



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 4/18/2024 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.**

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# 1. IUSE/Professional Formation of Engineers: Revolutionizing Engineering Departments (IUSE/PFE: RED), NSF

**Application Deadline: September 10, 2024**

## **Award Information:**

- **Planning (Track 1): up to \$75,000 per year for a duration of up to 2 years**
- **Adaptation & Innovation (Track 2): up to \$1,000,000 for a duration of up to 5 years**
- **Innovation (Track 3): between \$1,000,000 and \$2,000,000 for a duration of up to 5 years**
- **Innovation Partnerships (Track 4): between \$1,500,000 and \$2,500,000 for collaborations across multiple institutions for a duration of up to 5 years**

The goal of the RED program is to catalyze revolutionary, not incrementally reformist, changes to the education of the next generation of engineers. Revolutionary means radically, suddenly, or completely new; producing fundamental, structural change; or going outside of or beyond existing norms and principles. The complex problems facing society in the 21st Century demand changes to the way engineers are educated and the integration of new modes of learning for engineering students. For example, solving the National Academy of Engineering (NAE) Grand Challenges will require engineers who not only have deep technical knowledge, but also an understanding of the societal and global contexts in which those problems occur. Obstacles to change that have been cited include underlying departmental and curricular structures, faculty reward systems, and faculty development. Among the common challenges facing engineering departments are how to weave both technical and professional skills throughout the curriculum, including skills defined by the ABET ([www.abet.org](http://www.abet.org)) outcomes; how to promote and incentivize faculty engagement in the change process; and how to create cultures of inclusion that are welcoming to students and faculty of all types. Revolutionary change is needed in the structure of departments and the way students are educated to meet these challenges.

Specific activities supported by the RED solicitation may include, but are not limited to:

- Establishing convergent technical and professional threads that must be woven across the four years, especially in core technical courses of the middle two years, in internship opportunities in the private and public sectors, and in research opportunities with faculty.
- Exploring strategies for institutional, systemic, and cultural change, including new approaches to faculty governance or department structures and to restructuring faculty incentive or reward systems.
- Exploring collaborative arrangements with industry and other stakeholders who are mutually interested in developing the best possible professional formation environment and opportunities for students.
- Exploring strategies to bridge the engineering education research-to-practice gap, primarily through faculty development and adoption of best practices in the professional formation of engineers.
- Exploring revolutionary means of recruiting and retaining students and faculty reflective of the modern and swiftly changing demographics of the United States.
- Exploring new modes of delivering content (or facilitating learning) that respond to the learning needs of a diverse student body, making engineering more accessible.

**RED Planning (Track 1):** supports efforts necessary to build capacity and establish collaborations endeavoring to address the broader goals of the RED program. Planning grants are designed to foster and facilitate the engineering community into thinking about how to form convergent research that supports the goals of the RED program. Planning grants must be led by IHEs that meet one or more of the following criteria (a) two-year institutions that support transfer students, (b) institutions in EPSCoR jurisdictions, (c) Primarily Undergraduate Institutions (PUIs), or (d) Minority Serving Institution (MSIs).

Planning grants funded through this solicitation are expected to cultivate potential RED research teams and to develop competitive RED proposals for future submissions. As a result of planning grant activities, potential RED teams should be better equipped to carry out the activities associated with a track 2, 3, or 4 RED grant. Proposers supported through this mechanism may use the funding to organize activities that help stimulate the formation of RED teams (in terms of PI, co-PI, Senior/Key Personnel, and organization type) and to crystalize the ideas and research plans to be presented in a potential RED proposal.

**RED Adaptation & Implementation (Track 2):** support projects that use evidence-based and evidence-generating change strategy approaches and actions that are adapted to the local context. The goal of this track is to generate new knowledge related to the adaptation of proven change strategies and actions in a new context.

Strategies should be developed with impact on the student as the focus. Proposed efforts must be grounded in sound educational theory and work to enable a continuous progression of professional formation through the four-year experience. Efforts should address 21stCentury T-shaped skills (i.e., cross-disciplinary breadth), and they should be aligned with stakeholder expectations. This track encourages proposals from two-year or four-year institutions that are interested in adopting change strategies at a single institution.

**RED Innovation (Track 3):** supports projects that involve radically, suddenly, or completely new approaches and action; producing fundamental, structural change; and that go outside of or beyond existing norms and principles. Innovations in similar departments across multiple institutions is particularly encouraged. This track has two goals:

- Generate new knowledge on best practices for meaningfully and thoughtfully incorporating into the middle two years and technical core of the engineering curriculum oft-neglected “professional skills” (i.e. 21st Century skills, design, communication, teamwork, historical and contemporary social context, lifelong learning, and ethics). Changes in the middle two years need to be integrated with freshman and senior experiences in order to form an unbroken sequenced thread through the curriculum so that the process of professional formation deepens and strengthens as students move through engineering programs.
- Generate new knowledge on how to transform the departmental cultures to be environments that are inclusive, innovative, equitable and supportive of faculty, faculty development to support cultural or structural change, and build new department structures and cultures through innovative practices and policies that support significant holistic professional formation.

Strategies should be developed with impact on the student as the focus. Proposed efforts must be grounded in sound educational theory and work to enable a continuous progression of professional formation through the four-year experience. Efforts should address 21stCentury T-shaped skills (i.e., cross-disciplinary breadth), and they should be aligned with stakeholder expectations.

**RED Innovation Partnerships (Track 4):** holds identical goals to the RED Innovation (Track 3) track but also recognizes that developing revolutionary changes capable of spanning multiple contexts adds additional complexity and may therefore require additional resources and support. In addition to the Track 3 goals, projects in Track 4 have an additional goal to generate new knowledge on best practices and the support structures necessary for meaningfully and thoughtfully leveraging or managing cross-institutional partnerships in ways that enable transferability and interoperability of research findings.

Collaborative partnerships that include IHEs that are (a) two-year institutions that support transfer students, (b) institutions in EPSCoR jurisdictions, (c) PUIs, and/or (d) MSIs are strongly encouraged.

**Link to Additional Information:** <https://new.nsf.gov/funding/opportunities/iuseprofessional-formation-engineers/nsf24-564/solicitation>

## 2. Arts Programs for Justice-Involved Youth, Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention

### Application Deadlines:

- **Grants.gov:** May 21, 2024
- **JustGrants:** June 4, 2024

**Award Amount: up to \$50,000 for a period of performance of 24 months**

With this solicitation, OJJDP seeks to support and strengthen collaborations between arts-based organizations and juvenile

justice systems to develop, expand, or enhance promising and effective interventions that provide access to high-quality arts programs with and for current or previous justice-involved youth to reduce juvenile delinquency, recidivism, and/or other problem and high-risk behaviors. OJJDP defines justice-involved youth as those participating in court ordered diversion programs in detention, correctional, or other residential facilities, and/or are on probation due to a delinquency finding by juvenile court.

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

Applicants must describe how their proposed project/program will integrate and sustain meaningful youth and family partnerships into all sections of the proposal narrative — including the description of the issue, project design and implementation, capabilities and competencies, plan for collecting data — and the budget. Depending on the nature of an applicant’s proposed project, youth and family partnership could consist of one or more of the following:

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

## **Goals and Objectives**

### **Goals**

- Goal 1: Reduce juvenile delinquency, recidivism, and/or other problem and high-risk behaviors of justice-involved youth through the development, enhancement, and/or expansion of high-quality, culturally relevant arts programs. Goal 2: Increase participation of justice-involved youth in high-quality arts programs that are in alignment with OJJDP’s overarching priority areas and that integrate and sustain meaningful youth and family partnerships in their program design and budget.

### **Objectives**

- Objective 1: Increase collaboration between arts-based organizations and juvenile justice systems through the development, enhancement, or expansion of partnerships.
- Objective 2: Increase high-quality arts programs that serve justice-involved youth.
- Objective 3: Increase the number of current or previous justice-involved youth participating in high-quality arts programs that seek to reduce risk factors and increase protective factors.
- Objective 4: Reduce risk factors and increase protective factors of justice-involved youth through participation in high-quality arts programs.

## **Priority Areas**

- Applications that propose project(s) that are designed to meaningfully advance equity and remove barriers to accessing services and opportunities for communities that have been historically underserved, marginalized, adversely affected by inequality, and disproportionately impacted by crime, violence, and victimization.

To receive this consideration, the applicant must describe how the proposed project(s) will address identified inequities and contribute to greater access to services and opportunities for communities that have been historically underserved, marginalized, adversely affected by inequality, and disproportionately impacted by crime, violence, and victimization. Project activities under this consideration may include, but are not limited to, the following: improving victim services, justice responses, prevention initiatives, reentry services, and other parts of an organizations or community’s efforts to advance public safety. Applicants should propose activities that

address the cultural (and linguistic, if appropriate) needs of communities, outline how the proposed activities will be informed by these communities, and implement culturally responsive and inclusive outreach and engagement.

