

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 5/17/2024 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. STOP School Violence Program Competitive Solicitation, Dept. of Justice

## Application Deadline:

- **Grants.gov: June 12, 2024**
- **JustGrants: June 20, 2024**

**Anticipated Maximum Dollar Amount per Award: up to \$2,000,000 for a duration of up to 36 months**

The Bureau of Justice Assistance (BJA) seeks to increase school safety by implementing solutions that will improve school climate. Solutions include school-based behavioral threat assessments and/or intervention teams to identify school violence risks among students, technological innovations that are shown to increase school safety such as anonymous reporting technology, and other school safety strategies that assist in preventing violence.

The STOP School Violence Program is designed to improve school safety by providing students, teachers, and staff with the tools they need to recognize, respond quickly to, and prevent acts of violence. It provides funding to states, units of local government, federally recognized Indian tribes, public agencies (e.g., school districts, towns, cities and municipalities, individual schools, police departments, sheriff's departments, governmental mental health service providers, and health departments), and nonprofit entities (including private schools). The program implements training that will improve school climate using school-based behavioral threat assessments and/or intervention teams to identify school violence risks among students, technological solutions shown to increase school safety such as anonymous reporting technology, and other school safety strategies that assist in preventing violence.

## Goals

The goal of the STOP School Violence Program is to improve school safety by providing students and teachers with the tools they need to recognize, respond quickly to, and help prevent acts of violence.

## Objectives

The objectives of the STOP School Violence Program are as follows:

- Train school personnel and educate students on preventing student violence against others and themselves. This can also include any program shown to improve school climate, such as anti-bullying training, or specialized training for school officials and law enforcement to respond to mental health crises.
- Increase school safety by developing and implementing threat assessment and/or intervention teams to identify school violence risks and implement strategies to mitigate those risks.
- Implement a technology solution, such as an anonymous reporting technology that can be implemented as a smartphone APP, a hotline, or a website in the applicant's geographic area designed to provide a way for students, teachers, faculty, and community members to anonymously identify school violence threats, or other technology solutions that will improve school safety.
- Implement other school safety solutions that assist in preventing violence and improving a school climate such as improving access to school-based behavioral health services or implementing appropriate social and emotional learning programs or other interventions that promote a positive and healthy school climate. A list of possible evidenced-based solutions can be found at [CrimeSolutions.gov](http://CrimeSolutions.gov).
- Train school-based law enforcement officers or probation officers who work with school based populations.
- Hire personnel to improve a school climate and positive responses to student behavior.

Successful applicants will receive free training and technical assistance support from the National Center for School Safety. The National Center for School Safety works with STOP grantees to successfully implement school safety solutions and has a clearinghouse of resources including publications, toolkits and webinars on topics related to the STOP School Violence Program.

In order to further OJP's mission, OJP will provide priority consideration when making award decisions to the following:

- 1A. 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.

1B. 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.

**Link to Additional Information:** <https://bja.ojp.gov/funding/opportunities/o-bja-2024-172090>

## **2. Research Traineeship Institutional Partnership Pilot (NRT-IPP) Program, NSF**

**Application Deadlines: July 22, 2024**

**Award Amount: up to \$4,500,000 for a period of performance of up to five years**

The NRT Program is dedicated to shaping and supporting effective training of STEM graduate students in high priority interdisciplinary or convergent research areas using comprehensive traineeship models that are innovative, evidence-based, and aligned with changing workforce and research needs. The goals of the program are to:

- Catalyze and advance cutting-edge interdisciplinary or convergent research in high-priority areas;
- Increase the capacity of U.S. graduate programs to produce diverse cohorts of interdisciplinary STEM professionals with technical and transferable professional skills for a range of research and research-related careers within and outside academia; and
- Develop innovative approaches and knowledge that will promote transformative improvements in graduate education.

The pilot program described in this solicitation advances these goals with an emphasis on specific focus areas. The overall purpose of the pilot program is to stimulate collaborations among non-R1 institutions, current or former NRT awardee institutions, and industry partners. The program is expected to develop sustainable programmatic capacity at the lead institutions for training members of the STEM workforce in the specific focus areas. The program will also lead to the development of successful models of collaboration between non-R1 institutions and institutions with active/successful NRT programs.

### **NRT Traineeships and Trainees**

NRT traineeships are dedicated to the comprehensive development of graduate students as versatile STEM professionals for a range of research and research-related careers within and outside academia. This pilot for a potential new track for the NRT program seeks proposals that focus on providing experiential learning experiences to trainees in addition to their research and education activities by leveraging experiences of (i) the project leadership team (lead non-R1 IHE institution and R1 or non-R1 non-lead IHE partner) and (ii) 2-3 industry partners identified for the project. Proposed curricula and experiences should prepare trainees to solve interdisciplinary and/or convergent research problems, work in diverse teams, and be able to communicate information about problems and solutions effectively.

The NRT program is intended to benefit a population of STEM graduate students beyond those who receive an NRT stipend. An NRT trainee is thus defined as a STEM graduate student, irrespective of funding source, who is accepted into an institution's NRT program and completes the program's required NRT elements (e.g., courses, workshops, projects, and other training activities specific to the NRT experience). Typically, a successful NRT project includes both funded and non-funded trainees.

NRT trainees for this pilot should be graduate students with an interest in the focus area(s) chosen for the project. NRT stipends and support for customary costs of education (tuition and required fees) are limited to U.S. citizens, nationals, and permanent residents. However, students who are not eligible for stipend and tuition support can participate as non-stipend-supported NRT trainees or as non-trainees and can receive a lump sum support for research supplies, travel, or other NRT-project-relevant activity within the limitations of the budget.

NRT projects demonstrate comprehensive approaches to graduate training, and this pilot for a potential new track for NRT seeks proposals that include the following key features that are central to the NRT Program:

- Development of innovative and potentially transformative interdisciplinary approaches to STEM graduate education (for the purposes of this solicitation, in one or more focus areas identified above).
- Extension of NRT project elements to non-stipend supported NRT trainees and to non-trainees to benefit a larger population of STEM graduate students across an institution.
- Dissemination of insights gained and results from NRT training approaches.
- Comprehensive training of STEM graduate students, including the development of technical and professional skills for careers (for this solicitation, in industries related to one or more focus areas).
- Incorporation of evidence-based strategies to broaden participation of students from diverse backgrounds; and
- Implementation of robust program assessment and evaluation that is central to the traineeship and routinely informs and improves practice.

### Focus Areas

The focus areas for this pilot for a new track for NRT are listed below. The focus area(s) of the proposal and the national workforce need in the chosen focus area(s) should be clearly identified.

1. Artificial intelligence, machine learning, autonomy, and related advances.
2. High performance computing, semiconductors, and advanced computer hardware and software.
3. Quantum information science and engineering.
4. Robotics, automation, and advanced manufacturing.
5. Natural and anthropogenic disaster prevention or mitigation.
6. Advanced communications technology and immersive technology.
7. Biotechnology, medical technology, genomics, and synthetic biology.
8. Data storage, data management, distributed ledger technologies, and cybersecurity, including biometrics.
9. Advanced energy and industrial efficiency technologies, such as batteries and advanced nuclear technologies, including but not limited to for the purposes of electric generation (consistent with section 15 of the National Science Foundation Act of 1950 (42 U.S.C. 1874)).
10. Advanced materials science, including composites 2D materials, other next-generation materials, and related manufacturing technologies.

**Link to Additional Information:** <https://new.nsf.gov/funding/opportunities/national-science-foundation-research-traineeship-0/nsf24-566/solicitation>

### **3. Mentored Research Scientist Development Award (Parent K01 - Independent Clinical Trial Required), NIH**

**Application Deadline: June 12, 2024**

**Award Budget: budgets are composed of salary and other program-related expenses for up to five 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. Candidates should review the different career development (K) award programs to determine the best program to support their goals. More information about Career programs may be found at the NIH Research Training and Career Development website.

The objective of the NIH Mentored Research Scientist Development Award (K01) is to provide salary and research support for a sustained period of “protected time” (3-5 years) for intensive research career development, under the guidance of an experienced mentor, or sponsor in the biomedical, behavioral or clinical sciences leading to research

independence. The expectation is that, through this sustained period of research career development and training, recipients will launch independent research careers and become competitive for new research project grant (e.g., R01) funding.

Although all of the participating NIH Institutes and Centers (ICs) use this mechanism to support career development experiences that lead to research independence, some ICs use the K01 award for individuals who propose to train in a new field or for individuals who have had a hiatus in their research career because of illness or pressing family circumstances. Other ICs utilize the K01 award to support career development in specific fields.

