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 09/07/2023 and is in no way all-inclusive of funding opportunities available. Further information has been shared with External Resource Coordinators and Research Coordinators at each UPR campus by e-mail.

## INDEX

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADVANCE Predoctoral T32 Training Program to Promote Diversity in Health Disparities Research, Preventive Interventions, and Methodology (T32, Clinical Trial Not Allowed), NIH</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Dynamics of Integrated Socio-Environmental Systems (DISES), NSF</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>National Leadership Grants for Libraries, IMLS</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Innovation Corps Pilot, NASA</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Laura Bush 21st Century Librarian Program, IMLS</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Education Research and Special Education Research Grant Programs, Dept. of Education</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>National Quantum Virtual Laboratory (NQVL) Quantum Science &amp; Technology Demonstrations (QSTD): I. Pilot Phase, NSF</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>Collaborative Research, NEH</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>University Research &amp; Development (R&amp;D) Projects &amp; Capstone Projects, Naval Surface Warfare Center Dahlgren Division</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>Mathematical Sciences Research Institutes, NSF</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>Blueprint and BRAIN Initiative Program for Enhancing Neuroscience Diversity through Undergraduate Research Education Experiences (BP BRAIN-ENDURE) (R25 Clinical Trial Not Allowed), NIH</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>Dangers and Opportunities of Technology: Perspectives from the Humanities, NEH</td>
<td>19</td>
</tr>
<tr>
<td>13</td>
<td>Postsecondary Student Success Grant Program (PSSG), Dept. of Education</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>Spotlight on Humanities in Higher Education, NEH</td>
<td>21</td>
</tr>
<tr>
<td>15</td>
<td>Fund for the Improvement of Postsecondary Education—Historically Black Colleges or Universities (HBCUs), Tribally Controlled Colleges or Universities (TCCUs), and Minority-Serving Institutions (MSIs) Research and Development Infrastructure Grant Program RDI, Dept. of Education</td>
<td>23</td>
</tr>
<tr>
<td>16</td>
<td>Division of Physics: Investigator-Initiated Research Projects (PHY), NSF</td>
<td>24</td>
</tr>
<tr>
<td>17</td>
<td>Community-Engaged Health Equity Research in Neuroscience Initiative (R34 – CT Not Allowed), NIH</td>
<td>27</td>
</tr>
<tr>
<td>18</td>
<td>Population Approaches to Reducing Alcohol-related Cancer Risk (R01 Clinical Trial Optional), NIH</td>
<td>28</td>
</tr>
<tr>
<td>19</td>
<td>Transformational Habitat Restoration and Coastal Resilience Grants Under the Bipartisan Infrastructure Law and Inflation Reduction Act, NOAA</td>
<td>30</td>
</tr>
<tr>
<td>20</td>
<td>Inspire! Grants for Small Museums, IMLS</td>
<td>31</td>
</tr>
<tr>
<td>21</td>
<td>EMpowering BRoader Academic Capacity and Education (EMBRACE), NSF</td>
<td>31</td>
</tr>
<tr>
<td>22</td>
<td>Digital Humanities Advancement Grants, NEH</td>
<td>32</td>
</tr>
<tr>
<td>23</td>
<td>Weather Program Office Research Programs, NOAA</td>
<td>34</td>
</tr>
<tr>
<td>24</td>
<td>Fellowship Opportunities</td>
<td>36</td>
</tr>
<tr>
<td>25</td>
<td>Non-Scientific Forecasted Opportunities</td>
<td>39</td>
</tr>
<tr>
<td>26</td>
<td>Scientific Forecasted Opportunities</td>
<td>39</td>
</tr>
<tr>
<td>27</td>
<td>Proposals Accepted Anytime</td>
<td>40</td>
</tr>
<tr>
<td>28</td>
<td>Announcing Previous Important Funding Opportunities</td>
<td>42</td>
</tr>
</tbody>
</table>
1. ADVANCE Predoctoral T32 Training Program to Promote Diversity in Health Disparities Research, Preventive Interventions, and Methodology (T32, Clinical Trial Not Allowed), NIH

Application Deadlines: October 31, 2023
Award Amounts: $300,000 direct costs per year, for up to five years

The overall goal of the NIH Ruth L. Kirschstein National Research Service Award (NRSA) 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. In order to accomplish this goal, NRSA training programs are designed to train individuals to conduct research and to prepare for research careers.

Purpose

The purpose of the Ruth L. Kirschstein National Research Service Award (NRSA) Institutional Research Training Grant (T32) program is to develop and/or enhance research training opportunities for individuals interested in careers in biomedical, behavioral or social sciences, and clinical research, in health services research, or in any other research discipline relevant to the NIH mission.

Each proposed program should provide high-quality research training, and mentored research experiences, and are expected to help trainees develop:

- A strong foundation in scientific reasoning, rigorous and reproducible research design, experimental methods, analytic techniques, including quantitative/computational approaches, and data gathering, storing, analysis, interpretation and sharing appropriate for the proposed research area.
- Their individual development plans to identify areas of strengths and areas of career and personal growth with the ability to identify and engage mentors.
- Skills in engaging in their chosen area of science including networking, presentation and publication skills and opportunities to interact with members of the broader scientific community at appropriate scientific meetings and workshops.
- The competencies needed to advance to independent careers in their chosen field.
- An understanding of the relationship of their research training to health, diseases, and disorders.
- A commitment to approaching and conducting research responsibly and with integrity.
- The competencies to work effectively with colleagues from a variety of backgrounds and scientific disciplines to contribute to inclusive and supportive scientific research environments.
- The knowledge, professional skills, and experiences required to identify and transition into careers that sustain biomedical research in areas that are relevant to the NIH mission.

Within the framework of the NRSA program’s longstanding commitment to excellence, attention should be given to recruiting and retaining trainees from diverse backgrounds, including groups underrepresented in the biomedical, clinical, behavioral and social sciences, as described in the Notice of NIH's Interest in Diversity (NOT-OD-20-031).

Institutional commitment and support for the proposed training program are important elements of the application.

The career outcomes of individuals supported by NRSA training programs are intended to include both research-intensive careers in academia and industry, and research-related careers in various sectors, e.g., academic institutions, government agencies, for-profit businesses, and private foundations. Training programs should make available structured, career development advising and learning opportunities (e.g., workshops, discussions, Individual Development Plans). Through such opportunities, trainees are expected to obtain a working knowledge of various career paths that would make strong use of the knowledge and skills gained during research training and the steps required to transition successfully to the next stage of their chosen career.

2. Dynamics of Integrated Socio-Environmental Systems (DISES), NSF

Application Deadlines: November 17, 2023

Award Amount:

- DISES Track 1 - research awards will be up to $1,800,000 for up to five years
- DISES-EX Track 2 - exploratory awards will be up to $750,000 for up to three years
- DISES-RCN Track 3 - research coordination network awards will be up to $500,000 for four or five years

The DISES Program supports research projects that advance new conceptualizations and scientific knowledge of the complex interactions (dynamics, processes, and feedbacks) within and among environmental (biological, physical, chemical) and human (economic, social, political, or behavioral) components of an integrated socio-environmental system. It is a standing program jointly operated by three NSF directorates (Biological Sciences; Geosciences; and Social, Behavioral, and Economic Sciences).

DISES projects must clearly identify a socio-environmental system, synthesis of multiple socio-environmental systems, or problem(s) that are amenable to investigation from both environmental-science and social-science perspectives. The analysis of the socio-environmental system is expected to integrate the processes through which the environmental components impact or modify the human components, and the processes through which the human components affect the environmental component.

The program will consider three types of DISES proposals:

1. **DISES Track 1 research proposals** - should examine human societies and environmental characteristics as system components comprised of many individuals or processes at local, regional or global scales. Projects in which either of these components under study stands by itself or focuses on a singular component, process, or organism are unlikely to be supported by DISES. DISES projects should address research questions that will advance theory in the science of socio-environmental systems or related interdisciplinary fields such as Coupled Human and Natural Systems (CHANS) as well as make contributions in specific disciplines. A DISES research proposal should demonstrate how the proposed research is grounded in relevant theory and on the ability to produce generalizable knowledge, such as, advancing basic conceptual models of how integrated socio-environmental systems interact over a variety of spatial and temporal scales. Projects that are of interest to a range of sciences and extend across the human and environmental sciences are encouraged. Narrow case studies and projects that are entirely empirical or applicable only to a restricted locality should be avoided, but may be suitable for a DISES-EX proposal. Proposals should present novel, clear, and non-trivial hypotheses (or pose cogent research questions) that can be tested using a scientifically sound research design that employs established or innovative new methods, or a strong integration of several methods. Projects likely to improve capabilities for predicting the responses of integrated systems to endogenous and exogenous changes, including appropriate estimates of uncertainty in model predictions, are encouraged.

2. **DISES-EX Track 2 exploratory proposals** - intended to be more limited in scope and may investigate a local or regional socioenvironmental system. This exploratory research could focus on the socio-environmental system concepts and how the components interact. DISES-EX proposals may also investigate only selected components of the socio-environmental system as long as the relationships and interactions with the larger system are specified. DISES-EX proposals should support exploratory efforts to facilitate the kinds of contact, interaction, and active research activities necessary to enable researchers from different fields to engage in effective interdisciplinary research. Emphasis is to be placed on the conduct of research and potential outcomes, not on the preparation of plans and proposals for future research. Proposals are especially encouraged from investigators and institutions that would benefit from greater participation in the national research enterprise such as primarily undergraduate institutions (PUIs), non-R1 IHEs, minority serving institutions (MSIs) , and institutions within EPSCoR jurisdictions.