- Applicants that demonstrate that their capabilities and competencies for implementing their proposed project(s) are enhanced because they (or at least one proposed subrecipient that will receive at least 40 percent of the requested award funding, as demonstrated in the Budget web-based form) are a population-specific organization that serves communities that have been historically underserved, marginalized, adversely affected by inequality, and disproportionately impacted by crime, violence, and victimization.

To receive this additional priority consideration, applicants must describe how being a population-specific organization (or funding the population-specific subrecipient organization(s)) will enhance their ability to implement the proposed project(s) and should also specify which historically underserved populations are intended or expected to be served or have their needs addressed under the proposed project(s).

An applicant may submit more than one application if each application proposes a different project in response to the solicitation. Also, an entity may be proposed as a subrecipient (subgrantee) in more than one application. OJJDP will consider applications under which two or more entities (project partners) would carry out the federal award; however, only one entity may be the applicant for the solicitation.

**Link to Additional Information:** <https://ojjdp.ojp.gov/funding/opportunities/o-ojjdp-2024-172072>

### **3. Precision Mental Health: Develop Tools to Inform Treatment Selection in Depression (UG3/UH3 Clinical Trial Optional), NIH**

#### **Application Deadline:**

- **Letter of Intent: September 18, 2024**
- **Full Proposal: October 18, 2024**

**Award Budget: up to \$500,000 per year for the UG3 phase and up to \$1,500,000 per year of the UH3 phase**

The goal of this NOFO is to create a pipeline to support initial tests of validation and feasibility of objective, easy-to-use, and widely accessible tools for predicting response to depression treatments at the level of the individual. Investigators will receive consultation, access to resources, and support from teams of experts with clinical, scientific, technical, regulatory, and commercialization expertise. The NOFO will enable projects to enter and exit the program through staged, milestone-driven steps to assess the performance of the measures. The pipeline structure will enable best practices in biomarker and tool development, including consideration of sensitivity, specificity, analytic validity, and clinical validity, through two phases: (1) Preliminary studies to develop prototype tools using nimble, efficient pilot feasibility studies and/or secondary analyses of data from completed clinical trials and/or data from the clinical record; and (2) Efficacy studies to prospectively test tools in larger scale, highly controlled clinical trials.

This NOFO encourages studies that propose integrative approaches (combining multidimensional measures such as physiology, behavior, pharmacology, psychosocial, and/or environment) directed toward the development of tools to predict treatment selection utilizing rigorous data collection and innovative computational and analytical approaches.

This NOFO aims to support the identification, development, and validation (with a future goal of clinical adoption) of objective tools to be used as treatment selection assays that can withstand rigorous analytic and clinical validation to guide decision-making in clinical practice. The long-term goal is the development of individualized libraries of multi-modal signatures for depression therapeutic selection. These clinical solutions will be developed using empirical clinical research methods that utilize standardized methodologies within and/or across different depressive conditions, illuminating both common mechanisms and those that distinguish one depressive condition from another to guide treatment selection.

#### **Research Objectives**

Applications submitted must propose a research plan designed to develop biomarkers and signatures serving as tools to

predict treatment selection between two or more well-established depression treatments. For this NOFO, well-established treatments for depression are those that are approved by the United States Food and Drug Administration (FDA) or, for non-regulated interventions, those that are well-validated, widely used, and recommended in treatment guidelines. The application is expected to provide a specific set of candidate biomarkers or signatures to be developed. The biomarker should reflect specific dimensional constructs in depression that may be modulated by a therapeutic intervention. The candidate biomarker or signature resulting from the completion of this research will need to undergo analytical and clinical validation. The application should also include centralized resource groups that will coordinate the clinical trials and standardize all sample or data collection methods, technology development, statistical analyses, and algorithm development.

### **Implementation**

The NOFO will provide funding through the two-staged UG3/UH3 (Exploratory/Developmental Phased Award Cooperative Agreement) Phased Innovation Award cooperative agreement mechanism. As a cooperative agreement, implementation will involve the participation of NIMH program staff in the planning and execution of therapy-directed projects. The UG3 portion of the award is designed to support preparatory research for one to two years. Based on milestone progress, a limited number of projects will proceed to the UH3 phase for the remainder of the award period. The second (UH3) phase will include optimization and initial clinical validation studies of the predictive tool, to produce a promising tool that will provide evidence to inform treatment selection among two or more therapeutic agents at the end of the UH3 phase.

Project teams will share insights by presenting research projects at bi-annual UG3/UH3 phase meetings, where:

- Private-Public Partnerships (private sector commercial institutions): NIMH may invite relevant stakeholders from private sector companies to participate in network meetings to allow PIs to receive further input regarding product and business development, marketing, scalability. Individual NIMH, FDA, and diagnostic expert input may occur on a more regular basis as warranted.

### **Phased Award Mechanism**

The UG3 phase will support preparatory research using existing data or a pilot study involving new data collection to assess whether the candidate biomarker or signature measured at baseline is predictive of treatment response at the individual level.

The goal of the preparatory/pilot phase is to perform an initial assessment of technical and clinical utility if the retrospective data is much smaller in sample size, such that subject-level data is less informative. For the UG3-phase studies involving new data collection, the sample size should be fewer than 50 subjects per study arm. The pilot study should focus on assessing the feasibility and practical limitations of biomarker data collection, such as the ability to standardize the data collection procedures across sites, maintain data quality, and evaluate psychometric issues (e.g., reliability, ceiling, floor effects).

The UH3 phase will support a proof-of-concept (POC) trial involving new data collection to test the ability of the candidate biomarker or signature to prospectively predict differential treatment response. Activities in both phases must include the use of samples or measures from patients with depressive disorders as data sources. Applications exclusively focused on samples or data from animal models will be deemed non-responsive.

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/rfa-files/RFA-MH-25-190.html>

## **4. Augustus F. Hawkins Centers of Excellence Program, Dept. of Education**

**Application Deadline: June 18, 2024**

**Estimated Average Size of Awards: \$550,000 for a project period of up to 60 months**

The Hawkins Program is designed to support comprehensive, high-quality State-accredited teacher preparation programs by creating centers of excellence at Historically Black Colleges and Universities (HBCUs); Tribal Colleges or

Universities (TCUs); or Minority Serving Institutions (MSIs), such as Hispanic-Serving Institutions (HSIs). The Hawkins Program will help increase the number of, and retain, well- prepared teachers from diverse backgrounds, resulting in a more diverse teacher workforce prepared to teach in our Nation’s most underserved elementary and secondary schools and close student opportunity and achievement gaps. This program focuses on the various aspects of the teacher preparation pipeline, including the recruitment, preparation, support, placement, retention, and retraining of teachers for and in under-resourced schools to support underserved students. Through this program, the Secretary seeks to fund applicants that propose to incorporate evidence-based practices into their teacher preparation program.

Through the priorities in this competition, the Department seeks to encourage HBCUs, TCUs, and MSIs to propose projects that are designed to increase and retain the number of well- prepared teachers from diverse backgrounds; increase evidence-based, comprehensive pre-service clinical experiences through teacher preparation programs; and increase the number of bilingual and/or multilingual teachers with full certification.

- **Absolute Priority 1:** *Projects that are Designed to Increase and Retain the Number of Well-Prepared Teachers from Diverse Backgrounds.* - To meet this priority, an eligible applicant must propose projects that are designed to increase the number of well- prepared teachers and the diversity of the teacher workforce with a focus on increasing and retaining a diverse teacher workforce, and improving the preparation, recruitment, retention, and placement of such teachers.
- **Absolute Priority 2:** *Increase Evidence-Based, Comprehensive Pre- service Clinical Experiences Through Teacher Preparation Programs.* - To meet this priority, an eligible applicant must propose projects that are evidence-based (as defined in 34 CFR 77.1) comprehensive teacher preparation programs that provide extensive clinical experience. Applicants with existing programs must describe their record in graduating highly skilled, well-prepared, and diverse teachers and describe how the proposed project will refine or enhance existing programs. Applicants proposing new programs must describe how their new program is evidence-based and designed to achieve the intended outcomes of the Hawkins Program.

Competitive Preference Priorities:

- **Competitive Preference Priority 1:** Increasing the Number of Bilingual and/ or Multilingual Teachers with Full Certification.  
To meet this priority, an eligible applicant must propose projects that are designed to prepare effective and experienced bilingual and/or multilingual teachers for high-need schools by increasing the number of teachers across elementary and secondary schools who are fully certified to provide academic language instruction in a language other than English, including for English Learners (ELs). These projects must prepare teacher candidates to lead students toward linguistic fluency and academic achievement in more than one language.
- **Competitive Preference Priority 2:** Applications From New Potential Grantees  
To meet this priority, an applicant must demonstrate that it does not, as of the deadline date for submission of applications, have an active grant, including through membership in a group application.

