and emerging technical workplace.
- Integrating industry standards and workplace competencies into the curriculum including 21st century skills (www.p21.org)/employability skills (http://cte.ed.gov/employabilityskills/).
- Implementing strategies to support student recruitment, retention, and program completion.
- Developing life-long career and educational pathways for technicians to support the changing workplace, including improving articulation between programs at secondary schools and two-year IHEs, and pathways from two-year to four-year IHEs programs.
- Providing industry internships, apprenticeships, and/or undergraduate research experiences including course-based undergraduate research experiences (CUREs) that build both technical skills and competencies and employability skills.
- Instrumentation acquisition with curricular modifications to support existing programs that, in partnership with industry, have identified new instrumentation needs. Industry partner(s) must provide a letter affirming the changing workplace needs that supports the new instrumentation and their role in curricular revisions.

Curriculum and Educational Materials Development: A project may also focus on curriculum and materials development with the intent of broadly disseminating the developed products. Proposed project activities should affect the learning environment, course content, and experience of instruction for students preparing to be science and engineering technicians and for their faculty. Projects may develop new print, electronic, and multimedia materials, including simulations, scenarios, and web-based collections as well as laboratory experiments and manuals. It is expected that products will be developed with input from business, industry, and government, validated by experts from these organizations, field tested in diverse locations, and validated in terms of their effectiveness in meeting learning goals.

Professional Development for Educators: ATE supports projects that provide current secondary school teachers and IHE faculty with opportunities for continued professional growth in areas that directly impact technician education. These projects should be designed to enhance the educators' disciplinary capabilities, teaching skills, understanding of current technologies, practices, and employability skills. Activities typically include workshops/meetings, intensive seminars, industry internships, or a combination of these. Such activities typically last from a few days to several weeks and are usually conducted in the summer, with follow-on activities conducted during the academic year. To effect long-term change, workshop/meeting participants should demonstrate institutional support.

Leadership Capacity Building for Faculty: The vitality and growth of the ATE community is closely linked to industry trends and needs as well as the acumen of the PIs and their institutions who educate technicians. As such, faculty must: 1) work with their institutional administration; 2) effectively manage both programs and project/center activities; 3) maintain industry connections that include local, statewide, and national economic development efforts; and 4) maintain and cultivate networks with other grantees across funding agencies.

Teacher Preparation: The foundation for advanced technological education is grounded in strong STEM education in K-12 schools. The preparation of future STEM and career and technical education (CTE) teachers who will facilitate student learning in mathematics and science and cultivate an interest in technological careers is an important component of educating the skilled technical workforce. ATE teacher preparation projects help prepare a future teaching workforce that is skilled in teaching science and mathematics, understands the technological workplace, and can prepare students to use a variety of approaches to solve real world technology related problems using design processes and principles.

Business and Entrepreneurial Skills Development for Students: In addition to technical skills and disciplinary content, students entering the advanced technological industries environment need skills that allow them to understand and work effectively in this environment. Many companies have a global presence, and students need to understand that the global economy affects them as employees.

- **Track 3: Consortia for Innovations in Technician Education** - this track focuses on collaborations that strengthen partnerships between two-year IHEs that serve either a specific industry or where the convergence of technologies is changing the skills and competencies needed by the skilled technical workforce. These consortia are expected to be less complex than an ATE Center. Prospective PIs are expected to contact and work with relevant ATE Center(s) that support the disciplinary focus of the consortia as well as other ATE projects focused on the same technological area. A section of the proposal must describe the collaboration with the Center(s) and other ATE projects, how the consortia will leverage Center and project resources, and how the goals and activities of the consortia are distinct from general goals and activities of the Center(s). This section should be labeled: Consortia Connections to ATE Center(s) and Projects in the project description. It is appropriate to include a knowledgeable person from an ATE Center as an Advisor to the project.