3. **DISES-RCN Track 3 Research Coordination Networks proposals** - will encourage new research directions by supporting groups of researchers to communicate and coordinate their research, educational, and training activities...
across disciplinary, organizational, and geographic boundaries. A DISES-RCN should not support either planning or conduct of individual research projects, but it should facilitate future basic research across scientific communities. The scientific work to be advanced must be defined by a relevant socio-environmental system. DISES-RCN awards support the means by which investigators can share information and ideas, foster synthesis and new collaborations, develop community standards, and in other ways advance science and education through communication and sharing of ideas. DISES-RCN awards are not meant to support existing networks or the activities of established collaborations. DISES-RCN organizers should follow the special instructions for preparation of proposals in the latter part of this solicitation. These instructions supplement the guidance given in the general RCN solicitation (NSF 23-529).

DISES seeks to remain at the forefront of convergence research, which has two primary characteristics:

- **Research driven by a specific and compelling problem.** Research requiring a convergence paradigm is generally inspired by the need to address a specific challenge or opportunity, whether it arises from deep scientific questions or pressing societal needs.
- **Deep integration across disciplines.** As experts from different disciplines pursue common research challenges, their knowledge, theories, methods, data, research communities and languages become increasingly intermingled or integrated. New frameworks, paradigms or disciplines can form from sustained interactions across multiple communities.


**Application Due Dates:**
- Preliminary Proposals: September 20, 2023
- Invited Full Proposal: March 20, 2024

**Award Amount:**
- Planning Grants: from $50,000 to $150,000 for a period of performance of one to two years
- Forum Grants: from $50,000 to $150,000 for a period of performance of one to two years
- Implementation Grants: from $50,000 to $1,000,000 (requests of more than $249,999 in IMLS funds require at least 1:1 cost share from non-federal sources) for a period of performance of one to three years
- Applied Research Grants: from $50,000 to $750,000 for a period of performance of one to three years

This program is designed to support projects of national impact that address critical needs of the library and archives fields and have the potential to advance practice in these professions to strengthen library and archival services for the American public. Projects are expected to:

- propose far-reaching impact to influence practice across one or more disciplines within the libraries and archives fields;
- reflect a thorough understanding of current practice, knowledge about the subject matter, and an awareness of and support for current strategic priorities in the field;
- use collaboration to demonstrate field-wide buy-in and input, and access to appropriate expertise; and
- generate results such as new models, new tools, research findings, services, practices, and/or alliances that can be widely used, adapted, scaled, or replicated to extend and leverage the benefits of federal investment.

Reflecting IMLS’s agency-level goals, the National Leadership Grants Program for Libraries has five program goals and two or three objectives associated with each goal. Each applicant should align their proposed project with one of these five program goals and one or more of the associated objectives.

- **Goal 1: Build the workforce and institutional capacity for managing the national information infrastructure and serving the information and education needs of the public.**
  - Objective 1.1: Develop or enhance replicable library and archives programs, models, and tools to support learning. Topics addressed may include, but are not limited to, informal STEM or other types of participatory learning; community or citizen science; community and expert narratives; early learning; workforce
Objective 1.2: Collaborate with formal and/or informal learning organizations to incorporate promising practices from allied domains into library and archives services. Partners may include, but are not limited to, museums, school systems, universities, extension programs, youth-serving organizations, departments of correction, and workforce or economic development organizations.

Objective 1.3: Create and/or facilitate opportunities for continuous learning for families, groups, and individuals of diverse cultural and socioeconomic backgrounds and needs. These may include, but not limited to, young children and their caregivers, tweens and teens, un- and under-employed adults looking to make career transitions or re-enter the workforce, veterans, immigrants and refugees, individuals with disabilities, English-language learners, and senior citizens.

Goal 2: Build the capacity of libraries and archives to improve community well-being and strengthen civic engagement.

Objective 2.1: Develop or enhance replicable programming, models, and tools that engage communities and individuals of diverse cultural and socioeconomic backgrounds. Topics may include, but are not limited to, workforce and economic development; financial, health, social, or legal services; or efforts that increase equity and access.

Objective 2.2: Develop or enhance collaborations between libraries and stakeholders to address community needs. Partners may include, but are not limited to, museums, school systems, service organizations, workforce or community development groups, government agencies, departments of correction, community colleges, and community associations.

Objective 2.3: Establish or refine approaches that equip libraries and archives to contribute to the well-being of communities. Approaches may include, but are not limited to, asset mapping, public data mining, social network analysis, journey mapping, and generating impact indicators in collaboration with the community to better understand social and economic conditions, infrastructure challenges, and geographic or cultural barriers.

Goal 3: Improve the ability of libraries and archives to provide broad access to and use of information and collections.

Objective 3.1: Advance digital inclusion, broadly defined. Approaches may include, but are not limited to, enhancing digital infrastructures, platforms, technologies, online services, connectivity, digital literacy, privacy, and security, as well as creating new processes and procedures needed to sustain a robust online environment.

Objective 3.2: Support innovative approaches to digital collection management. These may include, but are not limited to, preservation and access to information and resources through retrospective and born-digital content; digital preservation strategies; community archives; web archiving; and improving cataloging and inventory practices.

Objective 3.3: Support the design and development of online library and archives services that meet user expectations for operating in an online environment.

Goal 4: Strengthen the ability of libraries to provide services to affected communities in the event of an emergency or disaster.

Objective 4.1. Support the development of model emergency and disaster management plans. This may take the form of employing new and emerging technologies, where appropriate, and the widespread dissemination of information derived from them.

Objective 4.2. Support the implementation of such emergency and disaster management plans. This may include, but not be limited to, enabling libraries to provide appropriate services to affected communities in the event of emergencies or disasters.

Goal 5: Strengthen the ability of libraries, archives, and museums to work collaboratively for the benefit of the communities they serve.

Objective 5.1. Support the development of replicable systems that leverage institutional expertise and
experience to maximize public access to and use of knowledge resources. Issues addressed may include, but are not limited to, practicing effective communication and conflict resolution, sharing decision-making, recognizing and accommodating different values, building a collective set of goals, establishing shared vocabularies and common practices, formalizing workflow processes or protocols, establishing guidelines and standards, building broad infrastructures, creating or customizing project technology, and cross-training staff and volunteers.

- **Objective 5.2.** Support joint projects designed to address a shared problem and structured to use the expertise, experience, and perspective of each partner institution in its solution. Collaborating partners should include at least one museum, broadly defined. Projects may address, but are not limited to, innovative programming; literacy skill-building; object- and primary source-based learning through exhibitions and programs; curriculum development; collections management, care, and conservation; enhancing online discoverability; and improving online user experience.

**Project Types**
- **Planning projects** - support exploratory activities, such as analyzing needs and feasibility; solidifying partnerships; developing project work plans; or developing prototypes, proofs of concept, and pilot studies. Applications should identify planning activities that have the potential to lead to future implementation.

- **Forum projects** - support convening qualified experts and key stakeholders, including those from adjacent fields as appropriate, to help explore current or emerging issues or opportunities that are important to libraries and archives across the nation. Reports and other deliverables should be prepared for wide dissemination. Convenings should leverage technology, such as virtual meetings or live streaming, to allow broad participation. Additional mechanisms for engaging stakeholders and building awareness of the findings are encouraged.

- **Implementation projects** - support the development, execution, and evaluation of work that transforms how libraries and archives serve the nation. Implementation projects may develop new tools and resources or expand existing products or services for new audiences or in new contexts. Applicants should design their proposed work to ensure that new practices have the potential to be easily adoptable, sustainable, and widely implementable across the field.

- **Applied Research projects** - support the investigation of key questions relevant to library or archival tools and services, building on prior empirical, theoretical, or exploratory work in libraries and archives or other relevant disciplines. Applicants must include clearly articulated research questions and feature appropriate methods, including relevant theoretical or conceptual approaches, data collection, and analysis. Findings and their implications for library and archival practice should be shared broadly throughout the grant period of performance, rather than exclusively at the end of the project.

**Link to Additional Information:** [https://www.imls.gov/grants/available/national-leadership-grants-libraries](https://www.imls.gov/grants/available/national-leadership-grants-libraries)

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### 4. Innovation Corps Pilot, NASA

**Application Due Date:**
- Short Course proposals: may be submitted at any time, until March 29, 2024
- National Course: upon completion of the Short Course

**Award Budget:**
- Short Course award: may not exceed $10,000
- National Course award: may not exceed $40,000

The NASA Innovation Corps (I-Corps) Pilot is intended to provide support for participation in the National Science Foundation (NSF) Innovation Corps (I-Corps™) Program to train faculty, students in higher education, post-docs, and other researchers in innovation and entrepreneurship skills. The pilot employs education through courses to guide teams in the process of developing a business model while supporting teams as they explore the commercial potential of their research. NASA’s Science Mission Directorate and Space Technology Mission Directorate are partnering to expand the agency’s participation by leveraging the infrastructure of NSF’s I-Corps Program and National Innovation Network.
The goal of this NASA I-Corps Pilot is to give teams the opportunity to develop the following capabilities:

- Informed decision-making to facilitate research and/or technology transitions and new NASA funding opportunities.
- Facilitated focus and inspiration on the commercial potential of proposed research and/or technology.
- Advanced workforce development opportunities in science missions and space technology by preparing students with a foundational education in entrepreneurship.
- Enhanced entrepreneurial mindsets.

Awards for two types of courses are possible: a "Short Course" and a "National course". All pilot teams are required to take a Short Course offered by an NSF I-Corps sponsored Hub and should apply through this program element prior to registering for the Short Course. Awarded teams that complete a Short Course may then apply for funds for the National Course.

**Key Features**

The NASA I-Corps Pilot is aimed to accelerate the translation of promising ideas from the lab to the marketplace. All pilot teams are required to take a Regional Short Course (hereinafter Short Course) offered by an NSF I-Corps sponsored Hub. While the NSF Hubs do not provide geographic representation for all regions of the U.S., teams are encouraged to participate in the Hubs of nearest geographic proximity. Courses are provided both virtually and in-person.