**Link to Additional Information:** <https://www.govinfo.gov/content/pkg/FR-2024-04-04/pdf/2024-07132.pdf>

## 5. Space Technology Research Grants Program, Early-Stage Innovations, NASA

**Application Deadline:**

- **Letter of Intent: May 9, 2024**
- **Full Proposal: June 6, 2024**

**Award Amount: up to \$750 K**

NASA’s Space Technology Mission Directorate (STMD) hereby solicits proposals from accredited U.S. universities for innovative, early-stage space technology research of high priority to NASA’s Mission Directorates.

This Appendix seeks proposals on specific space technologies that are currently at low Technology Readiness Levels (TRL). Investment in innovative low-TRL research increases knowledge and capabilities in response to new questions and requirements, stimulates innovation, and allows more creative solutions to problems constrained by schedule and budget. Moreover, it is investment in fundamental research activities that has historically benefited the Nation on a broader basis, generating new industries and spin-off applications.

The ESI Appendix challenges universities to examine the theoretical feasibility of new ideas and approaches that are critical to making science, space travel, and exploration more effective, affordable, and sustainable. It is the intent of the STRG Program and this Early-Stage Innovations opportunity to foster interactions between NASA and the awarded university Principal Investigators (PIs)/teams. Therefore, interaction with NASA researchers should be expected while conducting space technology research under these awards.

### **Goals and Objectives**

This Appendix seeks proposals to develop unique, disruptive, or transformational space technologies that have the potential to lead to dramatic improvements at the system level — performance, weight, cost, reliability, operational simplicity, or other figures of merit associated with spaceflight hardware or missions. The projected impact at the system level must be substantial and clearly identified. Although system-level demonstrations are likely not possible or expected under an ESI award, meaningful TRL advancement is required. This Appendix does not seek literature searches, survey activities, or incremental enhancements to the current state of the art (SOA).

This Appendix exclusively seeks proposals that are responsive to one of these two topics:

- **Topic 1 – Computational Materials Engineering for Lunar Metals Welding**

The goal of this topic is to advance the state of the art for in-space assembly and manufacturing (ISAM) metals welding processes through computational physics-based materials engineering. This will help enable manufacturing and assembly processes to be implemented and operated reliably in space environments, a capability that is important for supporting NASA’s exploration of the Moon and Mars.

In order to further readiness for in-space welding to support space exploration and the emerging space economy, this solicitation topic specifically seeks transformative proposals for developing computational, physics-based models using ICME frameworks for welding on the lunar surface. The proposals must address all of the following points:

- Development of ICME-based in-space metals welding computational models of laser or electron beam welding and workflows that capture the complex structure-property-processing conditions produced in the lunar space environment: lunar gravity, extreme vacuum (< 10<sup>-6</sup> torr), and temperature variations between 40 and 400 K. In addition, gravity levels considered must span the range from microgravity to Earth gravity.
- Modeling using at least one of the following alloys: AA 2219 or AISI 316L stainless steel.
- Description of extensibility to other alloys, including potential new alloys derived from materials obtained through in-situ resource utilization (ISRU).
- Approach and methods for uncertainty quantification.
- Plans for validation. Data sets to be used in validation can include proposers’ own data, comparison of results to NASA historical flight data from Skylab and other relevant experiments, such as microgravity metal alloy solidification and thermophysical properties measurements, or potential emerging results.

While not required, proposals are encouraged to address:

- Development of systems models that consider energy and mass balances and heat rejection in vacuum to inform digital twins.
- Novel artificial intelligence / machine learning methods that can be used to advance the models.
- Experimental measurement of governing physical processes occurring during materials welding operations in concert with the required model-based approaches. These measurements should be



conducted to represent relevant space environments with lead candidate technologies such as laser and electron beam fusion welding for model calibration and validation. Proposals should justify their approach and the selection and level of space environmental conditions to be used.

- Modeling using AA 4XXX alloys, 304L stainless steel or other aerospace materials of interest including alloy systems such as commercially pure Ti, Ti-6Al4V, or Niobium-based C103.
- Approaches to mitigate effects of possible contamination from lunar regolith.

- **Topic 2 – Passive Lunar Dust Control through Advanced Materials and Surface Engineering**

The goal of this topic is to advance the development of technologies to control lunar dust surface adhesion passively through advanced materials and surface engineering technologies.

This solicitation topic specifically seeks proposals to develop passive dust-mitigation materials and surface-engineering technologies that will be applicable to the lunar environment and that address the control of fundamental particle/surface interactions, such as:

- Van der Waals forces
- Electrostatic and magnetic interactions
- Mechanical interlocking
- Particle embedding due to high-velocity impact events
- Potential multiple particle interaction/cohesion forces

Target goals include:

- Passive dust mitigation materials and surface-engineering technologies scalable to 1 m<sup>2</sup>
- Demonstration of dust-adhesion by testing under vacuum (<10<sup>-3</sup> Torr) exhibiting up to 90% clearance (i.e., dust being removed from or not adhering to 90% of the “new” or treated material surface)
- Comparison of dust adhesion relative to reference space-heritage material performance (e.g., traditional aerospace aluminum, titanium, and stainless steel alloys, polymeric materials such as polytetrafluoroethylene and polyimides, and ceramic materials such as alumina and titania) for the utilized adhesion test after multiple cycles of dust exposure.

**Link to Additional Information:** <https://nspires.nasaprs.com/external/solicitations/summary.do?solId={EA55B699-3845-233F-9CB7-5B013BAA8F2C}>

## **6. MUREP Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (MUREP INCLUDES), NASA**

**Application Deadline: May 1, 2024**

**Award Budget: up to \$1,200,000 per three-year award or \$400,000 per year**

Through MUREP, NASA provides financial assistance via competitive awards to MSIs. These MSI recipient institutions subsequently provide their students financial assistance to study science, technology, engineering, and mathematics (STEM) fields. MUREP investments enhance the research, academic, and technology capabilities of MSIs through multiyear cooperative agreements. Awards assist faculty and students in research and provide authentic STEM engagement related to Agency missions. Additionally, awards provide NASA-specific knowledge and skills to MSI students historically underrepresented and underserved in STEM. MUREP investments assist NASA in meeting the goal of a diverse workforce through student participation in internships and fellowships at NASA Centers and the Agency's Jet Propulsion Laboratory (JPL).

The MUREP INCLUDES construct supports networks among academia, industry, and communities of learning. Partners offer additional expertise, knowledge, perspective, and experiences to address complex problems. Having multiple partners enables the coalition to expand its reach, replicate best practices, and establish new paths for reaching students and educators. Partnering with local organizations fosters the student-teacher relationship in development programs. It creates avenues for STEM jobs to be in more places so that people can contribute their ideas and talent where they live (Panchanathan, 2023).

MUREP INCLUDES coalitions work strategically to improve the number of URMs pursuing engineering disciplines and to provide a multifaceted network of interconnected systems for the success of Black, Indigenous, (and) People of Color (BIPOC), and Latinx students throughout their academic duration. MUREP INCLUDES leverages MSI's expertise, methodology, best practices, and the focus on a sense of belonging in support of educating and preparing URMs in engineering related disciplines and fields. MUREP INCLUDES facilitates the formulation of MSI-led coalitions to broaden participation in engineering disciplines and fields, and the learning of engineering principles. These awards enable MSIs to organize and lead partnerships of multiple organizations, institutions, agencies, and industries to implement novel programmatic endeavors or support the expansion of successful programs or methods to address the nation's critical challenges with broad impact. MUREP INCLUDES transitioned from planning grants (2020) to a fully funded cohort (2021) of MSI-led coalitions. MUREP INCLUDES coalitions contribute to the programmatic goals through evidence-based approaches to identify barriers URMs encounter when considering or pursuing engineering academic pathways.

### **Goals and Objectives**

The multiyear goals of the NASA MUREP INCLUDES Activity are as follows:

- Goal 1: Establish strategic partnerships to broaden participation in engineering through innovative educational interventions and fundamental/applied research opportunities.
  - Objective 1.1: Foster significant transformation of cultural, institutional, and individual engagement of underrepresented/underserved students in engineering fields.
  - Objective 1.2: Establish diverse networks of partners and collaborators to identify, and prioritize, and to effectively address barriers associated with broadening participation in engineering disciplines and fields.
  - Objective 1.3: Leverage systems, networks, and processes established by NSF INCLUDES Initiative to engage stakeholders and to evolve and expand engineering MUREP INCLUDES coalitions.
- Goal 2: Identify, catalogue, and foster strategies based on shared goals, shared measures, objectives, and specific methodologies designed to promote the leadership role of MSIs in diversifying and expanding the engineering workforce.
  - Objective 2.1: Significantly increase the opportunity for MSIs to share successful practices and research associated with increasing underrepresented/underserved groups with a specific focus on URMs entering engineering fields.
  - Objective 2.2: Address NASA's Mission Directorates' engineering priorities and increase MSIs efforts to align with NASA's critical needs effectively.
  - Objective 2.3: Categorize shared measures and detail the shared impact of each coalition and the cohort.
- Goal 3: Implement novel or proven strategies to support the achievement of academic success in engineering for underrepresented/underserved students.
  - Objective 3.1: Increase the number of underrepresented/underserved and URM students pursuing engineering disciplines and fields through strategic, sustainable, and replicable engineering programmatic engagements.
  - Objective 3.2: Contribute to the strengthening of underrepresented/underserved and URMs engineering research skills and enhance the learning of engineering principles.
  - Objective 3.3: Support educators' proficiency in delivering theories and engineering concepts through an improved curriculum or professional development activities.
  - Objective 3.4: Employ science and evidence-based strategies to attract and retain URMs in engineering fields.
  - Objective 3.5: Provide underrepresented/underserved students holistic assistance to acquire Human Skills/soft skills while emphasizing engineering norms.