- **Track 4: ATE CENTERS -** the ATE program recognizes the need to develop an integrated approach to technician education that will define and disseminate the critical knowledge and skills required to support the advanced technology industries in the US. To facilitate this integrated approach, the ATE program will support a center in each of the following areas: Advanced Manufacturing Technologies, Agricultural Technologies, Autonomous Technologies, Biotechnology, Energy Technologies, Environmental Technologies, Engineering Technologies, Information Technologies, Security Technologies, and Micro- and Nano-Technologies. Proposals may be considered for an emerging advanced technology field that is not included in the previous list, if that field has a high potential for career opportunities for two-year IHE graduates. Strategies for Developing an ATE Center Proposal:
    - **Center Planning Grant:** The planning grant may be used to develop the Center infrastructure, conduct workforce needs surveys, and recruit partner institutions as well as industry and economic development agencies.

    - **Center Proposal:** will be led by recognized leaders in a particular field or technology, based on significant prior efforts. Prior efforts include the successful completion of several projects that lead to the expertise and experience needed to lead an ATE Center. Center proposals must build upon prior efforts of both project personnel and others in the field.

    - **Resource Centers:** After ten years of funding, ATE Centers may submit a proposal that describes a plan to continue a subset of center practices along with new objectives that will support technological education in their respective field. These centers will be called "Resource Centers".

- **Track 5: Applied Research on Technician Education** - the goals of this track are: 1) to simulate and support applied research on technician education in established and emerging advanced technology fields in STEM, and 2) to build the partnership capacity between two-year and four-year IHEs with industry input to design and conduct research and development projects. This track supports three levels of research efforts (these include applied research and research and development).
    - Planning and Pilot Study

- Exploratory Research and Development: These research projects may be built on results from a pilot study or design research study.
- Full Scale Research and Development: These projects are expected to include research on and implementation with other types of participants, at other locations, under different conditions to test development efforts or innovations.

Link to Additional Information: https://www.nsf.gov/pubs/2021/nsf21598/nsf21598.htm

Non-Scientific Forecasted Opportunities

1. American Latino Museum Internship and Fellowship Initiative, IMLS

This initiative is designed to provide opportunities for internships and fellowships at American Latino museums for students enrolled in Institutions of Higher Education, including Hispanic-Serving Institutions. The initiative will nurture students carrying out studies relating to American Latino life, art, history, and culture.

Link to Additional Information: https://www.imls.gov/grants/available/american-latino-museum-internship-and-fellowship-initiative

Scientific Forecasted Opportunities

1. Research Grants for Preventing Violence and Violence Related Injury (R01), CDC

The Centers for Disease Control and Prevention's National Center for Injury Prevention and Control (NCIPC) is soliciting investigator-initiated research that will help expand and advance understanding of approaches to prevent community violence and eliminate racial and ethnic inequities in risk for community violence. This initiative is intended to support effectiveness research to evaluate innovative programs, practices, or policies to address risk for violence and inequities in risk for violence among groups experiencing a high burden of community violence. Innovative approaches are those that have not been rigorously evaluated for effectiveness in reducing community violence. Consistent with CDC's commitment to achieving health equity, investigation of inequities in exposure to and uptake of the selected approaches, and/or stratified analyses examining the differential impacts of the approach across populations disproportionately impacted by violence is a priority. Funds are available to conduct studies focused on preventing all forms of community violence involving youth or young adults (ages 10-34 years), including assaults, homicides, violence between groups, and threats/use of weapons.

The primary objectives we wish to achieve with this initiative are: Objective One: Effectiveness research to evaluate innovative approaches with the potential for immediate or near immediate benefits (i.e., within 6 months) for reducing community violence and racial/ethnic inequities in risk for community violence. Objective Two: Effectiveness research to evaluate innovative place-based prevention approaches for reducing community violence and racial/ethnic inequities in risk for community violence. Objective Three: Effectiveness research to evaluate approaches that improve the social or structural conditions that contribute to community violence and racial/ethnic inequities in risk for community violence.