Teams that complete the Short Course may then propose to take the National Course, see below. The NSF I-Corps National Course (referred to on the NSF website as "ICorps Cohorts") is offered throughout the year. The steps for National Course participation are described in other sections, including Table F.18-4. Courses have limited capacity, and each course will be comprised of teams that are working on a broad range of topics (i.e., not exclusively science missions and space technologies).

**Team Composition**

Each Short Course proposal requires a minimum of two (2) team members: a Technical Lead and an Entrepreneurial Lead. The Technical Lead serves as the Principal Investigator (PI) of the award, the Entrepreneurial Lead should be listed as a Co-I. The Technical Lead provides a deep and direct technical expertise in the relevant core research and/or technology area the I-Corps team is exploring. The Entrepreneurial Lead has relevant knowledge of the research and/or technology area and guides translation of the research and/or technology if the project demonstrates the potential for commercial viability. For Short Course participation, the team shall comply with the Hub’s Short Course requirements regarding the involvement of an Industry Mentor; see Section 3 to contact the relevant Hub that you may apply to for guidance on their team requirements. The Industry Mentor is responsible for advising the team through the duration of the course(s) and usually has contacts in the industry area being explored. For the National Course, the proposal requires a minimum of three (3) team members: an Industry Mentor must be identified in addition to the Technical Lead and an Entrepreneurial Lead. The Industry Mentor must be listed as a collaborator. In cases where there are more than two team members, they shall be listed as Co-Is.

**Summary of Training**

Activities All team members of a NASA I-Corps Pilot award are required to participate in the entire Short Course and, if selected, the entire National Course. The curriculum, delivered exclusively in an online format, includes a kick-off meeting with entrepreneurial immersion training, a weekly training meeting, weekly office hours with I-Corps instructors, and a lessons-learned closing presentation. The main activity of the program is to develop a business model through customer discovery, where the team leaves the lab to evaluate potential product-market fit. A team will conduct many interviews with potential customers during both courses. NASA I-Corps Pilot teams are encouraged to travel for in-person customer interviews when feasible. At the end of the Short Course curriculum, teams are expected to comply with their course curriculum and typically conduct at least thirty (30) virtual or in-person interviews with potential customers (including government agencies) from their proposed target market(s). At the end of the National Course, teams are expected to have performed an additional one hundred (100) virtual or in-person interviews with potential customers.
(including government agencies) from their proposed target market(s). The interviews provide teams with the customer data needed to refine their hypotheses – ultimately resulting in a more viable business model.

**Link to Additional Information:**
https://nspires.nasaprs.com/external/solicitations/summary!init.do?solId=%7B214C3AE7-5428-D4C1-457A-E00CB2338777%7D&path=open

### 5. Laura Bush 21st Century Librarian Program, IMLS

**Application Deadlines:**
- Preliminary Proposals: September 20, 2023
- Invited Full Proposal: March 20, 2024

**Award Amount:**
- Planning: from $50,000 to $150,000 for a period of performance of one to two years
- Forum: from $50,000 to $150,000 for a period of performance of one to two years
- Implementation: from $50,000 to $1,000,000 for a period of performance of one to three years (Requests of more than $249,999 in IMLS funds require at least 1:1 cost share from non-federal sources.)
- Early Career Research Development: from $50,000 to $750,000 for a period of performance of one to three years
- Applied Research: from $50,000 to $750,000 for a period of performance of one to three years

The mission of the Institute of Museum and Library Services (IMLS) is to advance, support, and empower America’s museums, libraries, and related organizations through grantmaking, research, and policy development. The Laura Bush 21st Century Librarian Program supports the achievement of agency-level Goal 1, Champion Lifelong Learning, and Objective 1.2, Support the training and professional development of the museum and library workforce. Like all IMLS grant programs, it is also designed to facilitate the delivery of significant results consistent with the IMLS federal authorizing legislation.

This program is designed to support the development of a diverse workforce of librarians and archivists in order to meet the information needs of their communities. Projects are expected to:
- propose far-reaching impact to influence practice across one or more disciplines within the libraries and archives fields;
- reflect a thorough understanding of current practice, knowledge about the subject matter, and an awareness of and support for current strategic priorities in the field;
- use collaboration to demonstrate buy-in and input, and access to appropriate expertise.

Laura Bush 21st Century Librarian Program grants have significant potential to generate positive societal impact through project activities undertaken as part of the grant-funded work, activities that may be complementary to the project, and through applied research designed specifically for this purpose. Reflecting IMLS’s agency-level goal to champion lifelong learning, the Laura Bush 21st Century Librarian Program has three program goals and from three to five objectives associated with each goal. Each applicant should align their proposed project with one of these three program goals and one or more of the associated objectives.

- **Goal 1: Recruit, train, develop, and retain a diverse workforce of library and archives professionals.**
  - Objective 1.1: Develop programs encouraging diverse students to pursue careers in library and information science. Delivery mechanisms may include, but are not limited to, summer institutes, workshops, certificate programs, and online networks.
  - Objective 1.2: Collaborate with formal and/or informal learning organizations to incorporate promising practices from allied domains into library and archives services. Partners may include, but are not limited to, museums, school systems, universities, extension programs, youth-serving organizations, departments of correction, and workforce or economic development organizations.
  - Objective 1.3: Develop workforce training to support families, groups, and individuals of diverse cultural and socioeconomic backgrounds and needs. These may include, but are not limited to, young children and their...
caregivers, tweens and teens, un- and under-employed adults looking to make career transitions or re-enter the workforce, veterans, immigrants and refugees, individuals with disabilities, English-language learners, and senior citizens.

- **Goal 2:** Develop faculty, library, and archives leaders by increasing the institutional capacity of libraries, archives, and graduate programs related to library and information science.
  - **Objective 2.1:** Support large-scale organizational change addressing diversity, equity, and inclusion (DEI). Activities may include, but are not limited to, needs assessments; formal and informal training at the individual and group level in relevant areas such as cultural awareness and competence, cross-cultural knowledge and skills, stakeholder management and engagement, organizational dynamics, and agile project management; facilitated cross-departmental workshops; and external evaluation.
  - **Objective 2.2:** Create DEI initiatives, activities, and curricula to recruit, develop, and retain leaders from diverse and underrepresented backgrounds.
  - **Objective 2.3:** Support the research of untenured tenure-track library and information science faculty, furthering the faculty member’s long-term research agenda, career trajectory, and professional development.

- **Goal 3:** Enhance the training and professional development of the library and archival workforce to meet the needs of their communities.
  - **Objective 3.1:** Develop training to equip the library and archival workforce to engage in sustained community development. Approaches may include, but are not limited to, design thinking, data analytics, impact assessment, leadership development, organizational change, asset mapping, and collective impact.
  - **Objective 3.2:** Create and/or refine training programs that build library and archival workforce skills and expertise in contributing to the well-being of communities. This work may relate to workforce and economic development; financial, health, social, or legal services; or efforts that increase equity and access.
  - **Objective 3.3:** Create and/or refine training programs to build library and archival workforce skills and expertise in developing engaging lifelong learning opportunities, fostering attitudes of discovery, cultivating critical and creative thinking skills, and facilitating experiential and self-directed learning opportunities for all.
  - **Objective 3.4:** Support training of the library and archival workforce to advance digital inclusion for the benefit of community members. Approaches may include, but are not limited to, enhancing digital infrastructures, platforms, technologies, online services, connectivity, digital literacy, privacy, and security, as well as creating new processes and procedures needed to sustain a robust online environment.
  - **Objective 3.5:** Support training of the library and archival workforce in digital collection management. This may include, but not be limited to, preservation and access to information and resources through retrospective and born-digital content; digital preservation strategies; community archives; web archiving; and improving cataloging and inventory practices.

**Project Types**

- **Planning projects** - support exploratory activities, such as analyzing needs and feasibility; solidifying partnerships; developing project work plans; or developing prototypes, proofs of concept, and pilot studies. Applications should identify planning activities that have the potential to lead to future implementation.
- **Forum projects** - support convening qualified experts and key stakeholders, including those from adjacent fields as appropriate, to help explore current or emerging issues or opportunities that are important to professional development and education-related issues in libraries and archives across the nation. Reports and other deliverables should be prepared for wide dissemination. Convenings should leverage technology, such as virtual meetings or live streaming, to allow broad participation. Additional mechanisms for engaging stakeholders and building awareness of the findings are encouraged.
- **Implementation projects** - support developing faculty, library, and archives leaders and contributing to the professional development and retention of library and archives staff who serve the nation. Implementation projects may develop new tools and resources or expand existing products or services for new audiences or in new contexts. Applicants should design their proposed work to ensure that new practices have the potential to be easily adaptable, sustainable, and widely implementable across the field.
- **Early Career Research Development projects** - support the research of untenured tenure-track library and
information science faculty, furthering the faculty member’s long-term research agenda, career trajectory, and professional development. Early Career Research Development project proposals must have a single Project Director with no co-Project Directors; consultants and students may be included.

- **Applied Research projects** - support the investigation of key questions relevant to library or archival professional practice, building on prior empirical, theoretical, or exploratory work in libraries and archives or other relevant disciplines.