- Objective 3.6: Demonstrate tangible contributions to expanding pathways for students to enter engineering fields and disciplines through articulation agreements, new courses, or degree offerings.

MUREP INCLUDES coalitions proposals shall implement engineering interventions that significantly engage and invest in undergraduate students. MUREP INCLUDES defines significant investment as a value of \$3K or greater with engagement or 160 hours of direct engagement per participant within each performance year.

Interventions with a creative and/or pioneering approach to involve community groups, STEM nonprofits, museums and NASA OSTEM or NASA Mission Directorate programs for after-school or summer engagement is highly desirable. Proposers should seek to implement interventions with a curriculum that infuses NASA content. The curriculum should include a broad range of voices, perspectives, approaches, concepts, research methods, and research questions. Employing the four types of curriculum design (i.e., subject-area, discipline, broad-field, and correlation) should be considered when developing a curriculum.

### Agency Priorities

- Strategic Goal 4: Enhance capabilities and operations to catalyze current and future mission success.
  - Strategic Objective 4.3: Build the next generation of explorers.

**Link to Additional Information:** <https://www.grants.gov/search-results-detail/353434>

## 7. Science, Technology, Engineering and Mathematics (STEM), Office of Naval Research

**Application Deadlines:** April 4, 2025

**Award Amount:** funding amount and period of performance may vary depending on the technology area and the technical approach to be pursued by the offeror selected

ONR seeks a broad range of applications for augmenting existing and/or developing innovative solutions that directly maintain and/or cultivate a diverse, world-class Science, Technology, Engineering and FOA N0001424SF005 FY24 Funding Opportunity Announcement for the Office of Naval Research STEM Program Mathematics (STEM) workforce to maintain the U.S. Navy and Marine Corps' technological superiority. The goal of proposed efforts must provide solutions that establish, build, and/or maintain STEM educational pathways and workforce opportunities for diverse U.S. citizens directly relevant to ONR science and technology areas.

ONR recognizes the need to support efforts that can jointly improve STEM student outcomes and align education and outreach efforts with Naval S&T current and future workforce needs. This announcement explicitly encourages projects that improve the capacity of education systems and communities to create impactful STEM educational experiences for students of all ages and the naval-related workforce. Projects must aim to increase engagement in STEM, from students to the current workforce, and enhance people with needed Naval STEM skills, knowledge and abilities. ONR encourages applications to utilize current STEM educational research for informing project design and advancing STEM careers and opportunities of naval relevance.

This FOA is seeking STEM education and outreach projects that address scientific and technical areas identified to ONR. Project scope may range in size and complexity. While not a formal requirement or program focus of this FOA, applicants are strongly encouraged to consider under-represented and underserved populations including women and minorities in project plans. Special audience priority areas may include, but not be limited to, military connected students, veteran initiatives, and education systems integral to naval science and technology.

*Applicants are STRONGLY ENCOURAGED to contact the appropriate ONR Program Officer in the specific technical area to discuss their research ideas.*

**Link to Additional Information:** <https://www.nre.navy.mil/work-with-us/funding-opportunities/onr-science-technology-engineering-and-mathematics-stem-program>

## 8. Cyberinfrastructure for Public Access and Open Science, NSF

**Application Deadline: Proposals accepted anytime**

**Award Budget: budgets should reflect the actual needs of the proposed project**

The Cyberinfrastructure for Public Access and Open Science (CI PAOS) program within the Office of Advanced Cyberinfrastructure (OAC) aims to catalyze new and transformative socio-technical partnerships supporting research data infrastructure ecosystems across domains through early-stage collaborative activities between cyberinfrastructure researchers, scientists, research computing experts, data management experts, research labs, university libraries, and other communities of practice.

A primary feature of successful CI PAOS projects is a robust, synergistic collaborative team comprising skills from across communities of science/engineering, research data science, and information science discipline(s) and expertise in leveraging connections between cyberinfrastructure researchers and providers and data specialists. Leveraging international collaboration to build shared norms and address challenges related to developing and implementing PAOS policies and practices is encouraged. Research and education in science and engineering benefit immensely from international cooperation. Proposals with an international component are also welcome. Proposers must target one or more of the following themes/pathways:

- **Competency Building** - Open science/engineering-driven collaboration. A socio-technical collaborative approach in addressing disciplinary, interdisciplinary, domestic, and international data lifecycle challenges is critical to informing and guiding the development of principles, requirements, and standards of a CI ecosystem that fosters pipelines to good data management and pathways to access. Proposals should clearly describe the goals, challenges, and rationale for the proposed data science and engineering project and include an explanation of the potential for transformative research and broader impacts on the open science ecosystem. Successful proposals will also clearly identify utilization science scenarios and use cases.
- **Capability Building** - Exploratory and pilot activities. Proposals are welcomed that support early-stage exploratory efforts that may comprise analysis, community planning, and pilot-level activities that inform future development and deployment of appropriately useful capabilities. Proposals for full-scale technical research data science efforts leading to development/deployment of larger scale capabilities should be directed to other appropriate NSF programs. Successful proposals will also clearly identify leveraging of existing cyberinfrastructure, funded projects, and resources.
- **Community Building** - Integrative and accelerative approaches. Proposals are particularly welcomed that address common needs or gaps across multiple research disciplines and communities of practice; leverage and accelerate the impact of existing CI investments in infrastructure, resources, and services in one or more disciplinary domains; facilitate coordination, advance alignment, and/or build community with the international CI PAOS community; aim to reduce barriers to broader adoption of CI-enabled research data and open science/engineering approaches; and/or integrates appropriate different aspects and elements of CI to achieve ecosystems with generative science/engineering and multi-discipline impact.

**Requirements to contact NSF Cognizant Program Officers.** CI PAOS activities are inherently focused on collaborative research between fields of data and computer and information science and engineering researchers and other domain researchers. Successful CI PAOS projects will typically involve co-funding from the relevant disciplinary research programs within NSF. Consequently, before submitting a proposal to CI PAOS, proposers must discuss their project with a cognizant CI PAOS Program Officer and with the relevant NSF disciplinary research program officer(s) to ensure that CI PAOS is the appropriate venue and that there is adequate disciplinary interest in the proposed effort.

**Link to Additional Information:** <https://new.nsf.gov/funding/opportunities/cyberinfrastructure-public-access-open-science-ci>

## **9. Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus Program, Dept. of Justice, Office of Violence Against Women**

### **Application Deadline:**

- **Letter of Intent: April 26, 2024**
- **Grants.gov: May 16, 2024**
- **JustGrants: May 21, 2024**

**Award Amount: up to \$400,000 for a project period of 36 months**

This program provides funding for institutions of higher education to develop and strengthen effective security and investigation strategies to combat domestic violence, dating violence, sexual assault, and stalking on campus, develop and strengthen victim services in cases involving such crimes on campus, and develop and strengthen prevention education and awareness programs.

### **Program Scope**

Pursuant to 34 U.S.C. § 20125(b), funds under this program must be used for one or more of the following purposes:

1. To provide personnel, training, technical assistance, data collection, and other equipment with respect to the increased apprehension, investigation, and adjudication of persons committing domestic violence, dating violence, sexual assault, and stalking on campus.
2. To develop, strengthen, and implement campus policies, protocols, and services that more effectively identify and respond to the crimes of domestic violence, dating violence, sexual assault and stalking, including the use of technology to commit these crimes, and to train campus administrators, campus security personnel, and all participants in the resolution process, including personnel from the Title IX coordinator's office, student conduct office, and campus disciplinary or judicial boards on such policies, protocols, and services that promote a prompt, fair, and impartial investigation.
3. To provide prevention and education programming about domestic violence, dating violence, sexual assault, and stalking, including technological abuse and reproductive and sexual coercion, that is age-appropriate, culturally relevant, ongoing, delivered in multiple venues on campus, accessible, promotes respectful nonviolent behavior as a social norm, and engages men and boys. Such programming should be developed in partnership or collaboratively with experts in intimate partner and sexual violence prevention and intervention.
4. To develop, enlarge, or strengthen victim services programs and population specific services on the campuses of the institutions involved, including programs providing legal, medical, or psychological counseling, for victims of domestic violence, dating violence, sexual assault, and stalking, and to improve delivery of victim assistance on campus. To the extent practicable, such an institution shall collaborate with any victim service providers in the community in which the institution is located. If appropriate victim services programs are not available in the community or are not accessible to students, the institution shall, to the extent practicable, provide a victim services program on campus or create a victim services program in collaboration with a community-based organization. The institution shall use not less than 20 percent of the funds made available through the grant for a victim services program provided in accordance with this paragraph, regardless of whether the services are provided by the institution or in coordination with community victim service providers.
5. To create, disseminate, or otherwise provide assistance and information about victims' options on and off campus to bring disciplinary or other legal action, including assistance to victims in immigration matters.
6. To develop, install, or expand data collection and communication systems, including computerized systems, linking campus security to the local law enforcement for the purpose of identifying and tracking arrests, protection orders, violations of protection orders, prosecutions, and convictions with respect to the crimes of domestic violence, dating violence, sexual assault, and stalking on campus.
7. To provide capital improvements (including improved lighting and communications facilities but not including the construction of buildings) on campuses to address the crimes of domestic violence, dating violence, sexual assault, and stalking.
8. To support improved coordination among campus administrators, campus security personnel, and local law enforcement to reduce domestic violence, dating violence, sexual assault, and stalking on campus.
9. To develop or adapt, provide, and disseminate developmental, culturally appropriate, and linguistically accessible

print or electronic materials to address both prevention and intervention in domestic violence, dating violence, sexual violence, and stalking.

10. To develop or adapt and disseminate population specific strategies and projects for victims of domestic violence, dating violence, sexual assault, and stalking from underserved populations on campus.
11. To train campus health centers and appropriate campus faculty, such as academic advisors or professionals who deal with students on a daily basis, on how to recognize and respond to domestic violence, dating violence, sexual assault, and stalking, including training health providers on how to provide universal education to all members of the campus community on the impacts of violence on health and unhealthy relationships and how providers can support ongoing outreach efforts.
12. To train campus personnel in how to use a victim-centered, trauma-informed interview technique, which means asking questions of a student or a campus employee who is reported to be a victim of sexual assault, domestic violence, dating violence, or stalking, in a manner that is focused on the experience of the reported victim, that does not judge or blame the reported victim for the alleged crime, and that is informed by evidence based research on trauma response. To the extent practicable, campus personnel shall allow the reported victim to participate in a recorded interview and to receive a copy of the recorded interview.
13. To develop and implement restorative practices (as defined in section 40002(a) of the Violence Against Women Act of 1994 (34 U.S.C. 12291(a)).

### **Priority Areas**

OVW has four programmatic priorities. The priority identified below is applicable to this program. Applicants are strongly encouraged, but not required, to address a priority area. Applicants that state that they are addressing the priority area and meet the criteria for that priority area will be given special consideration:

- Advance equity and tribal sovereignty as essential components of ending sexual assault, domestic violence, dating violence, and stalking by improving outreach, services, civil and criminal justice responses, prevention, and support for survivors from historically marginalized and underserved communities, particularly those facing disproportionate rates or impacts of violence and multiple barriers to services, justice, and safety.

**Link to Additional Information:** <https://www.justice.gov/ovw/media/1347266/dl?inline>

## **10. Mentored Patient-Oriented Research Career Development Award (Parent K23 – Independent Clinical Trial Not Allowed), NIH**

**Application Deadline: June 12, 2024**

**Award Budget: budgets are composed of salary and other program-related expenses**

The overall goal of the NIH Research Career Development program is to help ensure that a diverse pool of highly trained scientists is available in appropriate scientific disciplines to address the Nation's biomedical, behavioral, and clinical research needs. NIH Institutes and Centers (ICs) support a variety of mentored and non-mentored career development award programs designed to foster the transition of new investigators to research independence and to support established investigators in achieving specific objectives.

The objective of the NIH Mentored Patient-Oriented Research Career Development Award (K23) program is to provide salary and research support for a sustained period of “protected time” (3-5 years) to ensure a future cadre of well-trained scientists conducting NIH-supported Patient-Oriented Research (POR). The specific objectives of the Mentored Patient-Oriented Research Career Development Award are to: (a) Encourage research-oriented clinicians to develop research skills and gain experience in advanced methods and experimental approaches needed to become independent investigators conducting patient-oriented research; (b) Increase the pool of clinical researchers who can conduct patient-oriented studies, capitalizing on the discoveries of biomedical research and translating them to clinical settings; and (c) Support the career development of investigators who have made a commitment to focus their research endeavors on patient-oriented research.

This area of research includes: 1) mechanisms of human disease; 2) therapeutic interventions; 3) clinical trials; and 4) the development of new technologies. Excluded from this definition are in vitro studies that utilize human tissues but do not

deal directly with patients. In other words, patient-oriented research is research in which it is necessary to know the identity of the patients from whom the cells or tissues under study are derived. Studies falling under Exemption 4 for human subject research are not included in this definition.

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/pa-files/PA-24-185.html>

## **11. Mentored Patient-Oriented Research Career Development Award (Parent K23 Independent Basic Experimental Studies with Humans Required), NIH**

**Application Deadline: June 12, 2024**

**Award Budget: up to \$300,000 direct costs per year for a period of performance of up to three years**

The overall goal of the NIH Research Career Development program is to help ensure that a diverse pool of highly trained scientists is available in appropriate scientific disciplines to address the Nation's biomedical, behavioral, and clinical research needs. NIH Institutes and Centers (ICs) support a variety of mentored and non-mentored career development award programs designed to foster the transition of new investigators to research independence and to support established investigators in achieving specific objectives.

The objective of the NIH Mentored Patient-Oriented Research Career Development Award (K23) program is to provide salary and research support for a sustained period of “protected time” (3-5 years) to ensure a future cadre of well-trained scientists conducting NIH-supported Patient-Oriented Research (POR).

The specific objectives of the Mentored Patient-Oriented Research Career Development Award are to: (a) Encourage research-oriented clinicians to develop research skills and gain experience in advanced methods and experimental approaches needed to become independent investigators conducting patient-oriented research; (b) Increase the pool of clinical researchers who can conduct patient-oriented studies, capitalizing on the discoveries of biomedical research and translating them to clinical settings; and (c) Support the career development of investigators who have made a commitment to focus their research endeavors on patient-oriented research.

For the purposes of the K23 award, Patient-Oriented Research is defined as research conducted with human subjects (or on material of human origin such as tissues, specimens and cognitive phenomena) for which an investigator (or colleague) directly interacts with human subjects. This area of research includes: 1) mechanisms of human disease; 2) therapeutic interventions; 3) clinical trials; and 4) the development of new technologies. Excluded from this definition are in vitro studies that utilize human tissues but do not deal directly with patients. In other words, patient-oriented research is research in which it is necessary to know the identity of the patients from whom the cells or tissues under study are derived. Studies falling under Exemption 4 for human subjects’ research are not included in this definition.

Types of studies that should submit under this NOFO include studies that prospectively assign human participants to conditions (i.e., experimentally manipulate independent variables) and that assess biomedical or behavioral outcomes in humans for the purpose of understanding the fundamental aspects of phenomena without specific application towards processes or products in mind. Also, basic experimental studies in which participants are prospectively assigned to experimental conditions and receive an intervention or experimental manipulation where the effect will be assessed for the purpose of understanding fundamental aspects of phenomena may submit under this NOFO.

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/pa-files/PA-24-186.html>

## **12. Enhancing NIDCD's Extramural Workforce Diversity through Research Experiences (R25 Clinical Trial Not Allowed), NIH**

**Application Deadline: May 30, 2024**

**Anticipated Funding Amount: up to \$250,000 direct cost per year for a maximum project period of five years**

The NIH Research Education Program (R25) supports research educational activities that complement other formal

training programs in the mission areas of the NIH Institutes and Centers. The overarching goals of the NIH R25 program are to: (1) complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral and clinical research needs; (2) encourage individuals from diverse backgrounds, including those from groups underrepresented in the biomedical and behavioral sciences, to pursue further studies or careers in research; (3) help recruit individuals with specific specialty or disciplinary backgrounds to research careers in biomedical, behavioral and clinical sciences; and (4) foster a better understanding of biomedical, behavioral and clinical research and its implications.

The overarching goal of this R25 program is to support educational activities that encourage individuals from diverse backgrounds, including those from groups underrepresented in the biomedical and behavioral sciences, to pursue further studies or careers in research.

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

- **Research Experiences:** provide hands-on authentic research experiences that reflect intellectual contribution to the project and for undergraduate students to engage them in NIDCD-funded research; for graduate students to provide research experiences and related training not available through formal NIH training mechanisms; for post doctorates and early-to-mid career faculty to extend their skills, experiences, and knowledge base. In addition to hands-on research experiences, programs are expected to include complementary activities that support the participants' scientific development, such as research experience programs are expected to incorporate complementary activities that support the participants' scientific development, such as scientific writing and presentation skills and scientific approaches for ensuring rigor and reproducibility. The nature of research experiences should be tailored to the needs and career levels of participants. It is expected that mentoring will be provided in conjunction with planned research experiences and participants will design individualized development plans (IDPs) that are compatible with their needs and experience. Additionally, programs that provide educational/research experiences that enhance the participation and productivity of investigators from diverse backgrounds, including from underrepresented groups, in carrying out research on NIDCD mission-relevant health disparities will be considered.