Link to Additional Information: https://www.grants.gov/web/grants/view-opportunity.html?oppId=348440

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

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

14. Fluid Dynamics, NSF
    https://beta.nsf.gov/funding/opportunities/fluid-dynamics-2

15. Biophotonics, NSF
    https://beta.nsf.gov/funding/opportunities/biophotonics-2

16. Environmental Sustainability, NSF
    https://beta.nsf.gov/funding/opportunities/environmental-sustainability-2

17. Particulate and Multiphase Processes, NSF
    https://beta.nsf.gov/funding/opportunities/particulate-multiphase-processes-2

18. Interfacial Engineering, NSF
    https://beta.nsf.gov/funding/opportunities/interfacial-engineering-0

19. Nanoscale Interactions, NSF
    https://beta.nsf.gov/funding/opportunities/nanoscale-interactions-0

20. Combustion and Fire Systems (CFS), NSF
https://new.nsf.gov/funding/opportunities/combustion-fire-systems-cfs

21. Infrastructure Innovation for Biological Research (Innovation), NSF
https://www.nsf.gov/pubs/2023/nsf23578/nsf23578.htm

22. Infrastructure Capacity for Biological Research (Capacity), NSF
https://www.nsf.gov/pubs/2023/nsf23580/nsf23580.htm

23. Energy, Power, Control, and Networks (EPCN), NSF
https://new.nsf.gov/funding/opportunities/energy-power-control-networks-epcn-0

Announcing Previous Important Funding Opportunities

1. Academic Research Enhancement Award for Undergraduate-Focused Institutions (R15 Clinical Trial Required), NIH
Deadline: June 25, 2023; October 25, 2023
https://grants.nih.gov/grants/guide/pa-files/PAR-21-154.html

2. 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

3. Young Investigator Program (YIP), Office of Naval Research
Deadline: July 7, 2023
https://www.nre.navy.mil/work-with-us/funding-opportunities/fy-2024-young-investigator-program-yip

4. Personnel Development To Improve Services and Results for Children With Disabilities—Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and Other Minority Serving Institutions, Dept. of Education
Deadline: July 14, 2023
https://www.govinfo.gov/content/pkg/FR-2023-04-19/pdf/2023-08249.pdf

5. Humanities Collections and Reference Resources, NEH
Deadline: July 18, 2023
https://www.neh.gov/grants/preservation/humanities-collections-and-reference-resources

6. Small Research Grant Program for the Next Generation of Researchers in AD/ADRD Research (R03 Clinical Trial Optional), NIH
Deadline: July 19, 2023; October 16, 2023
https://grants.nih.gov/grants/guide/pa-files/PAR-23-179.html

7. Media Projects, NEH
Deadline: August 9, 2023
https://www.neh.gov/program/media-projects

8. Public Humanities Projects, NEH
Deadline: August 9, 2023
https://www.neh.gov/grants/public/public-humanities-projects

9. Innovative Technology Experiences for Students and Teachers (ITEST), NSF
Deadline: August 11, 2023
https://www.nsf.gov/pubs/2022/nsf22585/nsf22585.htm

10. NIH Support for Conferences and Scientific Meetings (Parent R13 Clinical Trial Not Allowed), NIH
    Deadline: August 12, 2023
    https://grants.nih.gov/grants/guide/pa-files/PA-21-151.html

11. Archival Projects, National Historical Publications & Records Commission- National Archives
    Deadline: August 15, 2023
    https://www.archives.gov/nhprc/announcement/archival.html

12. Research and Extension Experiences for Undergraduates (REEU)
    Deadline: August 17, 2023
    https://www.nifa.usda.gov/grants/funding-opportunities/agriculture-food-research-initiative-education-workforce-development

13. Decision, Risk and Management Sciences (DRMS), NSF
    Deadline: August 18, 2023
    https://new.nsf.gov/funding/opportunities/decision-risk-management-sciences-drms-0

14. Division of Chemistry: Disciplinary Research Programs (CHE-DRP), NSF
    Deadline:
    - **CAT, CSDM-B and SYN: September 1 - September 30, 2023**
    - **CMI, ECS and MSN: October 1 - October 31, 2023**

    https://www.nsf.gov/pubs/2022/nsf22605/nsf22605.htm

15. Multidisciplinary Research Program of the University Research Initiative (MURI), Department of Defense
    Deadline: September 8, 2023
    https://www.grants.gov/web/grants/view-opportunity.html?oppId=346282