**Link to Additional Information:** [https://www.imls.gov/grants/available/laura-bush-21st-century-librarian-program](https://www.imls.gov/grants/available/laura-bush-21st-century-librarian-program)

### 6. Education Research and Special Education Research Grant Programs, Dept. of Education

**Application Deadlines:**

- **NCER**
  - Education Research: September 21, 2023

- **NCSER**
  - Special Education Research: September 21, 2023
  - Research Training Programs in Special Education: September 21, 2023
  - Special Education Research and Development Center: January 11, 2024

**Estimated Range of Awards:**

- **NCER**
  - Education Research: $300,000 to $800,000 for up to five years

- **NCSER**
  - Special Education Research: $200,000 to $760,000 for up to five years
  - Research Training Programs in Special Education: $100,000 to $200,000 for up to four years
  - Special Education Research and Development Center: $500,000 to $1,000,000 for up to five years

**Purpose of Program:**

In awarding the research grants, the Institute of Education Sciences (IES) intends to provide national leadership in expanding knowledge and understanding of (1) developmental and school readiness outcomes for infants and toddlers with or at risk for a disability, (2) education outcomes for all learners from early childhood education through postsecondary and adult education, and (3) employment and wage outcomes when relevant (such as for those engaged in career and technical, postsecondary, or adult education). The IES research grant programs are designed to provide interested individuals and the general public with reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all learners. These interested individuals include parents, educators, learners, researchers, and policymakers. In carrying out its grant programs, IES provides support for programs of research in areas of demonstrated national need. In awarding research training grant programs, IES aims to prepare individuals to conduct rigorous and relevant education and special education research that advances knowledge within the field and addresses issues important to education policymakers and practitioners.

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

1. **IES National Center for Education Research (NCER)** - is announcing one competition:
   a. **Education Research** - NCER will consider only applications that address one of the following topics:
      1. Career and Technical Education
      2. Civics Education and Social Studies
      3. Cognition and Student Learning
      4. Early Learning Programs and Policies
      5. Improving Education Systems
      6. Literacy
      7. Policies, Practices, and Programs to Support English Learners
      8. Postsecondary and Adult Education
      9. Science, Technology, Engineering, and Mathematics (STEM) Education
IES National Center for Special Education Research (NCSER) is announcing three competitions: one competition in each of the following areas:

a. **Special Education Research Competition (ALN 84.324A)** - NCSER encourages a broad range of research, including studies that may have more than one research focus (such as reading and behavior) and may focus broadly on students with disabilities or on a particular disability (such as autism spectrum disorders). The range of research supported through this program includes, but is not limited to, programs to improve child development and school readiness; academic and/or behavioral interventions; instructional practices and/or professional development programs for teachers and other school-based personnel; strategies for improving the family support and engagement critical to the success of students with disabilities; policies and systems-level interventions and programs to address school finance, school-community collaborations, or school structures that affect educational progress for students with disabilities; transition from secondary school to postsecondary education, career, and/or independent living; as well as access to, persistence in, and completion of postsecondary education.

b. **Research Training Programs in Special Education Competition (ALN 84.324B)** - NCSER will consider only applications that address Early Career Development and Mentoring.

c. **Special Education Research and Development Center (R&D Center) (ALN 84.324C)** - NCSER will consider applications that address Research and Development Center on the K–12 Special Education Teacher Workforce.

**Link to Additional Information:** [https://ies.ed.gov/funding/](https://ies.ed.gov/funding/)

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### 7. National Quantum Virtual Laboratory (NQVL) Quantum Science & Technology Demonstrations (QSTD): I. Pilot Phase, NSF

**Application Deadlines:**
- Letter of Intent: October 6, 2023
- Full Proposal: November 30, 2024

**Award Budget:** up to $1,000,000 per project for a duration of 12 months

The overarching goal of the NQVL is the demonstration of practical quantum advantage, the actual application of the tools of Quantum Information Science and Engineering (QISE) to problems that will enable solutions that classical approaches can only solve much less efficiently or not at all.

The NQVL vision is to support a highly accessible shared research infrastructure framework that draws on the full spectrum of expertise throughout the Nation to rapidly translate QISE ideas formulated in the laboratory through prototyping, validation, at-scale testing, and eventual full-scale deployment. A co-design approach will facilitate the quick transfer of discoveries from one phase to the next, enable the rapid identification of gaps, and draw on the talent necessary to close these gaps. A key focus of the program will be to develop education and workforce development strategies that promote broad participation, diversity, equity, and inclusion in QISE by expanding access to state-of-the-art resources and prototypes to all parts of the U.S. research ecosystem. While the completed NQVL will consist of a set of primary nodes defined by the major Quantum Science and Technology Demonstration projects defined below, the overall structure is designed to serve as a resource for the community at large, with movement into and out facilitated through a central coordination body.

The successful translation of QISE research under the NQVL will require the integration of several layers, from fundamental principles to prototypes to applications, utilizing a convergent, systems engineering, and co-design approach. The co-design of enabling technologies (e.g., reliable materials fabrication, scalable device manufacturing, dependable...
quantum interconnects, or robust software stack) and sufficiently mature physical platforms will result in Quantum Science and Technology Demonstrations (QSTD) for scientific discovery that will be made available for use by the broad scientific community. Users will identify applications that can be co-designed with a rapid cycle of system upgrades, resulting in the transition of ideas that are still in the early conceptual stages into prototypes that are in level of readiness that they can be handed off to the private sector.

The NQVL is envisioned as having three components, though only the Pilot phase of the first component below is the focus of this initial solicitation:

1. **NQVL:QSTD** – Quantum Science and Technology Demonstration projects. These projects will make up the scientific and engineering core of the activities that combine to form a federated NQVL infrastructure and are expected to pass through three phases: Pilot, Design, and Implementation. Given the project nature of the NQVL:QSTD activity it is expected that the participants will proceed through all three project development phases.

   Each NQVL:QSTD project is expected to define a quantum advantage goal and a projected pathway for achieving that goal. It is expected that this pathway will have a focus on the design and integration of quantum systems co-designed with applications developed by a broad and diverse user community. Through this process of systems design and prototyping, the project will connect the underlying basic scientific knowledge to an application that is identified by this end-user community and fostered by direct interactions between these users, the systems engineers, and the basic science developers. Those activities will be complemented by appropriately scaled education and workforce development plans for training a diverse quantum workforce.

2. **NQVL:TAQS** – NSF aims to provide resources to support research and development of enabling technologies identified by the NQVL:QSTD projects as they mature through the various phases. NSF envisions doing this through the mechanism of the Transformative Advances in Quantum Systems (TAQS) program as an independent funding opportunity that will address critical needs of the NQVL infrastructure as well as contribute to expanding the access to the Laboratory to a wider community.

3. **NQVL:Central** – NQVL Planning and Coordination. NSF anticipates support for one NQVL Central Hub that will perform three distinct functions: i) promote collaboration and networking between the NQVL project teams; ii) promote engagement with the broad QISE community, partnerships with others and outreach activities to the general public; and iii) facilitate community oversight and the development of success metrics and benchmarks. The first function will enable the identification and potential exchange of component parts among the teams, especially in the Implementation phase. The other two functions recognize the need for greater accountability to the wider QISE community and to the public.

The development of the NQVL is expected to take place over a number of years. This solicitation concerns only the Pilot phase of the QSTD project components of the NQVL. Separate solicitations will be issued for the future phases and the other components of NQVL, depending on the progress in this first phase. Nonetheless, even at the Pilot phase, it is critical to keep in mind the full project development as described below while formulating plans, especially as many of the general requirements will apply to each phase.

The Quantum Science and Technology Demonstration (QSTD) projects form the scientific and technological core efforts the NQVL is designed to enable. Each QSTD project will have identified a technology goal that has the potential for demonstrating quantum advantage that could lead to translation in the near term. Each project will also have identified a potential pathway for achieving this goal, including the basic science from which the pathway derives, the participants and skill-sets critical for the success of the project, and the user community that will derive the benefit. The phase-wise development that is planned for each project recognizes that this is a fluid process. Plans proposed at the beginning will have to be modified as detailed design and then implementation proceeds. Challenges are to be expected and must be addressed in the time allowed. Additional members with special expertise may need to be included to address these gaps. Feedback from potential users may suggest modifications necessary to deliver a useful end product. And systems
engineering steps along the way may dictate changes and/or suggest improvements that speed up the process. The NQVL infrastructure provides the framework through which these changes can be implemented smoothly and quickly. In addition, the NQVL infrastructure will foster essential collaboration, coordination, and cooperation between the various QSTD projects, which might have a different technology focus. This will help identify gaps that apply to more than just a single project, thus magnifying the impact of developments along the way. Activities in areas of common interest or capabilities that benefit more than one QSTD project may be supported separately to maximize synergies and optimize resource allocations. It is also possible that these supporting developments could in turn lead to their own applications independently of the quantum advantage goal. Support for the acquisition or development and implementation of research infrastructure may also be included. The QSTD projects will also develop effective strategies for education and workforce development.

The QSTD projects fall into the category of long-duration NSF investments that require substantial funding over multiple award cycles. They are expected to be developed in three phases: Pilot, Design, and Implementation. Each phase will be the subject of a separate solicitation and will evolve into the next as the projects are refined and increasingly focused on prototype development and future translation.

1. The **Pilot phase** is focused on the development of the conceptual design of the QSTD project. Specifically, the team will:
   - Refine the science questions.
   - Define requirements and prioritize research objectives.
   - Identify enabling technologies and risks.
   - Identify critical partnerships and dependencies.
   - Develop top-down cost and contingency estimates.
   - Formulate initial risk assessment.
   - Draft initial Project Execution Plan.
   - Draft initial Workforce Development Plan.

In the Pilot phase, each QSTD team will convene a QISE community town hall meeting seeking community input, foster an open scientific dialogue, collect baseline data to aid in the development of a diverse workforce development plan, and ensure the broad participation of the entire QISE community. The outcome of this activity, in addition to addressing the specific requirements, will be a QISE Strategic Plan for addressing the topic of the QSTD Pilot. The QISE Strategic Plans are living documents that will be updated as needed. It is expected that the plans to accomplish the proposed scope of work, the methods involved, and the Pilot team may evolve over the course of the various phases.

NSF strongly suggests that the Pilot teams secure the services of a professional Project Manager.