NIDCD is committed to the development of a diverse biomedical research workforce. NIDCD aims to promote diversity in all of training and research programs and to increase the participation of underrepresented groups. Diversity among the biomedical research workforce is vital to our science enterprise and the NIH research mission.

This Enhancing NIDCD's Extramural Workforce Diversity through Research Experiences R25 Program is a flexible and specialized initiative designed to foster the development of NIDCD researchers from diverse backgrounds, including from underrepresented groups, across career stages. Thus, it encourages applications from organizations that propose innovative research experiences in all NIDCD research areas (hearing, balance, taste, smell, voice, speech, and language). This program will focus on strategies that have been shown to affect the participation of underrepresented students at the undergraduate, predoctoral and postdoctoral level, as well as early-to-mid-career faculty in biomedical research.

NIDCD expects applicant institutions to propose programs that will lead to an improvement in the research and technical skills of individuals from diverse backgrounds, including those from groups that are nationally underrepresented in research.

Programs that target transitions and/or more than one career stage for research career advancement and progression are strongly encouraged. This initiative will support the development of collaborative research education partnerships that will increase participants awareness and interest in NIDCD's research areas, develop participants scientific knowledge and research skills that will allow them to progress and transition to more advanced research education and training activities.

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/pa-files/PA-21-186.html>



### 13. Education Activities for Responsible Analyses of Complex, Large-Scale Data (R25 - Clinical Trial Not Allowed), NIH

#### Application Deadlines:

Letter of Intent: November 18, 2024

Full Proposal: December 18, 2024

Award Budget: up to \$125,000 direct costs/year for a project period of up to four years

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

To accomplish the stated over-arching goal, this notice of funding opportunity (NOFO) will support creative educational activities with a primary focus on methodological rigor in the analysis of large complex datasets involving brain, behavior, genomic, and socioenvironmental data. This could involve:

- **Courses for Skills Development:** For example, advanced statistics and research design courses in a specific discipline or research area, rigor and robustness in research practice, or ethical conduct of biomedical research.
- **Curriculum or Methods Development:** For example, to improve biomedical, behavioral or clinical science education, or develop novel instructional approaches or computer-based educational tools that support methodological rigor in analysis of large complex datasets.

This NOFO encourages applications that seek to advance methodological rigor in biomedical and behavioral research by supporting training on the responsible analyses of complex, large-scale datasets involving brain, behavioral, genomic, and socioenvironmental data.

Topics of interest include, but are not limited to:

- Analytical approaches for large-scale, longitudinal data.
- Enhanced rigor and robustness in research practice (e.g., pre-registration of experimental protocols, plans, and analyses).
- Estimation of meaningful associations, including population inferences, effect sizes, control of covariates, and interpretation of associations.
- Ethical conduct of biomedical and behavioral research, including consideration of social constructs such as race/ethnicity and gender, and the potential for stigmatization.
- Community-partnered approaches to inform data analyses and interpretation, including secondary analyses of existing data.
- Consideration of socioenvironmental contexts known to introduce inequities – at the individual, community, and/or structural level – such as family income and education, employment, housing, neighborhood-level characteristics, and exposure to violence.
- Factors to consider when examining the influence of socioenvironmental factors (e.g., non-random data missingness, sampling methodologies).
- In addition, the National Institute on Drug Abuse (NIDA) emphasizes responsible analyses of data related to neurodevelopment and neurocognition, as it relates to the substance use trajectory.

Research education programs may complement ongoing research training and education occurring at the applicant institution, but the proposed educational experiences must be distinct from those training and education programs currently receiving Federal support. R25 programs may augment institutional research training programs (e.g., T32, T90) but cannot be used to replace or circumvent Ruth L. Kirschstein National Research Service Award (NRSA) programs.

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/rfa-files/RFA-DA-25-039.html>

## 14. Agriculture and Food Research Initiative Sustainable Agricultural Systems, USDA / NIFA

**Application Deadline: June 6, 2024**

**Average Individual Award Range \$50,000 to \$10,000,000**

The purpose of AFRI is to invest in research, education, and extension work by awarding grants to solve key problems of local, regional, national, and global importance in sustaining conventional, organic, and urban agricultural systems. The projects supported by AFRI address topics such as farm/ranch production efficiency, profitability and sustainability; bioenergy and bio-based products; forestry; aquaculture; rural communities and entrepreneurship; human nutrition; biotic and abiotic constraints on food production; food safety; reducing food waste and food loss; physical and social sciences; family and consumer sciences and rural human ecology; development of circular economies, and genetic improvement of plants and animals. Through this support, AFRI advances knowledge in both fundamental and applied sciences important to agriculture and forestry. Additionally, AFRI supports work in education and extension activities that deliver science-based knowledge to end users, allowing them to make informed, practical decisions. The AFRI Sustainable Agricultural Systems (SAS) RFA provides funding for integrated research, education, and extension projects.

### Program Area Description

The purpose of the AFRI Sustainable Agricultural Systems (SAS) program area is to promote a sustainable supply of accessible, healthy, safe, and affordable, food and other agricultural products, while enhancing rural economic development, employment and economic opportunities, and improving the long-term health and well-being of individuals, families, and communities. Sustainability is core to this program. Sustainable Agriculture as defined in 7 U.S.C. 3103 is: “an integrated system of plant and animal production practices having a site specific application that will over the long-term: satisfy human food and fiber needs, enhance environmental quality and the natural resource base upon which the agriculture economy depends, make the most efficient use of nonrenewable resources and on-farm resources and integrate, where appropriate, natural biological cycles and controls, sustain the economic viability of farm operations, and enhance the quality of life for farmers and society as a whole.” This program uses this definition, and the three pillars of sustainability - economic, environmental, and social considerations as the framework.

The SAS program area will fund projects that significantly advance previously established foundational and applied sciences for the following USDA priority outcomes:

1. **Food and Nutrition Security:** Enhance the contributions of food and agriculture to improve the health of the nation through resilient local and regional food systems, adoption, and application of new or existing technologies, tools, education, and other resources to ensure all Americans have consistent and equitable access to healthy, safe, affordable foods essential to optimal health and well-being.
2. **Strengthening the Bioeconomy:** Develop sources of clean energy and high-value biobased products from agricultural and forestry feedstocks to foster economic development and prosperity, with an emphasis toward generating benefits to underserved communities.
3. **Climate-Smart Agriculture and Forestry (CSAF):** Improve mitigation, adaptation, and resilience of agricultural and forestry production systems to climate change.

This RFA is soliciting visionary integrated research, extension, and education projects that use transdisciplinary, systems approach to promote the blending of science, technology, and societal considerations to solve challenges to current and future food and agricultural systems.

Applications must address one or more of the following long-term goals:

1. **Food and Nutrition Security:** Enhance the importance of food and agriculture to health of the nation through resilient local and regional food systems, adoption, and application of new or existing technologies, tools, education, and other resources to ensure consistent and equitable access to healthy, safe, affordable foods essential to optimal health and well-being.
  - This goal emphasizes local and regional food systems including applications with strategies to develop shorter food supply chains for nutritious foods that are equitable, culturally appropriate, and compatible with community needs. Underserved communities such as communities of color, lower-income populations, and rural and remote populations suffer the greatest disparities in food and nutrition

insecurity. Projects addressing this goal must develop, implement, or enhance understanding of at least one of the following:

- a) Local and Regional Food Systems
- b) Nutrition-Sensitive Climate-Smart Agriculture
- c) Nutrition Security and Diet-Related Health Disparities

2. **Strengthening the Bioeconomy:** Foster economic development and prosperity in rural America by developing and advancing production of clean, renewable, and sustainable energy and biobased products from forests and agriculture.

- The development and implementation of a sustainable and resilient circular bioeconomy is limited, especially among underserved communities, by access to economically viable technologies, infrastructure susceptibility to climate shocks, and increasing costs for transportation and energy. New or improved production systems need to be developed to create cost competitive and sustainable biobased products and supply chains that strengthen the American rural economy. Projects supporting this goal must address at least one of the following:
  - a) Sustainable Bioenergy and Biobased Products
  - b) Resilience and Robustness of Bioeconomies
  - c) Regional Resource Hub (RRH) Partnerships

3. **Climate-Smart Agriculture and Forestry (CSAF):** Improve mitigation, adaptation, and resilience of agricultural and forestry production systems to climate change.