16. Community Infrastructure for Research in Computer and Information Science and Engineering (CIRC), NSF
    Deadline: September 8, 2023
    https://www.nsf.gov/pubs/2023/nsf23589/nsf23589.htm

17. Humanities Connections, NEH
    Deadline: September 7, 2023
    https://www.neh.gov/grants/education/humanities-connections

18. Of the People: Widening the Path: Connecting Communities Digital Initiative – Libraries, Archives and Museums, The Library of Congress
    Deadline: September 7, 2023
    https://grants.nih.gov/grants/guide/pa-files/PA-21-151.html

19. Of the People: Widening the Path: Connecting Communities Digital Initiative – Higher Education, The Library of Congress
    Deadline: September 7, 2023
    https://www.govinfo.gov/content/pkg/FR-2023-04-19/pdf/2023-08249.pdf

20. Professional Development for Agricultural Literacy (PDAL)
    Deadline: September 14, 2023
    https://www.nifa.usda.gov/grants/funding-opportunities/agriculture-food-research-initiative-education-workforce-development

21. Faculty Development in geoSpace Science (FDSS), NSF
    Deadline: September 18, 2023
    https://www.nsf.gov/pubs/2023/nsf23577/nsf23577.htm

22. Workplace Equity for Persons with Disabilities in STEM and STEM Education, NSF
    Deadline: September 19, 2023
    https://www.nsf.gov/pubs/2023/nsf23593/nsf23593.htm

23. Agricultural Workforce Training at Community Colleges (AWT)
    Deadline: September 21, 2023
    https://www.nifa.usda.gov/grants/funding-opportunities/agriculture-food-research-initiative-education-workforce-development

24. NSF Boosting Research Ideas for Transformative and Equitable Advances in Engineering (BRITE), NSF
    Deadline: September 28, 2023
    https://www.nsf.gov/pubs/2023/nsf23592/nsf23592.htm

25. Computer and Information Science and Engineering (CISE) Research Initiation Initiative (CRII), NSF
    Deadline: September 30, 2023
    https://www.nsf.gov/pubs/2023/nsf23576/nsf23576.htm

26. Maximizing Investigators' Research Award (MIRA) for Early-Stage Investigators (ESI) (R35 - Clinical Trial Optional), NIH
    Deadline: October 3, 2023; February 1, 2024
    https://grants.nih.gov/grants/guide/pa-files/PAR-23-145.html

27. Research With Activities Related to Diversity (ReWARD) (R01 Clinical Trial Optional), NIH
    Deadline: October 5, 2023
    https://grants.nih.gov/grants/guide/pa-files/PAR-23-122.html

28. 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

29. Centers of Research Excellence in Science and Technology (CREST Centers), NSF
    Deadline: December 1, 2023
    https://www.nsf.gov/pubs/2023/nsf23595/nsf23595.htm

30. Food and Agricultural Non-Formal Education (FANE)
    Deadline: December 7, 2023
    https://www.nifa.usda.gov/grants/funding-opportunities/agriculture-food-research-initiative-education-workforce-development

31. Research and Mentoring for Postbaccalaureates in Biological Sciences (RaMP), NSF
    Deadline: January 18, 2024
    https://www.nsf.gov/pubs/2023/nsf23514/nsf23514.htm

32. NLM Grants for Scholarly Works in Biomedicine and Health (G13 Clinical Trial Not Allowed), NIH
    Deadline: February 26, 2024
    https://grants.nih.gov/grants/guide/pa-files/PAR-23-183.html

33. STEM Program, Office of Naval Research
    Deadline: April 2, 2024
    https://www.grants.gov/web/grants/view-opportunity.html?oppId=347274

34. Measurement Science and Engineering (MSE) Research Grant Programs, National Institute of Standards & Technology (NIST)
    Deadline: Applications will be accepted and considered on a rolling basis as they are received.
    https://www.grants.gov/web/grants/view-opportunity.html?oppId=347512

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