2. The **Design phase** is focused on the preliminary design development of the QSTD project.

3. The **Implementation phase** includes the final design of the first-generation QSTD system, followed by the system integration and subsequent operations of this initial prototype, while at the same time pursuing the development of the enabling technology for the next-generation QSTD system.

Nine (9) months into the project, NSF will conduct a panel review of each Pilot project. The purpose of the review would be to assess the progress made by the team, provide feedback, and evaluate the readiness of the team to advance to the Design phase of the QSTD development process. As the QSTD Pilot teams are expected to collaborate, coordinate, and cooperate with each other, synergies are strongly encouraged. Following upon an agreed-upon understanding and the selection of a Lead Organization, QSTD Pilot teams may also choose to consolidate prior to submitting a QSTD Design proposal to advance to the Design phase.

Each phase of the QSTD projects will follow on the previous phase and constitutes the next step in the refinement of the project. At each phase proposals will be invited only from those teams, or combinations thereof, who have participated in
the previous phase.

It is required that prospective PIs contact the NQVL Program Officer(s) as soon as possible, but not later than two weeks before submitting a proposal in response to this solicitation, to ascertain that the focus and budget of their proposal is appropriate for this solicitation.


8. Collaborative Research, NEH

Application Deadline: November 29, 2023

Award Amounts:
- Planning International Collaboration: up to $25,000 for six to twelve months
- Convening: up to $50,000 for six to twelve months
- Manuscript Preparation: up to $250,000, or $300,000 for one to three years
- Scholarly Digital Projects: up to $250,000, or $300,000 for one to three years

The Collaborative Research program aims to advance humanistic knowledge through collaboration between two or more scholars. The program encourages projects that propose diverse approaches to topics, incorporate multiple points of view, explore new avenues of inquiry in the humanities, and lead to manuscripts for print publication or to scholarly digital products.

You may propose a research project in a single field of study or interdisciplinary work. NEH encourages collaboration with scholars working in the natural or social sciences, but projects must focus on humanistic content and employ humanistic methods.

Scholars may be drawn from one or more institutions. Collaborations among different types of institutions are welcome. For example, research universities might partner with teaching colleges, libraries, museums, or independent research institutions. NEH encourages applications from and collaborations with minority-serving institutions, including Historically Black Colleges and Universities, Tribal Colleges and Universities, Predominantly Black Institutions, Native American-Serving Non-Tribal Institutions, and Alaska Native and Native Hawaiian-Serving Institutions. NEH encourages collaboration with tribal or other community members in the co-creation of knowledge.

You must propose tangible and sustainable outcomes as the end goal of the project, even if completion lies beyond the award’s period of performance. Such outcomes may include, but are not limited to, co-authored or multi-authored books; born-digital publications; themed issues of peer-reviewed journals; a series of peer-reviewed articles in academic journals or articles in general audience publications or both; and open-access scholarly digital projects. All project outcomes must address at least one stated humanities research question and convey interpretive humanities work. You must present a plan to disseminate the project’s results.

Funding is available for sustained activities conducted by the collaborators during the period of performance. Allowable costs include, but are not limited to, salary replacement; compensation of collaborators, consultants, and research assistants; fringe benefits; and travel, lodging, and per diem costs for convening participants.

Funding categories:
- **Planning International Collaboration** - supports initial meetings to brainstorm, plan, and establish new scholarly collaborations. This category is for early-stage projects involving at least one collaborator based in the U.S. and at least one collaborator based in a foreign country. The scholar or scholars at U.S. institutions must contribute significantly to the project. Examples of funded activities include, but are not limited to, research time to correspond and exchange ideas through videoconferencing; joint travel to a relevant site, archive, library, or collection to investigate a project’s feasibility; exploratory workshops or working group meetings for collaborators; and writing time to complete a plan for future research and publication. The Planning category should advance work towards a product allowable for support within the Collaborative Research program.
Primary products for Planning International Collaboration awards include, but are not limited to, a written plan for collaborative research activities and future print publications or digital scholarly projects; livestreamed or recorded video of workshops; web-posted papers; and podcasts, blogs, and discussion boards.

- **Convening** - supports a single scholarly conference, symposium, or seminar that is open to members of an intellectual community broader than the invited attendees, or up to two working group meetings that advance a single project and may be restricted to primary collaborators. If you propose working group meetings of primary collaborators alone, you must explain why this is necessary. Convening projects should gather participants, virtually or in person, to sharpen an already established collaborative research topic and work towards subsequent print publications or scholarly digital projects that would be allowable for support within the Collaborative Research program.

  Typical funding requests include, but are not limited to, compensation for the organizing scholar(s); travel, per diem, accommodation, and honoraria for presenters; and costs related to the rental of a venue or audio-visual services. Attendance at the convening must be free of charge. Primary products for Convening awards include, but are not limited to, livestreamed or recorded video of the event; web-posted papers; conference papers intended for subsequent edited volumes or peer-reviewed articles; and podcasts, blogs, and discussion boards.

- **Manuscript Preparation** - supports the completion of collaborative manuscripts in preparation for print publication. Examples include, but are not limited to, co-authored monographs and edited volumes; a series of peer-reviewed journals. Typical funding requests include, but are not limited to, compensation for research and writing time; travel to a relevant site, archive, library, or collection to conduct research; and compensation for consultants and tribal or other community partners. The Manuscript Preparation category does not support costs associated with holding or attending a conference, symposium, or seminar. You should submit the manuscript to a publisher at the end of the period of performance. NEH encourages publication that enables broad public access, insofar as the condition of the materials and intellectual property rights allow.

  Manuscript Preparation applications from community colleges or certain minority-serving institutions, or that include such an institution as a subrecipient and full partner in the conceptualization and execution of the project, may request an additional $50,000 of support.

- **Scholarly Digital Projects** - supports the preparation of born-digital scholarly publications, resources, or tools designed to address explicitly stated humanities research questions. The digital project must include significant, integral humanities interpretation or advance an argument. The project must serve an intellectual community beyond the collaborators. Proposals may involve one or more lead scholars collaborating with digital humanities specialists, librarians, or archivists to prepare a digital publication or project using preexisting platforms, programs, or other technological infrastructure. Scholarly resources and tools may include, but are not limited to, open-access databases with significant interpretive content, GIS mapping projects that draw conclusions or advance arguments, and content-rich websites.

  Typical funding requests include, but are not limited to, compensation for time to conduct research, write content, and design and build the digital project; travel to a relevant site, archive, library, or collection to conduct research; and compensation for consultants and tribal or other community partners.

  Scholarly Digital Projects applications from community colleges or certain minority-serving institutions, or that include such an institution as a subrecipient and full partner in the conceptualization and execution of the project, may request an additional $50,000 of support.

**Link to Additional Information:** [https://www.neh.gov/grants/research/collaborative-research-grants](https://www.neh.gov/grants/research/collaborative-research-grants)
### University Research & Development (R&D) Projects & Capstone Projects, Naval Surface Warfare Center Dahlgren Division

**Application Deadline:** July 17, 2024  
**Award Information:** up to $200,000

Naval Surface Warfare Center Dahlgren Division is interested in receiving proposals for the following Basic and Applied Research Opportunity Areas:

1. **College - University Student and Faculty Research Projects (DD-01)**
   
   NSWCDD is interested in receiving proposals directed toward student and faculty general research projects where the focus is upon priority technologies and capabilities performed at NSWCDD. NSWCDD is especially, but not solely, interested in research projects dealing with Hypersonics, Software Engineering, Quantum Computing and Sensing, Artificial Intelligence, Machine Learning, Unmanned systems and Autonomy, Safety Systems, Human Systems Integration, and Warfare System Development and Integration which includes cyber security, directed energy, sensor systems, materials, chemical, biological, radiological (CBR) defense, and high-powered microwaves among others.

2. **College - University Student Capstone and Senior Research Projects (DD-02)**
   
   NSWCDD seeks proposals for novel research projects whose intent is the development of future naval scientists and engineers. NSWCDD is especially interested in research projects in the areas of Hypersonics, Software Engineering, Quantum Computing and Sensing, Artificial Intelligence, Machine Learning, Unmanned systems and Autonomy, Safety Systems, Human Systems Integration, and Warfare System Development and Integration which includes cyber security, directed energy, sensor systems, materials, and high-powered microwaves among others.

The primary goal of these projects is to develop student interests in Naval engineering with an eye toward future employment.

This BAA is intended for proposals related to basic and applied research, and that part of development not related to the development of a specific system or hardware procurement. This announcement is not for the acquisition of technical, engineering, and other types of support services.

**Link to Additional Information:** [https://www.grants.gov/view-opportunity.html?oppId=349325](https://www.grants.gov/view-opportunity.html?oppId=349325)

### Mathematical Sciences Research Institutes, NSF

**Application Deadline:** March 14, 2024  
**Award Information:** range from approximately $2.5 million per year to $6 million per year for up to five years

The Division of Mathematical Sciences (DMS) of the National Science Foundation (NSF) supports a number of research institutes in the mathematical sciences. The goals of the Mathematical Sciences Research Institutes program include advancing research in the mathematical sciences, increasing the impact of the mathematical sciences in other disciplines, and expanding the talent base engaged in mathematical research in the United States. Institutes have proven to be an effective means of achieving these goals.

The DMS seeks proposals for Mathematical Sciences Research Institutes that will advance research in the mathematical sciences, increase the impact of the mathematical sciences in other disciplines, and expand the talent base engaged in mathematical research in the United States. DMS is particularly interested in proposals that are creative, demonstrate vision, and involve the fullest spectrum of the mathematical sciences appropriate to the proposed institute's mission.

The structure of a proposed institute is unspecified. The Division of Mathematical Sciences encourages prospective
applicants to consider the structure of the Mathematical Sciences Research Institutes currently supported by the Division and, where appropriate, to propose alternative structures that complement the existing ones and increase the potential to transform the mathematical sciences landscape.