- Agricultural, rangeland, aquaculture, and forestry systems are increasingly threatened by climate change and extreme weather events while being relied upon to mitigate greenhouse gas emissions and sequester carbon. Climate-smart agriculture and forestry systems must be developed to tackle these challenges. Socially, economically, and environmentally sustainable CSAF must overcome diminishing natural resources, reduce inequities experienced by underserved and overburdened communities, reduce loss of natural habitats and biodiversity, support sustainable agricultural intensification, and meet accelerating demands for food and other agricultural products. Projects supporting this goal must also develop, implement, or enhance understanding of one or more of the following:
  - a) Greenhouse Gas Mitigation
  - b) Markets and Socioeconomics
  - c) Regionally Appropriate Climate Adaptation and Resilience

**Link to Additional Information:** <https://www.nifa.usda.gov/grants/funding-opportunities/agriculture-food-research-initiative-sustainable-agricultural-systems>

## 15. Probability, NSF

**Application Deadlines: September 17, 2024**

**Award Information: budgets are not limited but need to reflect the actual needs of the proposed project**

The Probability Program supports research on the theory and applications of probability. Subfields include discrete probability, stochastic processes, limit theory, interacting particle systems, stochastic differential and partial differential equations, and Markov processes. Research in probability which involves applications to other areas of science and engineering is especially encouraged.

### Conferences

Principal Investigators should carefully read the program solicitation "Conferences and Workshops in the Mathematical Sciences" to obtain important information regarding the substance of proposals for conferences, workshops, summer/winter schools, and similar activities. Conference and workshop proposals should be submitted eight months before the requested start date.

**Link to Additional Information:** <https://new.nsf.gov/funding/opportunities/probability>

## Proposals Accepted Anytime

1. Division of Environmental Biology, NSF  
<https://new.nsf.gov/funding/opportunities/division-environmental-biology-deb/nsf24-543/solicitation>
2. Computational and Data-Enabled Science and Engineering in Mathematical and Statistical Sciences, NSF  
<https://beta.nsf.gov/funding/opportunities/computational-and-data-enabled-science-and-engineering-mathematical-and>
3. Condensed Matter and Materials Theory (CMMT), NSF  
[https://www.nsf.gov/pubs/2022/nsf22610/nsf22610.htm#pgm\\_desc\\_txt](https://www.nsf.gov/pubs/2022/nsf22610/nsf22610.htm#pgm_desc_txt)
4. Division of Materials Research: Topical Materials Research Programs (DMR: TMRP), NSF  
<https://www.nsf.gov/pubs/2022/nsf22609/nsf22609.htm>
5. Research in the Formation of Engineers, NSF  
<https://beta.nsf.gov/funding/opportunities/research-formation-engineers-rfe>
6. Computer and Information Science and Engineering (CISE): Core Programs, NSF – Small Projects  
<https://www.nsf.gov/pubs/2022/nsf22631/nsf22631.htm>
7. Manufacturing Systems Integration (MSI), NSF  
<https://beta.nsf.gov/funding/opportunities/manufacturing-systems-integration-msi>
8. Cybersecurity Innovation for Cyberinfrastructure (CICI), NSF  
<https://www.nsf.gov/pubs/2023/nsf23532/nsf23532.htm>
9. Division of Molecular and Cellular Biosciences Core Programs (MCB), NSF  
<https://new.nsf.gov/funding/opportunities/division-molecular-cellular-biosciences-core/nsf24-539/solicitation>
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>
24. Engineering of Biomedical Systems, NSF  
<https://new.nsf.gov/funding/opportunities/engineering-biomedical-systems-0>
25. Catalysis, NSF  
<https://new.nsf.gov/funding/opportunities/catalysis-2>
26. Process Systems, Reaction Engineering, and Molecular Thermodynamics, NSF  
<https://new.nsf.gov/funding/opportunities/process-systems-reaction-engineering-molecular-2>
27. Disability and Rehabilitation Engineering (DARE), NSF  
<https://new.nsf.gov/funding/opportunities/disability-rehabilitation-engineering-dare-2>
28. Cellular and Biochemical Engineering, NSF  
<https://new.nsf.gov/funding/opportunities/cellular-biochemical-engineering-0>
29. Facility and Instrumentation Request Process (FIRP), NSF  
<https://www.nsf.gov/pubs/2023/nsf23602/nsf23602.htm>
30. Research Infrastructure in the Social and Behavioral Sciences (RISBS), NSF  
<https://new.nsf.gov/funding/opportunities/research-infrastructure-social-behavioral-sciences>
31. Secure and Trustworthy Cyberspace (SaTC), NSF  
<https://www.nsf.gov/pubs/2024/nsf24504/nsf24504.htm>
32. Mind, Machine and Motor Nexus (M3X), NSF  
<https://new.nsf.gov/funding/opportunities/mind-machine-motor-nexus-m3x>

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

1. Educational Technology, Media, and Materials for Individuals With Disabilities Program—Stepping-Up Technology Implementation, Dept. of Education  
**Deadline: April 30, 2024**  
<https://www.grants.gov/search-results-detail/352667>

2. Civic Innovation Challenge (CIVIC), NSF  
**Deadline: May 1, 2024 (Planning); February 10, 2025 (Full Award)**  
<https://new.nsf.gov/funding/opportunities/civic-innovation-challenge-civic/nsf24-534/solicitation>
3. Digital Projects for the Public, NEH  
**Deadline: May 1, 2024 (Optional Draft); June 12, 2024 (FP)**  
<https://www.neh.gov/grants/public/digital-projects-the-public>
4. Computer and Information Science and Engineering Research Expansion Program, NSF  
**Deadline: May 2, 2024**  
<https://new.nsf.gov/funding/opportunities/computer-information-science-engineering-research-0/nsf24-536/solicitation#elig>
5. Equipment Grants Program, USDA/NIFA  
**Deadline: May 3, 2024**  
<https://www.nifa.usda.gov/grants/funding-opportunities/equipment-grant-program>
6. Long-Term Effects of Disasters on Healthcare Systems in Populations with Health Disparities (R01- Clinical Trial Optional), NIH  
**Deadline: May 4, 2024 (LOI); June 5, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-109.html>
7. Confronting Hazards, Impacts and Risks for a Resilient Planet (CHIRRP), NSF  
**Deadline: May 6, 2024 (Concept Outline); June 6, 2024 (FP)**  
<https://new.nsf.gov/funding/opportunities/confronting-hazards-impacts-risks-resilient-planet>
8. Caribbean Partners for Conservation (CPC), USDA / Natural Resources Conservation Services (NRCS)  
**Deadline: May 8, 2024**  
<https://www.grants.gov/search-results-detail/352262>
9. ACED: Accelerating Computing-Enabled Scientific Discovery, NSF  
**Deadline: May 13, 2024**  
<https://new.nsf.gov/funding/opportunities/aced-accelerating-computing-enabled-scientific/nsf24-541/solicitation>
10. Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program, Dept. of Education  
**Deadline: May 13, 2024**  
<https://www.govinfo.gov/content/pkg/FR-2024-03-14/pdf/2024-05463.pdf>
11. Multi-Messenger Coordination for Windows on the Universe, NSF  
**Deadline: May 13, 2024**  
<https://new.nsf.gov/funding/opportunities/multi-messenger-coordination-windows-universe-mmcs/nsf24-542/solicitation>
12. Peer Reviewed Medical Research Program (PRMRP) - Lifestyle and Behavioral Health Interventions Research Award (LBIRA), DoD  
**Deadline: May 13, 2024 (LOI); June 6, 2024 (FP)**  
<https://www.grants.gov/search-results-detail/353209>
13. Understanding Mechanisms and Outcomes of Trained Immunity (R21 Clinical Trial Not Allowed), NIH  
**Deadline: May 15, 2024 (LOI); June 16, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-111.html>

14. Sustainable Regional Systems Research Networks (SRS RNs), NSF  
**Deadline: May 15, 2024**  
<https://new.nsf.gov/funding/opportunities/sustainable-regional-systems-research-networks-srs/nsf24-533/solicitation>
15. Distributed Array of Small Instruments, NSF  
**Deadline: May 15, 2024**  
[https://new.nsf.gov/funding/opportunities/distributed-array-small-instruments-dasi/nsf24-538/solicitation#pgm\\_desc\\_txt](https://new.nsf.gov/funding/opportunities/distributed-array-small-instruments-dasi/nsf24-538/solicitation#pgm_desc_txt)
16. Model Continuums of Care Initiative (MCCI) to Advance Health Equity and End Health Disparities Among Women and Girls in Racial/Ethnic Minority and Other Underserved Communities (U34 Clinical Trials Required), NIH  
**Deadline: May 18, 2024 (LOI); June 18, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-AA-24-006.html>
17. Research Initiative for Vaccine and Antibiotic Allergy (UG3/UH3 Clinical Trial Not Allowed), NIH  
**Deadline: May 20, 2024 (LOI); June 21, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-AI-24-002.html>
18. Research and Development, NEH  
**Deadline: May 21, 2024**  
<https://www.neh.gov/grants/preservation/research-and-development>
19. Preservation and Access Education and Training, NEH  
**Deadline: May 21, 2024**  
<https://www.neh.gov/grants/preservation/preservation-and-access-education-and-training>
20. Cultural and Community Resilience (CCR), NEH  
**Deadline: May 21, 2024**  
<https://www.neh.gov/program/cultural-and-community-resilience>
21. Institutional Translational Research Training Program (T32 - Clinical Trial Not Allowed), NIH  
**Deadline: May 25, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-108.html>
22. NINDS Advanced Institutional Research Training Program (T32 Clinical Trial Not Allowed), NIH  
**Deadline: May 25, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-126.html>
23. Next Era of Wireless and Spectrum, NSF  
**Deadline: May 28, 2024**  
<https://new.nsf.gov/funding/opportunities/next-era-wireless-spectrum-newspectrum/nsf24-549/solicitation>
24. Maximizing Access to Research Careers (MARC) (T34), NIH  
**Deadline: May 29, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-138.html>
25. Stephen I. Katz Early-Stage Investigator Research Project Grant (R01 Clinical Trial Not Allowed), NIH  
**Deadline: May 29, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-075.html>