NIH not only supports trials of safety and efficacy, it also supports mechanistic exploratory studies that meet the definition of a clinical trial and are designed to explore or understand a biological or behavioral process, the pathophysiology of a disease, or the mechanism of action of an intervention. These studies may focus on basic and/or translational discovery research in healthy human subjects and in human subjects who are affected by the pathophysiology of diseases and disorders. By addressing basic questions and concepts in biology, behavior, and pathophysiology, these studies may provide insight into understanding human diseases and disorders along with potential treatments or preventive strategies. NIH also supports biomarker studies that meet the definition of a clinical trial and that may provide information about physiological function, target engagement of novel therapeutics, and/or the impact of therapeutics on treatment response. NIH thus supports studies that meet the definition of clinical trials (as noted above) but do not seek to establish safety, clinical efficacy, effectiveness, clinical management, and/or implementation of preventive, therapeutic, and services interventions.

*This Notice of Funding Opportunity (NOFO) is designed specifically for candidates proposing to serve as the lead investigator of an independent clinical trial, a clinical trial feasibility study, or a separate ancillary clinical trial, as part of their research and career development.*

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/pa-files/PA-24-175.html>

#### **4. Student Support Services Program, Dept. of Education**

**Application Deadline: July 15, 2024**

**Estimated Average Size of Awards: \$324,456 for a project period of up to 60 months**

The purpose of the SSS Program is to increase the number of disadvantaged students, including low-income college students, first-generation college students, and college students with disabilities, who successfully complete a program of study at the postsecondary level. The support services that are provided should increase the retention and graduation rates for these categories of students and facilitate their transfer from two-year to four-year colleges and universities. The support services should also foster an institutional climate that supports the success of students who are limited English proficient, students from groups that are historically underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of the foster care system, and other disconnected students. Student support services should also improve the financial and economic literacy of students.

This notice contains two competitive preference priorities.

- **Competitive Preference Priority 1— Meeting Student Social, Emotional, and Academic Needs (up to 3 points)**  
Projects that are designed to improve students' social, emotional, academic, and career development needs, with a focus on underserved students, by creating education and work-based settings that are supportive, positive, identity-safe and inclusive, including with regard to race, ethnicity, culture, language, and disability status, through the following activity:
  - Supporting students to engage in high-quality, real-world, hands-on learning that is aligned with classroom instruction and takes place in community-based settings, such as apprenticeships, pre-apprenticeships, work-based learning, and service learning, and in civic activities, that allow students to apply their

knowledge and skills, strengthen their employability skills, such as critical thinking, complex problem solving, and effective communication, and access career exploration opportunities.

- **Competitive Preference Priority 2— Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (up to 5 points)**

Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by addressing one or both of the following priority areas:

- a) Increasing postsecondary education access and reducing the cost of college by creating clearer pathways for students between institutions and making transfer of course credits more seamless and transparent (up to 2 points).
- b) Establishing a system of high- quality data collection and analysis, such as data on enrollment, persistence, retention, completion, and post-college outcomes, for transparency, accountability, and institutional improvement (up to 3 points).

**Link to Additional Information:** <https://www.govinfo.gov/content/pkg/FR-2024-05-01/pdf/2024-08328.pdf>

## **5. Mentored Clinical Scientist Research Career Development Award (Parent K08 – Independent Clinical Trial Required), 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. Candidates should review the different career development (K) award programs to determine the best program to support their goals. More information about Career programs may be found at the NIH Research Training and Career Development website.

The objective of the NIH Mentored Clinical Scientist Research Career Development Award (K08) is to provide salary and research support for a sustained period of “protected time” (3-5 years) to support didactic study and/or mentored research for individuals with clinical doctoral degrees (e.g., MD, DDS, DMD, DO, DC, OD, ND, DVM, PharmD, or PhD in clinical disciplines). The K08 provides support for an intensive, mentored research career development experience in biomedical or behavioral research, including translational research. For the purpose of this award, translational research is defined as the application of basic research discoveries toward the diagnosis, management, and prevention of human disease.

The K08 award may be used by candidates with different levels of prior research training and at different stages in their mentored career development. For example, a candidate with limited experience in a given field of research may use an award to support a career development experience that includes a designated period of didactic training followed by a period of closely supervised research experience. A candidate with previous research experience and training may not require extensive additional didactic preparation and may use an award to support a career development experience that focuses on an intensive, supervised research experience.

NIH not only supports trials of safety and efficacy, it also supports mechanistic exploratory studies that meet the definition of a clinical trial and are designed to explore or understand a biological or behavioral process, the pathophysiology of a disease, or the mechanism of action of an intervention. These studies may focus on basic and/or translational discovery research in healthy human subjects and in human subjects who are affected by the pathophysiology of diseases and disorders. By addressing basic questions and concepts in biology, behavior, and pathophysiology, these studies may provide insight into understanding human diseases and disorders along with potential treatments or preventive strategies. NIH also supports biomarker studies that meet the definition of a clinical trial and that may provide information about physiological function, target engagement of novel therapeutics, and/or the impact of therapeutics on treatment

response. NIH thus supports studies that meet the definition of clinical trials (as noted above) but do not seek to establish safety, clinical efficacy, effectiveness, clinical management, and/or implementation of preventive, therapeutic, and services interventions.

*This Notice of Funding Opportunity (NOFO) is designed specifically for candidates proposing to serve as the lead investigator of an independent clinical trial, a clinical trial feasibility study, or a separate ancillary clinical trial, as part of their research and career development.*

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/pa-files/PA-24-181.html>

## 6. Media Projects, NEH

### Application Deadlines:

- **Optional Draft: July 10, 2024**
- **Full Proposal: August 14, 2024**

### Award Information:

- **Development: Up to \$75,000 for a period of performance of 6 to 12 months**
- **Production: Up to \$700,000 for a period of performance of one to three years**
  - **Chair's Special Awards: up to \$1,000,000**

The Media Projects program supports the development, production, and distribution of radio programs, podcasts, documentary films and television programs that engage general audiences with humanities ideas in creative and appealing ways. Projects must be grounded in humanities scholarship and incorporate an approach that is thoughtful, balanced, and analytical. The Division of Public Programs encourages media projects that promote a deeper understanding of American history and culture as well as those that examine international themes and subjects in the humanities. Proposals must demonstrate the potential to attract a broad general audience and should be intended for national or regional distribution.

- **Film and television projects** may be stand-alone documentaries or a series of programs.
- **Radio and podcast projects** may be single programs, a series, or segments within an ongoing program.

Projects may include supplementary components such as discussion programs or websites. All Media Projects proposals must:

- build on sound humanities scholarship.
- deepen public understanding of significant humanities questions.
- approach a subject analytically, presenting a variety of perspectives.
- involve humanities scholars in all phases of development and production.
- involve appropriate media professionals.
- employ appealing and accessible formats that will actively engage the general public in learning.
- demonstrate the potential to attract a broad general audience.

### Funding categories

- **Development** - enable film and television producers to collaborate with scholars to develop humanities content and other program elements. Awards should result in a script or detailed treatment(s). You may also use a Development award to plan for outreach and public engagement.

***Development awards are available only for film and television projects. Radio and podcast projects cannot apply for Development awards, but they may apply for Production.***

Prior to applying for a Development award, you should have:

- assessed the major humanities scholarship related to the subject.
- identified humanities themes.
- assembled a group of humanities scholars to serve as advisers along with other experts, if applicable.

- consulted with the humanities scholars to identify the project’s interpretive ideas.
- formed a media team to see the project through its development period.
- identified resources (such as archival materials and potential interviewees).

Development awards may support activities such as:

- meetings with scholars
  - preliminary interviews
  - preparation of program treatments or scripts
  - production of a work-in-progress or trailer
  - creation of partnerships for outreach activities and public engagement
  - archival and other scholarly research to further development of script and humanities themes
- **Production** - must result in the production and distribution of radio, podcast, television, and documentary film projects. Prior to applying for a Production award, you should have:
    - conducted extensive research on your subject, including archival work and preliminary interviews.
    - identified humanities themes.
    - involved humanities scholars in creating and interpreting the project’s content.
    - drafted the script or detailed treatment(s).
    - designed your plans for distribution, outreach, and partnerships.

Production awards may support activities such as:

- archival research and rights clearances.
  - meetings with scholars.
  - additional script development.
  - production (including filming, recording, and editing) and distribution.
  - development of related resources that explore the humanities content and themes central to the project (e.g., websites and curriculum materials).
  - outreach and public engagement.
- **Chair’s Special Awards** Within the Production level, NEH will occasionally make Chair’s Special Awards for projects of exceptional significance, audience reach, and complexity. A Chair’s Special Award should examine important humanities ideas in new ways and demonstrate the potential to reach especially large audiences. These goals can often be accomplished by combining a variety of program formats, forming creative collaborations among diverse institutions, and significantly expanding the scope and reach of the project. Chair’s Special Awards are rare; NEH typically awards no more than one per year.

### Program Outputs

- **Development** awards should result in a script or detailed treatment(s).
- **Production** awards must result in the production and distribution of radio, podcast, television, and documentary film projects.