The following considerations should inform the proposed activity:

- **National Resources** - While hosting a DMS research institute confers benefits on a hosting organization, DMS intends research institute activity to be first and foremost a service to the mathematical sciences community as a whole.

  Mathematical Sciences Research Institute activities are expected to involve the mathematical sciences community on a national, if not international, scale. Institute activities should reflect broad community involvement, not only in participation but also in genesis of programmatic activities. Institute programs must be open to applications from members of the entire relevant constituency across the nation. Proposals should include detailed plans to recruit and involve participants from a wide range of institution types, demographic types, and career seniority. Proposals should include a description of an explicit mechanism for selection of program organizers and program participants that is open and aims to reflect such balance.

- **Workforce Development** - While institute activities are expected to center on advancing research in the mathematical sciences and related fields, the Mathematical Sciences Research Institutes also play a significant role in the training through research involvement of the next generation of mathematical scientists. Proposals should include plans for the involvement of students and postdoctoral associates in institute activities, as appropriate.

- **Knowledge Dissemination and Outreach** - It is anticipated that Mathematical Sciences Research Institute activities will catalyze new discoveries. To enhance this process of discovery, institutes are expected to disseminate outcomes of programmatic activities, and proposals should include plans for such dissemination.


11. Blueprint and BRAIN Initiative Program for Enhancing Neuroscience Diversity through Undergraduate Research Education Experiences (BP BRAIN-ENDURE) (R25 Clinical Trial Not Allowed), NIH

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

**Award Information:** between $300K and $400K for 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 encourage individuals from diverse backgrounds, including those from groups underrepresented in the biomedical and behavioral sciences, to pursue further studies or careers in research.

The overarching objective of this funding opportunity is to prepare individuals from diverse backgrounds, including those from groups underrepresented in the biomedical, behavioral, and clinical research workforce, to pursue further studies or careers in neuroscience research. To achieve this goal, the initiative will support two-year neuroscience research education experiences comprised of year-round authentic neuroscience research projects, research and career development, and establishment of professional networks, implemented through collaborative partnerships integrated across different educational institution types. Proposed program interventions in response to this NOFO should focus on asset models and leadership opportunities, rather than solely deficit models and remediation.
Participating components of the collaborative research education partnerships must include:

- One or more institutions that either: 1) have a historical and current mission to educate students from any of the populations that have been identified as underrepresented in biomedical research as defined by the National Science Foundation (NSF), or 2) have a documented track record of recruiting, training and/or educating, and graduating underrepresented students as defined by NSF (see above), which has resulted in a historically documented contribution by the institution to the national pool of graduates from underrepresented backgrounds who pursue biomedical research careers.

- A research-intensive institution, defined as having an existing neuroscience or neuroscience-related program and a significant number of potential mentors with NIH R01 or equivalent extramural research support.

- Formal alliances with one or more institutions with neuroscience-focused graduate research training programs that can provide summer research experiences for participating ENDURE students. Such institutions should hold NIH T32 research training grants, including T32 programs supported by the NIH Jointly Sponsored Institutional Predoctoral Training Programs in the Neurosciences or other competitively funded Ph.D. degree granting programs. These alliances are expected to actively facilitate early communication and interaction among participating students and NIH neuroscience predoctoral program training directors. This establishment of neuroscience related “networks” is intended to actively facilitate participant's transition from the undergraduate to the graduate school level.

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

- **Research Experiences:** The two-year program must include part-time authentic neuroscience research experiences in extramurally funded laboratories during the academic year at the home institution or one of the partnering institutions. There must also be full-time summer neuroscience research experiences in laboratories that are part of a neuroscience-focused graduate research training program, such as an NIH Institutional Research Training predoctoral program (T32), and which may be located on or off-site of the partnering institutions. The academic year and summer research experiences across applicant institutions must be carefully monitored. Regularly scheduled internal review and assessment should be made regarding the progressive scientific skill sets being developed through the research education experiences, the type of mentoring and supervision students are receiving, and the monitoring and evaluation plans for both the students and research mentors.

- **Mentoring Activities:** Programs must provide students with outstanding mentoring and education in other critical skills such as leadership, grant and manuscript writing, and time management. There should be dedicated efforts at providing not only technical expertise, but advice, insight, and professional career skills to students in the program.

- **Courses for Skills Development:** Courses should be integrated across the partnering institutions and uniquely designed to increase undergraduate students’ interest in and preparation to enter Ph.D. degree programs in the neurosciences. Depending on the strength of the applicant institution, it is expected that academic and curriculum enhancement activities may vary in how they are formalized and integrated; various strategies, rooted in education research, may be utilized. These approaches may include, but are not limited to: core neuroscience coursework tailored to students’ backgrounds and needs; development of interdisciplinary or advanced courses with focus on inquiry-based learning or critical thinking and development of experimental rigor and quantitative skills to address neuroscience problems; curriculum for specialized research techniques; collaborative learning experiences and group activities to convey the excitement and relevance of neuroscience to students; advisement regarding the number, level, and sequence of math and science courses that students should take to be competitive for graduate school programs in the neurosciences; seminars emphasizing scientific reading comprehension, writing, and oral presentation skills; and research career seminars to help prepare students for the transition from undergraduate to graduate school.

The National Institutes of Health (NIH) Blueprint for Neuroscience Research is a collaborative and coordinated effort across 14 institutes and centers that support research, research education, and research training with the goal of
accelerating the pace of discovery in neuroscience research. By pooling resources and expertise, the NIH Blueprint for Neuroscience Research can take advantage of economies of scale, confront challenges too large for any specific institute or center, and develop research tools and infrastructure that will serve the entire neuroscience community. It seeks to provide educational opportunities and authentic neuroscience research experiences during the undergraduate stage to a diverse pool of individuals, including those from underrepresented groups, at varied institutions and educational settings across the country.

The NIH BRAIN Initiative is aimed at revolutionizing our understanding of the human brain. By accelerating the development and application of innovative technologies, researchers will be able to produce a new dynamic picture of the brain that, for the first time, will show how individual cells and complex neural circuits interact in both time and space. It is expected that the application of these new tools and technologies will ultimately lead to new ways to treat and prevent brain disorders.

NIH encourages institutions to recruit a diverse pool of undergraduates, including those from underrepresented groups, for potential participation in this program, which aims to help prepare undergraduates to successfully enter and complete Ph.D. degree programs in the neurosciences and become available to participate in NIH-supported neuroscience research.


### 12. Dangers and Opportunities of Technology: Perspectives from the Humanities, NEH

**Application Deadline:** October 11, 2023  
**Award Information:**
- Single Researcher: up to $75,000 for up to 24 months.  
- Collaborative Team: up to $150,000 for up to 24 months

The Dangers & Opportunities of Technology: Perspectives from the Humanities program (DOT) supports humanistic research that explores the relationships between technology and society, and the impacts technology has on culture, health, social interactions, government, cultural institutions, the environment, and other aspects of life. NEH encourages you to interpret the term “technology” broadly. It is up to you to define and make a compelling case for the technologies you choose to examine.

NEH is particularly interested in projects that examine current social and cultural issues that are significantly shaped by technologies and expand understanding of a particular topic in the humanities. You may involve communities affected by these technologies as collaborators or contributors. Projects must not engage in political advocacy.

NEH invites projects at different stages of development that link their research to compelling social issues where technology plays a key role. Projects may address a wide range of topics, such as:
- climate change
- racial justice
- social media, disinformation, and the democratic process
- medical technologies
- wealth inequality
- data privacy and ethics of algorithms cryptocurrencies and nonfungible tokens (NFTs)
- supply chains and infrastructure
- educational technologies
- the streaming economy (e.g., music, television, film)

The DOT program can fund activities and final products such as:
- research time (e.g., course releases)  
- research assistance (e.g., student researchers)
• research travel
• community partner participation
• conducting studies or interviews
• convenings
• data collection and analysis
• experiments or prototyping
• development or production of articles, books, web sites, or other forms of intellectual output

Project categories:

The program includes separate funding categories for projects led by a single researcher and projects led by collaborative teams. In both categories, NEH will issue awards to institutions, not directly to participating scholars.

• **Single Researcher** - Single project directors with an institutional affiliation will lead projects in this category and will set the research agenda. Other personnel, including students, may carry out some activities.

• **Collaborative Teams** - Two or more project directors (co-directors), each contributing equally to the research agenda(s), will lead projects in this category. Co-project directors may be independent scholars. Other personnel, including students or staff from community organizations, can also be involved in carrying out some of the work.

**Link to Additional Information:** [https://www.neh.gov/program/dangers-and-opportunities-technology-perspectives-humanities](https://www.neh.gov/program/dangers-and-opportunities-technology-perspectives-humanities)

### 13. Postsecondary Student Success Grant Program (PSSG), Dept. of Education

**Application Deadline:** September 25, 2023

**Award Information:**

- **Early-Phase:** up to $4,000,000 for 48 months
- **Collaborative Team:** up to $8,000,000 for 48 months

The purpose of this program is to equitably improve postsecondary student outcomes, including retention, transfer (including successful transfer of completed credits), credit accumulation, and completion, by leveraging data and implementing, scaling, and rigorously evaluating evidence-based activities to support data-driven decisions and actions by institutional leaders committed to inclusive student success.

This grant program seeks to fund evidence-based strategies that result in improved student outcomes for underserved students. The program has two absolute priorities that correspond to varying evidence standards. This multi-tiered competition invites applicants that are in the “early phase” or “mid-phase/expansion” of their evidence-based work to support students through degree completion. This grant also supports the evaluation, dissemination, scaling, and sustainability efforts of the activities funded under this grant.