26. Support for Research Excellence – First Independent Research (SuRE-First) Award (R16 - Clinical Trial Not Allowed), NIH  
**Deadline: May 29, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-145.html>
27. Coastal Program - FY24, U.S. Fish and Wildlife Service  
**Deadline: May 30, 2024**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=350418>
28. Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) (K-12 Clinical Trial Optional), NIH  
**Deadline: May 30, 2024**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-OD-24-013.html>
29. Improving Undergraduate STEM Education: Computing in Undergraduate Education (IUSE:CUE), NSF  
**Deadline: May 30, 2024**  
<https://new.nsf.gov/funding/opportunities/improving-undergraduate-stem-education-computing/nsf24-553/solicitation>
30. Artificial Intelligence, Formal Methods, and Mathematical Reasoning, NSF  
**Deadline: June 3, 2024**  
<https://new.nsf.gov/funding/opportunities/artificial-intelligence-formal-methods/nsf24-554/solicitation>
31. Assessment of Climate at Institutions (ACT) Award (RC2 - Clinical Trial Not Allowed), NIH  
**Deadline: June 3, 2024 (LOI); July 1, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-038.html>
32. Hispanic-Serving Institutions: Enriching Learning, Programs, and Student Experiences, NSF  
**Deadline: June 4, 2024**  
<https://new.nsf.gov/funding/opportunities/hispanic-serving-institutions-enriching-learning/nsf24-551/solicitation>
33. Computer Science for All, NSF  
**Deadline: June 4, 2024**  
<https://new.nsf.gov/funding/opportunities/computer-science-all-csforall-research-rpps/nsf24-555/solicitation>
34. Humanities Collections and Reference Resources (HCRR), NEH  
**Deadline: June 4, 2024 (Optional Draft); July 16, 2024 (FP)**  
<https://www.neh.gov/grants/preservation/humanities-collections-and-reference-resources>
35. NINR Areas of Emphasis for Research to Optimize Health and Advance Health Equity (R01 Clinical Trial Optional), NIH  
**Deadline: June 5, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-22-230.html>
36. Modular R01s in Cancer Control and Population Sciences (R01 Clinical Trial Optional), NIH  
**Deadline: June 5, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-122.html>
37. Agriculture and Food Research Initiative - Sustainable Agricultural Systems, USDA / NIFA  
**Deadline: June 6, 2024**  
<https://www.nifa.usda.gov/grants/funding-opportunities/agriculture-food-research-initiative-sustainable-agricultural-systems>



38. BRAIN Initiative: Development and Validation of Novel Tools to Probe Cell-Specific and Circuit-Specific Processes in the Brain (R01 Clinical Trial Not Allowed), NIH  
**Deadline: June 7, 2024**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-MH-24-280.html>
39. Public Impact Projects at Smaller Organizations, NEH  
**Deadline: June 12, 2024**  
<https://www.neh.gov/program/public-impact-projects-smaller-organizations>
40. Exploratory Grant Award to Promote Workforce Diversity in Basic Cancer Research (R21 Clinical Trial Not Allowed), NIH  
**Deadline: June 18, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PA-24-039.html>
41. Mathematical Foundations of Digital Twins, NSF  
**Deadline: June 20, 2024**  
<https://new.nsf.gov/funding/opportunities/mathematical-foundations-digital-twins-math-dt/nsf24-559/solicitation>
42. Data Science Corps, NSF  
**Deadline: June 21, 2024**  
<https://new.nsf.gov/funding/opportunities/data-science-corps-dsc/nsf24-560/solicitation>
43. Louis Stokes Alliances for Minority Participation, NSF  
**Deadline: June 24, 2024 (Networks/Masters); November 15, 2024 (All other/Masters/Doctoral)**  
<https://new.nsf.gov/funding/opportunities/louis-stokes-alliances-minority-participation/nsf24-563/solicitation>
44. Environmental Education Local Grants Program for Region 2, EPA  
**Deadline: July 1, 2024**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=350204>
45. Advancing Genomic Medicine Research (R21 Clinical Trial Optional), NIH  
**Deadline: July 8, 2024**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-HG-23-033.html>
46. Mechanistic Studies on Social Behavior in Substance Use Disorder (R01 Clinical Trial Optional), NIH  
**Deadline: July 14, 2024 (LOI); August 14, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-DA-25-032.html>
47. Mechanistic Studies on Social Behavior in Substance Use Disorder (R01 Basic Experimental Studies with Humans (BESH) Required), NIH  
**Deadline: July 14, 2024 (LOI); August 14, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-DA-25-033.html>
48. Cultural Resources Management Services, National Park Service  
**Deadline: July 15, 2024**  
<https://www.grants.gov/search-results-detail/353005>
49. University Research & Development (R&D) Projects & Capstone Projects, Naval Surface Warfare Center Dahlgren Division  
**Deadline: July 17, 2024**  
<https://www.grants.gov/view-opportunity.html?oppId=349325>

50. Developmental Sciences, NSF  
**Deadline: July 30, 2024**  
<https://new.nsf.gov/funding/opportunities/developmental-sciences-ds/nsf24-544/solicitation>
51. 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>
52. Agriculture and Food Research Initiative Competitive Grants Program Education and Workforce Development, USDA / NIFA  
**Deadline: see website**  
<https://www.nifa.usda.gov/grants/funding-opportunities/agriculture-food-research-initiative-education-workforce-development>
53. Centers of Research Excellence in Science and Technology - Research Infrastructure for Science and Engineering, NSF  
**Deadline: August 2, 2024**  
<https://new.nsf.gov/funding/opportunities/centers-research-excellence-science-technology-0/nsf24-562/solicitation>
54. Support for Conferences and Scientific Meetings (Parent R13 Clinical Trial Not Allowed), NIH  
**Deadline: August 12, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PA-24-141.html>
55. ECosystem for Leading Innovation in Plasma Science and Engineering (ECLIPSE), NSF  
**Deadline: August 13, 2024**  
<https://new.nsf.gov/funding/opportunities/ecosystem-leading-innovation-plasma-science>
56. Specialized Programs of Research Excellence (SPoREs) in Cancer Health Disparities and Minority Health (CHD-MH) (U54 Clinical Trial Optional), NIH  
**Deadline: August 25, 2024 (LOI); September 26, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-CA-24-020.html>
57. BRAIN Initiative: Research on the Ethical Implications of Advancements in Neurotechnology and Brain Science (R01 Clinical Trial Optional), NIH  
**Deadline: September 29, 2024 (LOI); October 11, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-MH-25-170.html>
58. Advanced Scientific Computing Research (ASCR), Department of Energy  
**Deadline: September 30, 2024**  
<https://science.osti.gov/ascr>
59. Biological and Environmental Research (BER), Department of Energy  
**Deadline: September 30, 2024**  
<https://science.osti.gov/ber>
60. F24AS00431 FY24 Recovery Implementation, Fish and Wildlife Service  
**Deadline: September 30, 2024**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=350612>

61. Basic Energy Sciences (BES), Department of Energy  
**Deadline: September 30, 2024**  
<https://science.osti.gov/bes/>
62. Fusion Energy Sciences (FES), Department of Energy  
**Deadline: September 30, 2024**  
<https://science.osti.gov/fes/>
63. Measurement Science and Engineering (MSE) Research Grant Programs, Dept. of Commerce / NIST  
**Deadline: accepted and considered on a rolling basis as they are received**  
<https://www.grants.gov/search-results-detail/352807>
64. Focus on Recruiting Emerging Climate and Adaptation Scientists and Transformers, NSF  
**Deadline: January 29, 2025 (Track 1); April 30, 2025 (Track 2)**  
<https://new.nsf.gov/funding/opportunities/focus-recruiting-emerging-climate-adaptation/nsf24-558/solicitation>



# Universidad *de Puerto Rico*

**LA MEJOR EDUCACIÓN A TU ALCANCE**

VICEPRESIDENCIA DE RECURSOS EXTERNOS  
ADMINISTRACIÓN CENTRAL