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

## 7. Mathematical Foundations of Artificial Intelligence, NSF

**Application Deadline: October 10, 2024**

**Award Amount: from \$500k to \$1.5M for a project period of 36 months**

Machine Learning and Artificial Intelligence (AI) are enabling extraordinary scientific breakthroughs in fields ranging from protein folding, natural language processing, drug synthesis, and recommender systems to the discovery of novel



engineering materials and products. These achievements lie at the confluence of mathematics, statistics, engineering and computer science, yet a clear explanation of the remarkable power and also the limitations of such AI systems has eluded scientists from all disciplines. Critical foundational gaps remain that, if not properly addressed, will soon limit advances in machine learning, curbing progress in artificial intelligence. It appears increasingly unlikely that these critical gaps can be surmounted with increased computational power and experimentation alone. Deeper mathematical understanding is essential to ensuring that AI can be harnessed to meet the future needs of society and enable broad scientific discovery, while forestalling the unintended consequences of a disruptive technology.

The National Science Foundation Directorates for Mathematical and Physical Sciences (MPS), Computer and Information Science and Engineering (CISE), Engineering (ENG), and Social, Behavioral and Economic Sciences (SBE) will jointly sponsor research collaborations consisting of mathematicians, statisticians, computer scientists, engineers, and social and behavioral scientists focused on the mathematical and theoretical foundations of AI. Research activities should focus on the most challenging mathematical and theoretical questions aimed at understanding the capabilities, limitations, and emerging properties of AI methods as well as the development of novel, and mathematically grounded, design and analysis principles for the current and next generation of AI approaches.

Specific research goals include: establishing a fundamental mathematical understanding of the factors determining the capabilities and limitations of current and emerging generations of AI systems, including, but not limited to, foundation models, generative models, deep learning, statistical learning, federated learning, and other evolving paradigms; the development of mathematically grounded design and analysis principles for the current and next generations of AI systems; rigorous approaches for characterizing and validating machine learning algorithms and their predictions; research enabling provably reliable, translational, general-purpose AI systems and algorithms; encouragement of new collaborations across this interdisciplinary research community and from diverse institutions.

The overall goal is to establish innovative and principled design and analysis approaches for AI technology using creative yet theoretically grounded mathematical and statistical frameworks, yielding explainable and interpretable models that can enable sustainable, socially responsible, and trustworthy AI.

**Link to Additional Information:** <https://new.nsf.gov/funding/opportunities/mathematical-foundations-artificial-intelligence>

## **8. Mentored Clinical Scientist Research Career Development Award (Parent K08 – 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. Candidates should review the different career development (K) award programs to determine the best program to support their goals. More information about Career programs may be found at the NIH Research Training and Career Development website.

The objective of the NIH Mentored Clinical Scientist Research Career Development Award (K08) is to provide salary and research support for a sustained period of “protected time” (3-5 years) to support didactic study and/or mentored research for individuals with clinical doctoral degrees (e.g., MD, DDS, DMD, DO, DC, OD, ND, DVM, PharmD, or PhD in clinical disciplines). The K08 provides support for an intensive, mentored research career development experience in biomedical or behavioral research, including translational research. For the purpose of this award, translational research is defined as the application of basic research discoveries toward the diagnosis, management, and prevention of human disease.

The K08 award may be used by candidates with different levels of prior research training and at different stages in their mentored career development. For example, a candidate with limited experience in a given field of research may use an award to support a career development experience that includes a designated period of didactic training followed by a period of closely supervised research experience. A candidate with previous research experience and training may not require extensive additional didactic preparation, and may use an award to support a career development experience that focuses on an intensive, supervised research experience.

*This Notice of Funding Opportunity (NOFO) is designed specifically for proposing research that does not involve leading an independent clinical trial, a clinical trial feasibility study, or an ancillary clinical trial. Under this NOFO are permitted to propose a research experience in a clinical trial led by a mentor or co-mentor.*

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/pa-files/PA-24-182.html>

## **9. Enhancing School Capacity To Address Youth Violence, Dept. of Justice**

### **Application Deadline:**

- **Grants.goc: June 10, 2024**
- **JustGrants: June 24, 2024**

**Award Budget: up to \$1,000,000 for a project period of 36 months**

With this solicitation, OJJDP seeks to support targeted efforts to address youth violence in a school-based setting (K–12th grade only). OJJDP seeks to increase school safety through the development and expansion of evidence-based and promising violence prevention and reduction programs and strategies to support school climate. Through this initiative, OJJDP expects applicants to utilize a collaborative approach between schools and community-based organizations (CBOs) to develop and implement these strategies. Funded sites under this initiative will operate from the following three principles:

- Relationships between schools and CBOs require open lines of communication and a shared commitment at the leadership level to accomplish the core goal of increasing school safety and improving school climate.
- Key contributors to youth violence include risk factors within the individual, family, and school/community domains. Funded strategies must address all three to be successful.
- Families are critical partners in dealing with school violence, and their engagement is a critical ingredient for success.

Each funded project site will identify a service network of CBOs that have experience in operating violence prevention and early intervention programs with youth and families. This cross-sector network will offer a bridge between families and the identified school to prevent and reduce violence. Funding from this solicitation must support the following components for project sites:

- A local coordinator to lead the project, support the development of any needed memorandums of understanding (MOUs), host regular meetings, and ensure that each involved agency and school identifies a dedicated liaison to the initiative.
- Development or expansion of violence prevention and reduction strategies to be implemented by CBOs that provide the target youth population with supportive services. These services should:
  - Be individualized to the particular student.
  - Engage the family as a critical change agent.
  - Include an intensive case management approach delivered by a CBO that connects youth and families with the existing network of services to meet the needs of the individual youth. This includes addressing access to service issues. We know that if the basic needs of the students are not met, students may exhibit behavioral issues.

In addition to the above components, funding may support prevention strategies for all students at target schools that help to supplement the interventions for the target youth population and build a positive school climate. For example, this program may be used to fund positions such as community resource navigators within CBOs that work with students and

families who help identify needed services, and then for the provision of those direct services.

Applicants must propose and undertake their work through a multidisciplinary, multiagency team of stakeholders. This can be an existing collaborative group or one that is formed specifically for this project. At a minimum, stakeholders should include representation from the Local Education Agency (LEA) where the initiative is taking place, as well as relevant CBOs that support the identified service supports to be provided. In addition to educators, this multidisciplinary team could include mental health, child welfare and social services, youth serving community organizations, county/local public sector leadership, courts/probation, and law enforcement. OJJDP recognizes youth and families as major stakeholders and strongly supports positive youth development and leadership opportunities for youth in its programs. As such, the collaborative group must include youth/student engagement and participation as well as family/parent/caregiver representation. Applicants should include a brief description of the team structure in the program narrative section and submit the list of team members in an attachment labeled “multidisciplinary team list.”

Applications must ensure that the initiative to be funded under the grant is:

- Protective of student privacy, as required by the Family Educational Rights and Privacy Act and applicable state privacy laws, and that students are not discriminated against on the basis of race, national origin, disability, religion, sex, or gender identity.
- Limited to allow personnel in law enforcement agencies to receive student information from education records only when such disclosure is necessary to protect the health or safety of the student or other individuals (e.g., necessary to prevent school violence).
- Consistent with a comprehensive approach to preventing school violence and promoting a positive school climate.
- Transparent so that students, parents/guardians, and community members know what is being done and have the data necessary to monitor its effectiveness and compliance with privacy and nondiscrimination requirements.
- Individualized to the needs of each school at which those improvements are to be made.

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).

*Pre-Application Information - OJJDP will hold a webinar on May 9, 2024, from 3:00 pm – 4:30 pm ET. To register: [https://umich.zoom.us/webinar/register/WN\\_IrxJeaXcSLOlwSuJtyH\\_Xw#/registration](https://umich.zoom.us/webinar/register/WN_IrxJeaXcSLOlwSuJtyH_Xw#/registration)*

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

## **10. Molecular Foundations for Sustainability: Sustainable Polymers Enabled by Emerging Data Analytics, NSF**

### **Application Deadlines:**

- **Letter of Intent: December 5, 2024**
- **Full Proposal: January 16, 2025**

**Award Amount: up to \$2M total and for a project period of up to 3 years**

The goal of MFS-SPEED is to support fundamental research enabling the accelerated discovery and ultimate manufacturing of sustainable polymers using state-of-the-art data tools, and to enhance development of a workforce skilled in this subject area.

MFS-SPEED aligns with national priorities in emerging technologies, namely, advanced engineering materials, artificial intelligence, advanced manufacturing, and biotechnology. MFS-SPEED further supports OSTP's (Office of Science and Technology Policy) multi-agency research and development priorities including sustainable chemistry as identified in a recent report by the NSTC (National Science and Technology Council).