• **Early-Phase** - Early-phase provides funding to develop, implement, and test the feasibility of a program that prior research suggests is likely to improve relevant outcomes, for the purpose of determining whether an initiative improves student retention and completion of postsecondary students. Early-phase grants must “demonstrate a rationale” and include a logic model, theory of action, or another conceptual framework that includes the goals, objectives, outcomes, and key project components of the project, and that demonstrates the relationship between such proposed activities and the relevant outcomes the project is designed to achieve.

• **Mid-Phase/Expansion** - are supported by moderate evidence or strong evidence, respectively. These grants provide funding to improve and/or expand initiatives and practices that have been proven to be effective in increasing postsecondary student retention and completion. Mid-phase/Expansion projects should provide vital insight about an intervention’s effectiveness, such as for whom and in which contexts a practice/intervention is most effective.
Mid-phase grantees should also measure the cost-effectiveness of their practices using administrative or other readily available data. Mid-phase/Expansion grant projects are distinctly situated to provide insight on scaling an initiative to a larger population of students or across multiple campuses. These grants must be implemented at a multi-site sample with more than one campus or in one campus that includes at least 2,000 students.

Priorities:
This notice contains two absolute priorities and one competitive preference priority. We are establishing the absolute priorities and competitive preference priority.

- **Absolute Priorities:**
  1. **Absolute Priority 1** - Applications that Demonstrate a Rationale. “‘Early-phase’”. Under this priority, an applicant proposes a project that demonstrates a rationale to improve postsecondary success for underserved students, including retention and completion.
  2. **Absolute Priority 2** - Applicants that Demonstrate Moderate Evidence, “‘Mid-phase’” or Strong Evidence, “‘Expansion’”. Under this priority, an applicant proposes a project supported by evidence that meets the conditions in the definition of “‘Moderate Evidence’” or “‘Strong Evidence,’” to improve postsecondary success for underserved students, including retention and completion. Projects under this priority must be implemented at a multi-site sample or include at least 2,000 students.
    a) Applicants addressing this priority must:
      1. identify up to two studies to be reviewed against the WWC Handbooks (as defined in this notice) for the purposes of meeting the definition of moderate evidence or strong evidence;
      2. clearly identify the citations and relevant findings for each study in the Evidence form; and
      3. ensure that all cited studies are available to the Department from publicly available sources and provide links or other guidance indicating where each is available.
    b) In addition to including up to two study citations, an applicant must provide in the Evidence form the following information:
      1. the positive student outcomes the applicant intends to replicate under its Mid-phase/Expansion grant and how these outcomes correspond to the positive student outcomes in the cited studies;
      2. the characteristics of the population or setting to be served under its Mid-phase/Expansion grant and how these characteristics correspond to the characteristics of the population or setting in the cited studies; and
      3. the practice(s) the applicant plans to implement under its Mid-phase/Expansion grant and how the practice(s) correspond with the practice(s) in the cited studies.

- **Competitive Preference Priority:** Applicants that have made progress towards or can demonstrate they have a plan to improve student outcomes for underserved students by using data to continually assess and improve the effectiveness of funded activities and sustain data-driven continuous improvement processes at the institution after the grant period (up to 6 points). Applicants addressing this priority must:
  1. Identify or describe how they will develop the performance and outcome measures they will use to monitor and evaluate implementation of the intervention(s), including baseline data, intermediate and annual targets, and disaggregation by student subgroups (up to 2 points);
  2. Describe how they will assess and address gaps in current data systems, tools, and capacity and how they will monitor and respond to performance and outcome data to improve implementation of the intervention on an ongoing basis as part of formative and summative evaluation of the intervention(s) (up to 2 points); and
  3. Describe how institutional leadership will be involved with and supportive of project leadership and how the project relates to the institution’s broader student success priorities and improvement processes (up to 2 points).

**Link to Additional Information:** [https://www2.ed.gov/programs/pssp/applicant.html](https://www2.ed.gov/programs/pssp/applicant.html)

### 14. Spotlight on Humanities in Higher Education, NEH

**Application Deadline:** October 18, 2023  
**Award Information:**
The Spotlight on Humanities in Higher Education program supports the exploration and development of small projects that would benefit underserved populations through the teaching and study of the humanities at small and medium-sized colleges and universities. NEH invites applications from two- and four-year institutions of higher education, as well as from nonprofit organizations and state, local, or Native American Tribal governments aiming to advance the humanities at these institutions.

The program supports activities including but not limited to curricular or program development, expert consultations, speakers’ series, student research, creation of teaching resources, and community engagement. Projects may benefit students, faculty, the institution or organization, and/or the community. See the Sample projects section for short examples of potential projects and the program resource page for full sample project narratives from previously funded projects.

Project activities

The Spotlight on Humanities in Higher Education program supports exploration and development activities such as:

- Curriculum and program creation
  - engaging outside consultants to assess humanities needs and create strategies to meet them
  - creating student internship programs or student bridge programs
  - creating a course or set of courses (for example, general education, honors, or capstone courses)
  - creating teaching or professional development materials (course modules, readers, primary document collections, digital collections, etc.)
  - creating materials and practices for distance learning

- Student enrichment
  - supporting faculty to guide student research
  - exploring opportunities for hands-on, place-based, or experiential learning projects
  - exploring, developing, and/or implementing a campus-wide or community program such as a “common read”
  - developing humanities-based student mentorship programs

- Professional development
  - creating shared reading programs focused on humanities teaching or curricula
  - organizing guest speakers’ seminars or hosting guest speakers in the humanities for faculty

- Collaboration
  - introducing faculty and/or students from partner institutions to humanities teaching practices at the host institution or organization
  - working with academic departments, institutions, or nonprofit organizations to create shared resources
  - researching, organizing, and developing convenings, such as symposia and conferences

- Community engagement
  - partnering with museums, libraries, or other nonprofit organizations to enhance the teaching and study of the humanities
  - producing humanities programming, such as public lectures or symposia, for students and community members

- Workforce preparation
  - aligning humanities teaching with students’ career or professional development needs
  - creating humanities-related experiential learning opportunities

Your project must focus on the humanities, including projects that engage with writing and composition, foreign languages, workforce development, and/or programs of study that lie outside traditional humanities disciplines.

Funding categories

1. Exploration projects - they support administrators, faculty, community members, and/or humanities nonprofit organizations in planning for a project that would significantly enrich humanities teaching and learning at colleges or universities. The outcome of an Exploration award should be a coherent plan for developing a curriculum,
initiative, community or faculty partnership, or teaching resource that improves student understanding of the humanities.

2. Development projects - they support divisions, departments, programs, and/or humanities nonprofit organizations in advancing a single, well-defined project (or one stage of a larger project) that would significantly enrich humanities teaching and learning at colleges and universities. The outcome of a Development award should be a curriculum, initiative, community or faculty partnership, or teaching resource that improves student understanding of the humanities, with significant progress towards implementation.

**Link to Additional Information:** [https://www.neh.gov/program/spotlight-humanities-higher-education](https://www.neh.gov/program/spotlight-humanities-higher-education)

**15. Fund for the Improvement of Postsecondary Education—Historically Black Colleges or Universities (HBCUs), Tribally Controlled Colleges or Universities (TCCUs), and Minority-Serving Institutions (MSIs) Research and Development Infrastructure Grant Program (RDI), Dept. of Education**

**Application Deadline:** October 2, 2023

**Award Information:**
- **Absolute Priority 1:** $5,000,000 for up to 48-month project period
- **Absolute Priority 2:** $2,000,000 for up to 48-month project period
- **Absolute Priority 3:** $5,000,000 for up to 48-month project period

The RDI grant program is designed to provide four-year HBCUs, TCCUs, and MSIs including Asian American and Native American Pacific Islander Serving Institutions (AANAPISIs), Alaska Native and Native Hawaiian Serving Institutions (ANNH), Hispanic Serving Institutions (HSIs), Native American Serving Non-Tribal Institutions (NASNTIs), and/or Predominantly Black Institutions (PBIs), or consortia led by an eligible institution of higher education (institution), with funds to implement transformational investments in research infrastructure, including research productivity, faculty expertise, graduate programs, physical infrastructure, human capital development, and partnerships leading to increases in external funding.

For HBCUs and MSIs, the RDI grant program will support institutions in increasing their level of research activity in alignment with the Carnegie Classification designations. Grant funds can be utilized by HBCU and MSI institutions with a Doctoral and Professional Universities (D/PU) classification to move toward the Doctoral Universities with High Research Activity (R2) classification, and by Doctoral Universities with High Research Activity (R2) to move toward a classification of Doctoral Universities with Very High Research Activity (R1). For TCCUs, which have their own Carnegie Classification designation and cannot be classified as R1, R2, or D/PU, this program seeks to support an increase in research activities, undergraduate research opportunities, faculty development, research development, and infrastructure, including physical infrastructure and human capital development.

This notice includes three absolute priorities to ensure support for each type of institution (HBCUs, TCCUs, and MSIs):
- **Absolute Priority 1** - Funding for Historically Black Colleges and Universities’ Research and Development Infrastructure.
- **Absolute Priority 2** - Funding for Tribally Controlled Colleges and Universities’ Research and Development Infrastructure.
- **Absolute Priority 3** - Funding for Minority-Serving Institutions’ Research and Development Infrastructure.

**Competitive Preference Priority:**
- **MSI Pell Grant Percentage** - Lead applicants whose Pell Grant recipients account for 50 percent or higher of their undergraduate student enrollment, as measured by the Department using the most recent data available in the Integrated Postsecondary Education Data System (IPEDS), will be awarded 2 additional points.

Applicants must propose projects that would do one or more of the activities listed in this notice. Additionally, consistent with the FIPSE program statute in 20 U.S.C. 1138 and the explanatory statement accompanying Division H of the Consolidated Appropriations Act, 2023 (Pub. L. 117–328), the Department uses its authority under section 437(d)(1) of
GEPA to authorize the use of grant funds for construction and the acquisition of real property to the extent set forth in the allowable uses below.