MFS-SPEED will support activities that significantly accelerate the discovery-to-use timeline in sustainable polymers by applying new and emerging data analytics to advance the design, development, or manufacturability (i.e., properties relevant to manufacturing, process-property relationships, property performance metrics, scalable synthesis routes, economic feasibility, supply chain considerations, or life cycle issues) of sustainable polymers with desirable properties or functionality. Accordingly, MFS-SPEED will drive the development of new tools and approaches, and their integration with experiment, theory, computation, data analytics, and AI/ML to achieve its objective. NSF and the participating companies are seeking efforts that will focus strictly on data science directed towards polymer and soft matter sustainability in precompetitive, fundamental research space. This program intends to address the gap between how polymer/soft matter research is conducted today and how it needs to be conducted in the future to allow for the grand challenges around sustainability to be addressed.

Proposers to this solicitation will address sustainable polymers via one or more of three important areas: (1) application of AI, ML, and other modern data analysis techniques to polymer chemistry, structure, and properties with the goal of identifying promising areas for further interrogation; such approaches should both result in a broadly applicable ontology to allow modeling of polymers and also be validated by appropriate analytical methods to ensure robustness of developed techniques and models; (2) development of data architecture approaches to polymer informatics that ensures that data that is not published is not lost but rather managed and retained in a platform that allows it to be shared, accessed, and leveraged for future precompetitive, fundamental research; and (3) leverage experts in a variety of fields to develop best practices around the development of consistent standards that can be applied to the analysis of polymer chemistry and polymer physics; these standards can include but should not be limited to monomer properties, polymer biodegradability, long chain oligomer or polymer safety and toxicology, environmental fate, polymer properties and performance, and predictive determination of highly complex aggregation.

All proposed programs need to discuss approaches to building the polymer-data science workforce (4) – these programs can include but should not be limited to PhD-level industrial internships, faculty-industry researcher exchange programs, joint PhD research programs, and undergraduate capstone projects. To institutionalize the paradigm shift of infusing data science and proven data approaches into fundamental polymer research, recipients will disseminate the approaches developed as part of the award in educational journal articles and the sharing of data and code produced in these projects.

### **Focus on Sustainability**

Sustainability here implies a use-inspired approach to optimizing the efficacy of materials in the economy, including considerations such as process energy efficiency, life cycle, and technoeconomic analysis. Also included are considerations of carbon footprint, biodegradability/environmental fate and mobility, and toxicity, with a molecular circularity in mind.

### **Data Architecture**

Universities possess vast quantities of data, and the hypothesis is that interrogating this data will accelerate innovation with an emphasis on sustainability. This includes data that are not published and held in inaccessible places such as notebooks, retired lab equipment, or individual computers, yet is nonetheless valuable. This program seeks to both incentivize a shift in culture to acknowledge that non-optimal, negative, or “uninteresting” lab results, should be retained and leveraged and to develop tools to support data retention and leverage. Applying AI/ML tools will allow for data to be analyzed in new ways. In addition to developing a methodology and culture of retaining data, this program seeks to bolster the use of techniques that will develop actionable findings from the information repository.

### **Role of Industry Funding Partners**

The companies listed in this solicitation (Procter & Gamble, PepsiCo, Dow, BASF, and IBM) commit to providing annual

contributions to NSF for the purpose of funding proposals awarded under this solicitation. The reference to "industry partners" in this section refers specifically to these five entities and their role as funding partners in this solicitation. The contributions from these partners have been agreed upon based on a shared belief in the importance of making progress in the research, education, and workforce development goals identified in this program.

Prior to award, these industry partners may observe proposal panel reviews, but may not engage in or impact the panel proceedings. Panel observers will be required to agree to the same Conflict-of-Interests and Confidentiality Statement (NSF Form 1230P) required of reviewers. After completion of the merit review process, NSF will share with representatives of the industry partners the subset of proposals which are under consideration for funding by NSF, along with corresponding unattributed reviews and panel summaries where applicable. Proprietary or privileged information provided by the PI in the separate "Single Copy Documents" section of the proposal will not be shared with reviewers or industry partner representatives. NSF will take into consideration the input of all industry funding partners prior to making final funding decisions but will retain final authority for making all award decisions.

**Link to Additional Information:** <https://new.nsf.gov/funding/opportunities/molecular-foundations-sustainability-sustainable/nsf24-567/solicitation>

## **11. Research Training Groups in the Mathematical Sciences, NSF**

**Application Deadline: August 13, 2024**

**Award Budget: range from \$400,000 to \$600,000 per year for a project period of three to five years**

The long-range goal of the Research Training Groups in the Mathematical Sciences (RTG) program is to strengthen the nation's scientific competitiveness by increasing the number of well-prepared U.S. citizens, nationals, and permanent residents who pursue careers in the mathematical sciences, be they in academia, government, or industry. A significant part of this goal is to increase the quality, the proportion, and the absolute number of U.S. advanced degree recipients in the mathematical sciences. The program's focus is on graduate training. In addition to faculty and graduate students, the teams may, but are not required to, include undergraduate and/or postdoctoral trainees.

The RTG program is intended to create sustainable programmatic capacity at institutions as well as help stimulate and implement permanent positive changes in research training within the mathematical sciences in the U.S. Thus, it is critical that an RTG site adequately plan how to continue the pursuit of RTG goals when NSF funding terminates. Proposals should provide appropriate documentation of institutional support for such efforts in the Facilities, Equipment, and Other Resources document.

### **Key Features**

- Project team consisting of collaborating faculty with a history of research accomplishments and mentoring.
- Research program anchored in a coherent theme in the mathematical sciences aligned with the project team's research interests.
- Research programs addressing the training and workforce development at the interface of mathematics and the following emerging areas are particularly welcome:
  - theoretical foundations and practical applications of artificial intelligence;
  - biotechnology empowered by mathematical and biological principles;
  - quantum algorithms, quantum information theory, or quantum cryptography;
  - cybersecurity, such as mathematical techniques for safeguarding digital assets, detecting and mitigating cyber threats, and ensuring the integrity and confidentiality of information systems.
- Plans for recruitment, selection, mentoring, and retention of participants (trainees), including members of underrepresented groups, so as to increase the number and diversity of U.S. citizens, nationals, and permanent residents in the graduate and postdoctoral programs.
- Development of professional and personal skills of the trainees, such as communication, teamwork, teaching, mentoring, and leadership.
- Institutional commitment to a supportive environment for research and education.

- Post-RTG sustainability plan to continue the pursuit of RTG goals when funding discontinues.
- Overall administrative and organizational structure that ensures effective management of the project resources.

### **Trainees**

To maximize the number of individuals benefiting from RTG activities, project teams are expected to make available (within the capacity and budget limitations of the award) RTG program elements to students and postdocs who are not funded by the program.

- Graduate students - Their participation should result in broad and deep graduate education, enhanced research training, and comprehensive professional development. They are expected to have substantial mentored professional experiences to prepare them for successful careers in the mathematical sciences and in other professions in which expertise in the mathematical sciences plays an important role. Training elements should help students develop proficiency in the presentation of mathematical sciences research in both written and oral formats and in the ability to place their research in context.
- Undergraduate Experience - If a team includes undergraduate trainees, the term "research experiences" for undergraduates should encompass all activities that involve undergraduates in discovery and generate appreciation of and excitement about research in the mathematical sciences. An undergraduate research experience does not have to result in the publication of a paper. Such experiences are intended to involve students in the creative aspects of mathematical sciences in a non-classroom setting. They are also expected to enhance the development of students' communication skills, with particular emphasis on the presentation of mathematical concepts in both written and oral formats. In all cases, it is expected that the participating undergraduates receive mentoring to stimulate their further interest in the mathematical sciences.
- Postdoctoral Training - If a team includes postdoctoral associates as trainees, their training is expected to result in a better preparation for future careers, including a well-defined independent research program, well-developed communication skills, a broad perspective of the field, and the ability to mentor. The program should aim to provide opportunities not traditionally found in mathematical sciences education and training, including interdisciplinary research experiences in connection with other departments and programs; participation in international research programs; internships in business, industry, or government laboratories; or participation in research institute programs suitably aligned with the trainee's research interests. It is expected that each postdoctoral trainee will submit a research proposal to a funding agency at some time during the course of the postdoctoral appointment. Mentoring to help ensure all postdoctoral trainees become successful researchers, communicators, and mentors is a critical element of an RTG postdoctoral program.

**Link to Additional Information:** <https://new.nsf.gov/funding/opportunities/research-training-groups-mathematical-sciences-rtg/nsf24-570/solicitation>

## **12. Hazardous Materials Worker Health and Safety Training (U45 Clinical Trials Not Allowed), NIH**

### **Application Deadline:**

- **Letter of Intent: June 8, 2024**
- **Full Proposal: July 8, 2024**

**Award Budget: up to \$700,000 for the first year for a period of performance of up to five years**

NIEHS Worker Training Program (WTP) intends to support the development of model programs for the training and education of workers engaged in activities related to hazardous materials and waste generation, removal, containment, transportation, and emergency response. The major objective of this Notice of Funding Opportunity (NOFO) is to prevent work-related harm by assisting in the training of workers on how best to identify and protect themselves and their communities from exposure to hazardous materials encountered during hazardous waste operations, hazardous materials' transportation, environmental restoration of contaminated facilities or chemical emergency response. A variety of sites, such as those involved with chemical waste cleanup and remedial action and transportation-related chemical emergency

response, may pose severe health and safety concerns to workers and the surrounding communities. These sites are often characterized by the multiplicity of substances present, the presence of unknown substances, and the general uncontrolled condition of the site. A major goal of this program is to support grant recipient organizations to provide appropriate model training and education programs to hazardous materials and waste workers.

This NOFO lists three distinct program areas:

1. **Hazardous Waste Worker Training Program (HWWTP)** – core program and is required to add the other two optional programs (ECWTP and HDPTP)

Hazardous material and waste workers include workers engaged in active and inactive waste treatment, storage and disposal, hazardous waste generation, clean up and remedial action, emergency response, and workers engaged in hazardous materials transportation including safe loading, unloading, handling, and storage. Worker populations for this training include those covered by requirements of Federal Occupational Health and Safety Administration (Code of Federal Regulations, Title 29, Part 1910) and Environmental Protection Agency (CFR, Title 40, Part 311) standards for Hazardous Waste Operations and Emergency Response, regulations governing the NIEHS Hazardous Waste Worker Training Program (CFR, Title 42, Part 65), as well as hazardous materials transportation workers regulated by the US Department of Transportation (49 CFR 171-177).

2. **Environmental Career Worker Training Program (ECWTP)**

ECWTP seeks to enrich and change the lives of people from such communities by increasing training and education to promote a sustainable environmental career path for workers in hazardous materials handling, waste, construction, environmental remediation, and other emerging industries. The ECWTP, formerly known as the Minority Worker Training Program, was established in 1995 to provide a series of national pilot programs to test a range of strategies for the recruitment and training of persons from vulnerable and disadvantaged communities. These are individuals who live near hazardous waste sites or in a community at risk of exposure from contaminated properties who wish to work in the environmental field. The program represents a broad geographic distribution and reaches numerous populations in high-risk contaminated areas across the United States and has reached over 30 communities trained across 20 states and the District of Columbia with over 200 different community-based organizations.

3. **Hazmat Disaster Preparedness Training Program (HDPTP)**

his program enhances the safety and health training of hazardous materials workers and responders by developing and delivering health and safety training to workers responding to disasters. This program, through its partnerships between grant recipients, their partners, as well as federal, state, and local agencies, aims to augment preparedness and response efforts in a wide variety of high-risk settings to ensure responders are aware of site-specific hazards and mitigation techniques prior to and during response and recovery activities. This initiative is intended to foster the development and delivery of disaster specific training programs as an extension to the HWWTP for the purpose of preparing a cadre of trained workers for prevention, response, and recovery to disasters in a wide variety of facilities and high-risk operations.

The purpose of the NIEHS HDPTP is to complement the Department of Homeland Security (DHS) various preparedness scenarios by enhancing the safety and health training capacity of hazmat workers and emergency responders to respond to terrorist incidents involving weapons of mass destruction as well as natural disasters.

### **General Training Goals and Objectives**

With worker health and safety training, an immediate goal is to provide students with relevant information, program-solving skills, and the confidence needed to use these tools. Long-term goals of the model training programs are to assure that workers become and remain active participants in determining and improving the health and safety conditions under which they work, and that avenues are established for collaborative employer-employee relationships in creating safe workplaces. Primary prevention of disease and injury among hazardous waste workers requires heavy reliance on the use of engineering control methods, appropriate work practices and the use of personal protective equipment such as

respirators and protective clothing.

Worker safety and health training is adult learning-based, action-oriented, and results-centered. Training for workers focuses on providing knowledge and skills that can be applied in the workplace, rather than on learning for its own sake. Workers come to training with a great volume of experience, and are, in many ways, the richest resources of a training class.

These training goals and objectives apply to all programs; however, there are specific goals and objectives restricted to the ECWTP and the HDPTP.

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/rfa-files/RFA-ES-24-001.html>

### **13. Education Innovation and Research (EIR) Program Expansion Grants, Dept. of Education**

#### **Application Deadline:**

- **Notice of Intent to Apply: June 06, 2024**
- **Full Proposal: July 5, 2024**

**Anticipated Funding Amount: up to \$15,000,000 for a maximum project period of 60 months**

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

The central design element of the EIR program is its multitier structure that links the amount of funding an applicant may receive to the quality of the evidence supporting the efficacy of the proposed project. A goal of the program is for projects that build this evidence to advance through EIR’s grant tiers: “Early-phase,” “Mid-phase,” and “Expansion.”

This notice invites applications for Expansion grants only.

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

The EIR program statute refers to ‘high-need students’ but does not define the term, which allows applicants to define it for purposes of the applicant’s proposed project, population, and setting. Addressing the needs of underserved students (as defined in this notice) is one way to address EIR’s statutory requirement to serve ‘high-need students.’ In particular, the Department welcomes innovative projects that serve disconnected youth, students who are in foster care, and students performing significantly below grade level.

The EIR program is rooted in innovation; the program is not intended to provide support for practices that are already commonly implemented by educators, unless significant adaptations of such practices warrant testing to determine if they can accelerate achievement or increase the likelihood that the practices can be widely, efficiently, and effectively implemented in new populations and settings. If the evaluation demonstrates that innovations are supported by strong evidence, then EIR seeks applicants who can replicate and test these innovations in new populations and settings.

Expansion grant projects are expected to scale practices that have prior evidence of effectiveness to improve outcomes for high-need and underserved students. They are also expected to generate important information about an intervention’s



effectiveness, such as for whom and in which contexts a practice is most effective, including cost considerations such as economies of scale. Expansion grant projects are uniquely positioned to help answer critical questions about the process of scaling a practice to the national level across geographies as well as locale types. Expansion grant applicants are encouraged to consider how the cost structure of a practice can change as the intervention scales.

The FY 2024 Expansion grant competition includes three absolute priorities and two competitive preference priorities. All Expansion grant applicants must address Absolute Priority 1. Expansion grant applicants are also required to address one of the other two absolute priorities (applicants may not submit under more than one of the other 2 absolute priorities). All applicants have the option of addressing the competitive preference priorities and may opt to do so regardless of the absolute priority they select.

1. **Absolute Priority 1—Strong Evidence** establishes the evidence requirement for this tier of grants. All Expansion grants applicants must submit prior evidence of effectiveness that meets the strong evidence standard.
2. **Absolute Priority 2—Field-Initiated Innovations—General** gives applicants the option to propose projects that are field-initiated innovations to improve student achievement and attainment.
3. **Absolute Priority 3—Field-Initiated Innovations—Promoting Equity in Student Access to Educational Resources and Opportunities: Educator Recruitment and Retention** is intended to elevate and strengthen the educator workforce in ways that prioritize innovation in recruiting and retaining educators to better support high-need students.

The Competitive Preference Priorities are:

- **Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners** is intended to encourage applicants to propose projects that involve (as applicants or partners) entities underrepresented in the program’s portfolio of grants.
- **Competitive Preference Priority 2— Addressing the Impact of COVID–19 on Students, Educators, and Faculty: Community Asset-Mapping and Needs Assessment and Evidence-Based Instructional Approaches and Supports** reflects the Administration’s ongoing commitment to addressing the impact of the COVID–19 pandemic on Pre-K through grade 12 education.

*Pre-Application Information: The Department will post additional competition information for prospective applicants on the EIR program website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/fy-2024-competition/>.*

**Link to Additional Information:** <https://www.govinfo.gov/content/pkg/FR-2024-05-06/pdf/2024-09795.pdf>

## **14. Education Innovation and Research (EIR) Program Mid-Phase Grants, Dept. of Education**

### **Application Deadlines:**

- **Notice of Intent to Apply: June 06, 2024**
- **Full Proposal: July 5, 2024**

**Award Budget: up to \$10,000,000 for a project period of up to 60 months**

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

The central design element of the EIR program is its multi-tier structure that links the amount of funding an applicant may receive to the quality of the evidence supporting the efficacy of the proposed project. One of the program’s goals is for

projects to build evidence that will allow them to advance through EIR’s grant tiers: ‘Early-phase,’ ‘Mid-phase,’ and ‘Expansion.’

This notice invites applications for **Mid-phase** grants only.

- **Mid-phase grants** - supported by moderate evidence (as defined in this notice). Mid-phase grants provide funding for the implementation and rigorous evaluation of a program that has been successfully implemented under an Early-phase grant or other similar effort, such as developing and testing an innovative education practice at a local level, for the purpose of measuring the program’s impact and cost-effectiveness.

Mid-phase grant projects are expected to refine and expand the use of practices with prior evidence of effectiveness to improve outcomes for underserved and high-need students. They are also expected to generate information about an intervention’s effectiveness, such as for whom and in which contexts a practice is most effective, including cost considerations such as economies of scale. Mid-phase grant projects are uniquely positioned to help answer questions about the process of scaling a practice to the regional or national levels (both as defined in this notice) across geographies as well as locale types. Mid-phase grant projects are encouraged to consider how the cost structure of a practice can change as the intervention scales. Additionally, grantees may want to consider how their project will balance implementation fidelity and flexibility for scaling.

The FY 2024 Mid-phase grant competition includes five absolute priorities and two competitive preference priorities. The absolute priorities are:

1. **Absolute Priority 1—Moderate Evidence** establishes the evidence requirement for this tier of grants.
2. **Absolute Priority 2—Field-Initiated Innovations—General** gives applicants the option to propose projects that are field-initiated innovations to improve student achievement and attainment.
3. **Absolute Priority 3—Field-Initiated Innovations—Promoting Equity in Student Access to Educational Resources and Opportunities: Science, Technology, Engineering, and Mathematics (STEM)**
4. **Absolute Priority 4—Field-Initiated Innovations—Meeting Student Social, Emotional, and Academic Needs** is intended to promote high-quality projects that support student well-being.
5. **Absolute Priority 5—Field-Initiated Innovations—Promoting Equity in Student Access to Educational Resources and Opportunities: Educator Recruitment and Retention** is intended to identify and scale up models to elevate and strengthen the educator workforce in ways that prioritize innovation in recruiting and retaining educators to better support high-need students.

The competitive preference priorities are:

- **Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners** is intended to encourage applicants to propose projects that involve (as applicants or partners) entities underrepresented in the program’s portfolio of grants.
- **Competitive Preference Priority 2— Addressing the Impact of COVID–19 on Students, Educators, and Faculty: Community Asset-Mapping and Needs Assessment and Evidence-Based Instructional Approaches and Support**

*Pre-Application Information:* The Department will post additional competition information for prospective applicants on the EIR program website: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/fy-2024-competition/>.

**Link to Additional Information:** <https://www.govinfo.gov/content/pkg/FR-2024-05-06/pdf/2024-09796.pdf>

## 15. Education Innovation and Research (EIR) Program Early-phase Grants, Dept. of Education

**Application Deadline: June 6, 2024**

- **Notice of Intent to Apply: June 06, 2024**
- **Full Proposal: July 5, 2024**

**Award Budget: up to \$10,000,000 for a project period of up to 60 months**

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

The central design element of the EIR program is its multitier structure that links the amount of funding an applicant may receive to the quality of the evidence supporting the efficacy of the proposed project, with the expectation that projects that build this evidence will advance through EIR's grant tiers: 'Early-phase,' 'Mid-phase,' and 'Expansion.'

This notice invites applications for Early-phase grants only.

- **Early-phase grants** - must demonstrate a rationale (as defined in this notice). Early-phase grants provide funding for the development, implementation, and feasibility testing of a program that prior research suggests has promise, for the purpose of determining whether the program can successfully improve student achievement and attainment for high-need students. Early-phase grants are not intended to simply expand established practices or address needs unique to one particular context. Rather, the goal is to determine whether and in what ways relatively new practices can improve student achievement and attainment for high-need students.

The EIR program is rooted in innovation; the program is not intended to provide support for practices that are already commonly implemented by educators, unless significant adaptations of such practices warrant testing to determine if they can accelerate achievement or increase the likelihood that the practices can be widely, efficiently, and effectively implemented in new populations and settings. If the evaluation demonstrates that innovations are supported by sufficient evidence of effectiveness, they can be replicated and tested in new populations and settings.

Early-phase grant projects are encouraged to make continuous and iterative improvements in project design and implementation before conducting a full-scale evaluation of effectiveness. Applicants should consider how easily others could implement the proposed practice, and how its implementation could potentially be improved. Additionally, applicants should consider using data from early indicators to gauge initial impact and to consider possible changes in implementation that could increase student achievement and attainment. Early-phase grant projects should develop, implement, and test the feasibility of their projects.

The FY 2024 Early-phase grants competition includes five absolute priorities and two competitive preference priorities. The absolute priorities are:

1. **Absolute Priority 1—Demonstrates a Rationale** establishes the evidence required for this tier of grants.
2. **Absolute Priority 2—Field-Initiated Innovations—General** gives applicants the option to propose projects that are field-initiated innovations to improve student achievement and attainment.
3. **Absolute Priority 3—Field-Initiated Innovations—Promoting Equity in Student Access to Educational Resources and Opportunities: Science, Technology, Engineering, and Mathematics (STEM)**
4. **Absolute Priority 4—Field-Initiated Innovations—Meeting Student Social, Emotional, and Academic Needs** is intended to promote high-quality social and emotional learning projects.
5. **Absolute Priority 5—Field-Initiated Innovations—Promoting Equity in Student Access to Educational Resources and Opportunities: Educator Recruitment and Retention**

The competitive preference priorities are:

- **Competitive Preference Priority 1**— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners
- **Competitive Preference Priority 2**— Addressing the Impact of COVID–19 on Students, Educators, and Faculty: Community Asset-Mapping and Needs Assessment and Evidence-Based Instructional Approaches and Support

**Link to Additional Information:** <https://www.govinfo.gov/content/pkg/FR-2024-05-06/pdf/2024-09797.pdf>

## **16. Academic Research Enhancement Award (AREA) for Undergraduate-Focused Institutions (R15 Clinical Trial Not Allowed), NIH**

**Application Deadlines: June 25, 2024**

**Award Information: up to \$375,000 for the entire project period of up to 3 years**

The National Institutes of Health (NIH) is continuing to make a special effort to stimulate research at educational institutions that graduate baccalaureate students who go on to become the Nation's research scientists, but that have not been major recipients of NIH support. This NOFO aims to support biomedical research projects proposed by faculty members at undergraduate-focused institutions that do not receive substantial funding from the NIH.

The three objectives of this NOFO are to:

1. Provide support for meritorious research at undergraduate-focused institutions or institutional components;
2. Strengthen the research environment at these institutions/components; and
3. Give undergraduate students an opportunity to gain significant biomedical research experience through active involvement in the research.

For the purpose of this NOFO, an undergraduate-focused institution/component is one in which the undergraduate enrollment is greater than the graduate enrollment.

The AREA program will enable eligible organizations to receive support for small-scale research projects led by faculty members. It is anticipated that investigators supported under the AREA program will benefit from the opportunity to conduct independent research; that the grantee institution will benefit from a research environment strengthened through AREA grants; and that students at recipient institutions will benefit from exposure to and participation in scientific research in the biomedical sciences to encourage them to consider careers in biomedical research. This AREA NOFO emphasizes the engagement and inclusion of undergraduates in research.

The research project must involve undergraduate students, and the research team must be composed primarily of undergraduate students. Student involvement in research may include participation in the design of experiments and controls, collection and analysis of data, execution and troubleshooting of experiments, presenting at meetings, drafting journal articles, participation in lab meetings to discuss results and future experiments, etc. The AREA program is a research grant program, not a training or fellowship program, and, as such, applications should not include training plans such as didactic training or non-research activities relating to professional development.

An AREA application submitted to this NOFO may include other investigators, such as technicians, collaborators, consultants, or other individuals such as high school students, post-baccalaureate participants, graduate students, or postdoctoral fellows. However, involvement of such individuals does not fulfill the goal of engaging undergraduate students at eligible institutions in research. In all cases, the majority of students conducting research through the award must be undergraduates.

Participating Institutes/Centers: NIGMS, NIAAA, NIAID, NLM, NIDA, NICHD, NHLBI, NCCIH, NHGRI, NIDCR, NIDCD, NIA, NIBIB, NIMH, NIAMS, NIDDK, NINR, NIEHS, NEI, NCI and NINDS.

*Consultation with relevant NIH staff prior to the application due date is strongly encouraged for new and resubmission applications.*

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/pa-files/PA-24-152.html>

## **17. Mentored Career Development Award to Promote Faculty Diversity in Biomedical Research (K01 Independent Clinical Trial Not Allowed), NIH**

**Application Deadlines: October 14, 2024**

**Award Information: 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. Candidates should review the different career development (K) award programs to determine the best program to support their goals.

The objective of the NIH Mentored Research Scientist Development Award (K01) is to provide salary and research support for a sustained period of “protected time” (3-5 years) for intensive research career development, under the guidance of an experienced mentor, or sponsor in the biomedical, behavioral or clinical sciences leading to research independence. The expectation is that, through this sustained period of research career development and training, recipients will launch independent research careers and become competitive for new research project grant (e.g., R01) funding.

### **Purpose**

The NIH recognizes a unique and compelling need to promote diversity in the biomedical, behavioral, clinical and social sciences workforce. The NIH expects efforts to diversify the workforce to lead to the recruitment of the most talented researchers from all groups; to improve the quality of the educational and training environment; to balance and broaden the perspective in setting research priorities; to improve the ability to recruit subjects from minority and other health disparity populations into clinical research protocols; and to improve the Nation's capacity to address and eliminate health disparities.

This program provides research career development opportunities for non-tenured science faculty from diverse backgrounds, including individuals from groups that are underrepresented in the biomedical, behavioral, clinical, and social sciences. The research development program of the candidate should be based on the candidate's scholastic background, previous research experience, past achievements, and potential to develop into an independent research investigator.

Scientists and physicians with some research experience who need guided course work and supervised laboratory experiences, as well as faculty who need an intensive research experience under the guidance of an established scientist, are eligible to work with their institutions to apply.

### **National Heart, Lung, and Blood Institute (NHLBI) Research Agenda and Focus**

NHLBI encourages research training and career development crossing disciplinary boundaries (e.g., biophysics, biostatistics, bioinformatics, bioengineering, systems science, and big data science) to develop a new interdisciplinary work force. Also of interest to NHLBI are training and career development efforts that focus on implementation research which recognizes the numerous knowledge and practice gaps that impede evidence-based interventions from producing optimal health outcomes.

The research proposed must be directly responsive to the mission of the NHLBI. The NHLBI does not support projects primarily focused on malignancy-related research. Studies that address a mechanistic correlation between cancer (i.e., lung cancer) and primary pulmonary diseases may be considered within the mission of the NHLBI. Applications on vaccine development will be considered nonresponsive for this NOFO. Applications on respiratory pathogens will be considered within NHLBI's intent for this NOFO if studies focus on the host immune response. Other potential overlapping areas of interest shared by the NHLBI and other Institutes/Centers of the NIH include myeloproliferative and myelodysplastic disorders, hematological malignancies resulting from disruptions in hematopoiesis, and the use of hematopoietic stem cell transplantation and other cellular therapies.

*Applicants are strongly encouraged to contact the NHLBI before submitting an application to determine the NHLBI programmatic appropriateness for this NOFO and the mission of the NHLBI.*

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/rfa-files/RFA-HL-25-009.html>

## **18. Public Humanities Projects, NEH**

### **Application Deadlines:**

- **Optional Draft: July 10, 2024**
- **Full Proposal: August 14, 2024**

### **Award Information:**

- **Planning: up to \$60,000 for a period of performance of up to 24 months**
- **Implementation: \$50,000 to \$400,000 for a period of performance from 12 to 48 months**
- **Implementation: Chair's Special Awards: up to \$1,000,000**

This program supports projects that bring the ideas and insights of the humanities to general audiences through in-person exhibitions and historic site interpretations, as well as in-person, hybrid, or virtual discussions and other scholar- or staff-led programs. Projects must engage humanities scholarship to analyze significant themes in disciplines such as history, literature, ethics, and art history. The program supports projects in three categories (Exhibitions; interpretive programs at Historic Places; and Humanities Discussions).

Public Humanities Projects target broad and diverse public audiences in non-classroom settings in the United States. NEH encourages projects with multiple formats and complementary components. For example, a museum exhibition might be accompanied by a website or mobile app. Project topics may be international, national, regional, or local in focus. Locally focused projects should draw connections to broad themes or historical questions relevant to regional or national audiences.

Public Humanities Projects must:

- be grounded in sound humanities scholarship.
- analyze the underlying themes and ideas to deepen public understanding.
- involve humanities scholars from outside the applicant organization in all phases of the project.
- attract a broad public audience or target a particular underserved group.
- approach engaging content through an appropriate variety of perspectives.
- encourage dialogue and the exchange of ideas.

Awards may support activities such as:

- meetings with humanities scholars and other content advisers, program partners, audience representatives, and consultants (e.g., education and public program specialists; historic site, interpretive, or cultural tourism experts; writers; media producers; or digital designers).
- research, including travel to archives, collections, sites, or other resources.
- development and production of program or discussion guides, exhibition labels, brochures, digital assets, publications, or other interpretive material.

- design of the interpretive formats.
- planning and presentation of public programs and related publicity.
- evaluation of the project's impact.
- planning and conducting project-specific training for docents, discussion coordinators, or other interpretive leaders.
- development, production, and publication of curriculum guides, catalogs, and other materials for teachers and students.
- exhibition design and fabrication, crating, and shipping.
- conservation treatments of objects, not to exceed 15% of the award.
- development and construction of interactive components.
- publicity expenses.

### **Program categories:**

1. Exhibitions Projects - in this category may create permanent exhibitions (on view for at least three years), single-site temporary exhibitions (open to the public for a minimum of two months) or traveling exhibitions that will be available to public audiences in at least two venues in the United States (including the originating location). You must provide at least twenty hours of free admission to the general public each month to NEH-supported exhibitions during the period of performance.
2. Historic Places Projects - in this category develop long-term interpretive programs for historic sites, houses, neighborhoods, and regions that are intended to be presented to the public for at least three years. Such projects might include living history presentations, guided tours, exhibitions, and public programs.
3. Humanities Discussions Projects - in this category develop a series of public programs related to your organization's humanities focus and resources. Programs may include lecture series, reading and discussion programs, analytical discussions of museum collections or theater/musical performances, lifelong learning programs, or other methods of face-to-face audience engagement or informal education.

Humanities Discussions programs should engage diverse public audiences with humanities resources (e.g., historic artifacts, artwork, works of literature, or archival documents) and focus on topics or themes meaningful to your community. Discussion programs aimed at a local audience should make connections to regional or national themes. Programs may be moderated by a range of humanities experts, including historians, curators, librarians, scholars, authors, artists, and community or tribal leaders. The moderator(s) will interpret thematic content and spark conversation and critical analysis.

### **Funding levels:**

- Planning - available only to Exhibitions and Historic Places applicants. NEH does not fund Humanities Discussions at the Planning level. Planning projects should further explore the analytical themes or interpretive methods that you identify in your proposal.
- Implementation - support projects that are in the final stages of preparation to "go live" before the public. Activities may include final scholarly research and consultation, design, production, and installation of a project for presentation to the public. The period of performance must include the required minimum exhibition time.
- Chair's Special Awards - within the Implementation level, NEH will occasionally make Chair's Special Awards (up to \$1,000,000) for Implementation projects of exceptional significance, audience reach, and complexity. A Chair's Special Award should examine important humanities ideas in new ways and demonstrate the potential to reach especially large audiences. These goals can often be accomplished by combining a variety of program formats, forming creative collaborations among diverse institutions, and significantly expanding the scope and

reach of the project. Chair's Special Awards are rare; NEH typically awards no more than one per year.

**Link to Additional Information:** <https://www.neh.gov/grants/public/public-humanities-projects>

## **19. Correctness for Scientific Computing Systems, NSF**

**Application Deadlines: August 13, 2024**

**Award Information: up to \$800,000 per award, exclusive of funding to DOE National Laboratories and their sub-recipients, with durations up to 4 years**

Scientific computing is fundamental to science and engineering in areas as far-ranging as precision manufacturing, simulation of modern power grids, fighting emerging pandemics, and climate modeling. In the modern context, scientific computing is often carried out under tight time schedules, and often involves running highly optimized programs on cutting-edge hardware to obtain the highest possible performance at scale. Not only have the numerical algorithms underlying scientific computing become more complex, but also the supporting hardware and software have become more heterogeneous: they employ multiple concurrency models, different numerical schemes, different number representations, and a variety of accelerators including Graphics Processing Units (GPUs), Tensor Cores, and Matrix Accelerators that differ from each other in subtle ways. At this pace and scale, errors can occur at all levels, risking dissemination of incorrect results, release of flawed tool chains, and slowdown of scientific findings and discoveries.

Correctness for Scientific Computing Systems (CS2) is a joint program of the National Science Foundation (NSF) and the Department of Energy (DOE). The program addresses challenges that are both core to DOE's mission and essential to NSF's mission of ensuring broad scientific progress. The program's overarching goal is to elevate correctness as a fundamental requirement for scientific computing tools and tool chains, spanning low-level libraries through complex multi-physics simulations and emerging scientific workflows.

### **Program Description**

The CS2 program requires close and continuous collaboration between researchers in two complementary areas of expertise. One area is scientific computing, which, for this solicitation, is broadly construed to include: models and simulations of scientific theories; management and analysis of data from scientific simulations, observations, and experiments; libraries for numerical computation; and allied topics. The second area is formal reasoning and mechanized proving of properties of programs, which, for this solicitation, is broadly construed to include automatic/interactive/auto-active verification, runtime verification, type systems, abstract interpretation, programming languages, program analysis, program logics, compilers, concurrency, stochastic reasoning, static and dynamic testing, property-based testing, and allied topics.

The program solicits research proposals that advance general theories, principles, and methodologies for verified scientific computing. All proposals must present basic research for making such verification:

- a. modular (that is, layered as opposed to monolithic, with intermediate results proved for each module interface),
- b. end-to-end (that is, connect program code to high-level specifications of scientific systems to be approximated); and
- c. machine checked (that is, an overall correctness theorem must be established in a formal logic and must be machine-checkable). As noted above, the correctness guarantee might be defined statistically and might rely on both static and dynamic analysis.

An essential end goal of a proposed project should be evidence, by way of machine-checked mathematical proof, that the chosen critical modules of the applications satisfy stated correctness properties.

**Link to Additional Information:** <https://new.nsf.gov/funding/opportunities/correctness-scientific-computing-systems-cs2/nsf24-571/solicitation#elig>



## 20. NINDS Research Education Opportunities (R25 Clinical Trial Not Allowed), NIH

### Application Deadlines:

- **Letter of Intent: 30 days prior to application due date**
- **Full Proposal: July 15, 2024**

**Award Information: up to \$250,000 direct cost per year for project period of up to 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 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 overarching goal, this NOFO will support creative educational activities with a primary focus on:

- **Courses for Skills Development:** For example, advanced courses in a specific discipline or research area, clinical procedures for research, or specialized research techniques.
- **Research Experiences:** For graduate, medical and other health professional students, as well as post doctorates (may include junior faculty with continuing need of research training) : to provide immersive hands-on research experiences and related educational activities that requires a national program, includes participants drawn from a pool of prospective candidates recruited nationwide, includes a faculty drawn from national and potentially international experts, and would not be available on a local level or available through other formal NIH training mechanisms.

NINDS considers a limited number of targeted, outstanding research education programs to be invaluable to the furtherance of its mission. Educational programs in all areas of research (basic, clinical and translational) are eligible. Programs must provide a critical educational experience not already available at a local or national level. Moreover, programs should provide research education that could not be provided at a local level. These research education programs would be expected to bring together national and international leaders in a field, or multiple fields, to provide intellectual, technical, theoretical and practical knowledge to participants and thus promote the conduct of cutting-edge scientific inquiry. In general, programs should focus on advanced education in a field, which will allow participants to excel in their research endeavors. These research education programs might be narrowly focused on a specific research area, to provide a broad and deep understanding of, and practical experience required for, that specific research area. Alternatively, these programs may be applicable to many research areas, but focus on developing expertise in classes of new technologies, experimental and/or analytical approaches.

Regardless of focus, to be competitive, programs submitted to this NOFO must comply with the following:

- Programs must center on immersive, practical, hands-on activities, integrated with activities to provide an understanding of theoretical aspects of the subject. Thus, the core of the course must involve “doing,” not simply listening. Lectures and/or discussion should be used to provide context, education and theoretical framework that guides the hands-on activities.
- Programs must include well-designed components that will instill in the participants a keen understanding of the principles of rigorous study design, data analysis and transparent reporting (see the NIH guidance on rigor and reproducibility in grant applications: <https://grants.nih.gov/reproducibility/index.htm> and related materials: <https://www.ninds.nih.gov/Current-Research/Trans-Agency-Activities/RigorAndReproducibility>), as well as directly address scientific practices that help to avoid unconscious bias in experimentation, analysis and interpretation of data.
- Programs must include discussions on how to identify and navigate ethical issues and questions associated with the program's neuroscience research and/or research education goals.

- Programs must be designed for, and available to, a national audience. Programs intended for a local or regional audience are not appropriate for this NOFO.

Research education grants are intended to be novel, innovative and designed to accomplish a specific goal. Consequently, they require a well-conceived evaluation plan in order to determine their effectiveness. R25 programs may complement ongoing research training and education occurring in the U.S., but the proposed educational experiences must be distinct from those research training and research education programs currently receiving federal support. The R25 is not a substitute for an institutional research training program (T32, T35 or T90) and cannot be used to circumvent or supplement Ruth L. Kirschstein National Research Service Award (NRSA) mechanisms.

**Link to Additional Information:** <https://grants.nih.gov/grants/guide/pa-files/PA-24-200.html>

## Forecasted Opportunities

### 1. Awards for Faculty, NEH

This program strengthens the humanities at Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities by encouraging and expanding humanities research opportunities for individual faculty and staff members. Awards support individuals pursuing scholarly research that is of value to humanities scholars, students, and/or general audiences.

**Link to Additional Information:** <https://www.grants.gov/search-results-detail/353676>

### 2. Fellowships, NEH

This program supports individual scholars pursuing projects that embody exceptional humanistic research, rigorous analysis, and clear writing. Fellowships provide recipients time to conduct research or to produce books, monographs, peer-reviewed articles, e-books, digital materials, translations with annotations or a critical apparatus, or critical editions resulting from previous research.

**Link to Additional Information:** <https://www.grants.gov/search-results-detail/353674>

## 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>
33. Cyberinfrastructure for Public Access and Open Science, NSF  
<https://new.nsf.gov/funding/opportunities/cyberinfrastructure-public-access-open-science-ci>

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

1. 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>
2. Maximizing Access to Research Careers (MARC) (T34), NIH  
**Deadline: May 29, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-24-138.html>
3. 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>
4. 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>

5. Coastal Program - FY24, U.S. Fish and Wildlife Service  
**Deadline: May 30, 2024**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=350418>
6. 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>
7. 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>
8. Enhancing NIDCD's Extramural Workforce Diversity through Research Experiences (R25 Clinical Trial Not Allowed), NIH  
**Deadline: May 30, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PAR-21-186.html>
9. 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>
10. 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>
11. 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>
12. Computer Science for All, NSF  
**Deadline: June 4, 2024**  
<https://new.nsf.gov/funding/opportunities/computer-science-all-csforall-research-rpps/nsf24-555/solicitation>
13. 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>
14. 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>
15. 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>
16. 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>

17. 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>
18. Public Impact Projects at Smaller Organizations, NEH  
**Deadline: June 12, 2024**  
<https://www.neh.gov/program/public-impact-projects-smaller-organizations>
19. Mentored Patient-Oriented Research Career Development Award (Parent K23 – Independent Clinical Trial Not Allowed), NIH  
**Deadline: June 12, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PA-24-185.html>
20. Mentored Patient-Oriented Research Career Development Award (Parent K23 Independent Basic Experimental Studies with Humans Required), NIH  
**Deadline: June 12, 2024**  
<https://grants.nih.gov/grants/guide/pa-files/PA-24-186.html>
21. 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>
22. Augustus F. Hawkins Centers of Excellence Program, Dept. of Education  
**Deadline: June 18, 2024**  
<https://www.govinfo.gov/content/pkg/FR-2024-04-04/pdf/2024-07132.pdf>
23. 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>
24. Data Science Corps, NSF  
**Deadline: June 21, 2024**  
<https://new.nsf.gov/funding/opportunities/data-science-corps-dsc/nsf24-560/solicitation>
25. 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>
26. Environmental Education Local Grants Program for Region 2, EPA  
**Deadline: July 1, 2024**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=350204>
27. 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>
28. 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>

29. 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>
30. Cultural Resources Management Services, National Park Service  
**Deadline: July 15, 2024**  
<https://www.grants.gov/search-results-detail/353005>
31. 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>
32. Developmental Sciences, NSF  
**Deadline: July 30, 2024**  
<https://new.nsf.gov/funding/opportunities/developmental-sciences-ds/nsf24-544/solicitation>
33. 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>
34. 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>
35. 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>
36. 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>
37. 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>
38. 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>
39. Probability, NSF  
**Deadline: September 17, 2024**  
<https://new.nsf.gov/funding/opportunities/probability>

40. Precision Mental Health: Develop Tools to Inform Treatment Selection in Depression (UG3/UH3 Clinical Trial Optional), NIH  
**Deadline: September 18, 2024 (LOI); October 18, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-MH-25-190.html>
41. IUSE/Professional Formation of Engineers: Revolutionizing Engineering Departments (IUSE/PFE: RED), NSF  
**Deadline: September 10, 2024**  
<https://new.nsf.gov/funding/opportunities/iuseprofessional-formation-engineers/nsf24-564/solicitation>
42. 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>
43. Advanced Scientific Computing Research (ASCR), Department of Energy  
**Deadline: September 30, 2024**  
<https://science.osti.gov/ascr>
44. Biological and Environmental Research (BER), Department of Energy  
**Deadline: September 30, 2024**  
<https://science.osti.gov/ber>
45. F24AS00431 FY24 Recovery Implementation, Fish and Wildlife Service  
**Deadline: September 30, 2024**  
<https://www.grants.gov/web/grants/view-opportunity.html?oppId=350612>
46. Basic Energy Sciences (BES), Department of Energy  
**Deadline: September 30, 2024**  
<https://science.osti.gov/bes/>
47. Fusion Energy Sciences (FES), Department of Energy  
**Deadline: September 30, 2024**  
<https://science.osti.gov/fes/>
48. Education Activities for Responsible Analyses of Complex, Large-Scale Data (R25 - Clinical Trial Not Allowed), NIH  
**Deadline: November 18, 2024 (LOI); December 18, 2024 (FP)**  
<https://grants.nih.gov/grants/guide/rfa-files/RFA-DA-25-039.html>
49. 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>
50. 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>
51. Science, Technology, Engineering and Mathematics (STEM), Office of Naval Research  
**Deadline: April 4, 2025**  
<https://www.nre.navy.mil/work-with-us/funding-opportunities/onr-science-technology-engineering-and-mathematics-stem-program>





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