1. Providing for the improvement of infrastructure existing on the date of the grant award, including deferred maintenance, or the establishment of new physical infrastructure, including instructional program spaces, laboratories, or research facilities relating to the fields of science, technology, engineering, the arts, mathematics, health, agriculture, education, medicine, law, and other disciplines.

2. Hiring and retaining faculty, students, research-related staff, or other personnel, including research personnel skilled in operating, using, or applying technology, equipment, or devices used to conduct or support research.

3. Supporting research internships and fellowships for students, including undergraduate (Absolute Priority 2 for TCCUs only), graduate, and post-doctoral positions, which may include providing direct student financial assistance to such students.

4. Creating new, or expanding existing, academic positions, including internships, fellowships, and post-doctoral positions, in fields of research for which research and development infrastructure funds have been awarded under this program.

5. Creating and supporting inter- and intra-institutional research centers (including formal and informal communities of practice) in fields of research for which research and development infrastructure funds have been awarded under this program, including hiring staff, purchasing supplies and equipment, and funding travel to relevant conferences and seminars to support the work of such centers.

6. Building new institutional support structures and departments that help faculty learn about, and increase faculty and student access to, Federal research and development grant funds and non-Federal academic research grants.

7. Building data and collaboration infrastructure so that early findings and research can be securely shared to facilitate peer review and other appropriate collaboration.

8. Providing programs of study and courses in fields of research for which research and development infrastructure funds have been awarded under this program.

9. Paying operating and administrative expenses for, and coordinating project partnerships with members of, a consortium as described in this notice on behalf of which the eligible institution has received a grant under this program. A grantee under this competition may not pay for expenses to R1 institutions that are members of the consortia.

10. Installing or extending the life and usability of basic systems and components of campus facilities related to research, including high-speed broadband internet infrastructure sufficient to support digital and technology-based learning.

11. Expanding, remodeling, renovating, or altering biomedical and behavioral research facilities existing on the date of the grant award that received support under section 404I of the Public Health Service Act (42 U.S.C. 283k).

12. Acquiring and installing furniture, fixtures, and instructional research-related equipment and technology for academic instruction in campus facilities in fields of research for which research and development infrastructure funds have been awarded under this program.

13. Providing increased funding to programs that support research and development at the eligible institution that are funded by National Institutes of Health, including the Path to Excellence and Innovation program with the National Institutes of Health.

14. Faculty professional development.

15. Planning purposes, for TCCUs applying under Absolute Priority 2 only.

Link to Additional Information: https://www.govinfo.gov/content/pkg/FR-2023-08-02/pdf/2023-16402.pdf

| 16. Division of Physics: Investigator-Initiated Research Projects (PHY), NSF |
| Application Deadlines: |
| • Plasma Physics: November 20, 2023 |
| • AMO - Theory and Experiment; Gravitational Physics - Theory and Experiment; LIGO Research Support; Integrative Activities in Physics: November 22, 2023 |
| • Elementary Particle Physics - Experiment; Particle Astrophysics – Experiment: December 5, 2023 |
| • Nuclear Physics - Theory and Experiment; Elementary Particle Physics - Theory; Particle Astrophysics |
The Division of Physics (PHY) supports physics research and the preparation of future scientists in the nation’s colleges and universities across a broad range of physics disciplines that span scales of space and time from the largest to the smallest and the oldest to the youngest.

This solicitation covers three possible award types:
- individual investigator and group awards with standard time cycles;
- mid-scale research infrastructure awards; and
- awards that anticipate long-term support.

The Division of Physics invites research proposals in the following areas:

- **Atomic Molecular and Optical Physics - Experiment (AMO-E)** - supports research that can be categorized by four broad, sometimes overlapping, sub-areas of the discipline: (1) Precision Measurements, (2) Ultracold Atoms and Molecules, (3) Optical Physics (including the ultrafast regime), and (4) Atomic and Molecular Spectroscopy or Collisions. Ions are included as a subset of Atoms and Molecules. The focus of research in the AMO-E program is on the fundamental quantitative understanding of atoms and molecules and their interaction with light, and the application of AMO methods to fundamental science in other disciplines in the Division (e.g., Nuclear Physics, Gravitational Physics, and Elementary Particle Physics). Examples of activities supported directly by the AMO-E program over the past decade include: quantum control, cooling and trapping of atoms and ions, low-temperature collision dynamics, the collective behavior of atoms in weakly interacting gases (Bose-Einstein condensates and dilute Fermi degenerate systems), precision measurements, the effects of electron correlation on structure and dynamics, the nonlinear response of isolated atoms to intense ultra-short electromagnetic fields, atom-cavity interaction at high fields, and quantum properties of the electromagnetic field.

- **Atomic Molecular and Optical Physics - Theory (TAMOP)** - program supports theoretical and computational research in all areas of atomic structure, the molecular structure of small molecules, electron, and atomic collisions, photoionization and photo detachment of electrons from atoms and small molecules, time-dependent interactions with atoms and small molecules, quantum optics, ultracold phenomena in Bose and Fermi gases, and quantum information. Investigations primarily directed toward a theoretical understanding of larger molecules or condensed matter systems should be directed toward the appropriate programs in the Division of Chemistry or the Division of Materials Research.

- **Elementary Particle Physics - Experiment (EPP)** - explores the fundamental building blocks of matter and their forces by probing, directly or indirectly, particle interactions in a laboratory setting. Major focus areas include direct observation of new phenomena at the highest achievable energies and indirect discovery via precision measurements of known processes. The program provides support for university research at high energy accelerator facilities, development of novel instrumentation and analysis paradigms, and techniques that provide alternate pathways to discovery of new physics beyond the Standard Model.

- **Elementary Particle Physics - Theory** - encompasses different theoretical tools for understanding the interaction of elementary particles at different energy scales. These include String Theory, Quantum Field Theory, Lattice Field Theory, Effective Field Theories, and Phenomenology based on the above theoretical tools. The program supports both formal string theory as well as string-theory-inspired model building. Proposals in mathematical physics that are relevant for string theory and/or quantum field theory are also relevant for this program. Predictions for upcoming experiments at the Large Hadron Collider (LHC) involve Supersymmetric Model building, Grand Unified Theories, Extra Dimensions, String Inspired phenomenology as well as high order calculations in the Standard Model (of strong weak and electromagnetic interactions) to sort out what new physics might be discovered at the next generation of accelerators and cosmic ray and neutrino detectors. High precision simulations of quantum
chromodynamics (QCD) processes using lattice gauge theory are also a crucial ingredient for understanding present and future experiments at various collider facilities. Supported research includes contributions to broad theoretical advances as well as model building and applications to experimental programs at facilities such as the Relativistic Heavy Ion Collider (RHIC) and Jefferson Laboratory, and to astrophysical phenomena. This includes formulating new approaches for theoretical, computational, and experimental research that explore the fundamental laws of physics and the behavior of physical systems; formulating quantitative hypotheses; exploring and analyzing the implications of such hypotheses analytically and computationally; and interpreting the results of experiments. The effort also includes a considerable number of interdisciplinary grants.

- **Gravitational Physics - Experiment and Data Analysis** - supports research on gravitation at large and small scales as well as the connection between gravity and the other three fundamental forces. Experiments funded by this program include tests on the inverse distance square law of gravitational attraction, Lorentz invariance and Equivalence Principle as well as the measurement of the Newtonian gravitational constant. The program also supports data analysis projects related to NSF-funded GW detectors such as the Laser Interferometer Gravitational-Wave Observatory (LIGO) and North American Nanohertz Observatory for Gravitational Waves (NANOGrav). This excludes modeling of astrophysical GW sources and LIGO instrumentation which are supported elsewhere.

- **Gravitational Physics - Theory** - supports research on classical and quantum gravity theory, including simulations of strongly gravitating astrophysical systems and sources of GW, as well as new formulations for theoretical and computational gravitational physics. This excludes String theory and related approaches which are funded elsewhere.

- **LIGO Research Support** - oversees the commissioning and operation of the Laser Interferometer Gravitational-Wave Observatory (LIGO) and provides support for the development of its instrumentation. This includes tasks that range from instrument science and detector characterization to the study and development of technologies for future generations of GW detectors. This excludes LIGO data analysis that is funded through the Gravitational Physics – Experiments and Data Analysis program.

- **Integrative Activities in Physics** - supports activities in conjunction with NSF-wide programs such as Faculty Early Career Development (CAREER), Research Experiences for Undergraduates (REU), and programs aimed at women, minorities, and persons with disabilities. Also supports activities that seek to improve the education and training of physics students (both undergraduate and graduate), such as curriculum development or physics education research directed towards upper-level or graduate physics courses, and activities that are not included in specific programs elsewhere within NSF. The program supports research at the interface between physics and other disciplines and extending to emerging areas.

- **Nuclear Physics - Experiment** - supports research at the frontiers of nuclear science, including: properties and behavior of nuclei and nuclear matter under extreme conditions, and/or as they relate to astrophysical phenomena; the quark-gluon basis for the structure and dynamics of hadrons and nuclei; phase transitions of nuclear matter from normal nuclear density and temperature to the predicted high-temperature quark-gluon plasma; basic interactions and fundamental symmetries; and neutrino properties as determined through neutrino-less double beta decay. This research involves many venues, including low-energy to multi-GeV electrons and photons; intermediate-energy light ions; low-energy to relativistic heavy ions, including radioactive beams; cold and ultra-cold neutrons; weakly decaying nuclei; as well as non-accelerator-based experiments.

- **Nuclear Physics - Theory** - encompasses the structure and reactions of nuclei, and of hadrons in few-nucleon and nuclear environments, and the quark/gluon substructure expressed by Quantum Chromodynamics. Supported research includes contributions to fundamental theoretical aspects of nuclear physics, as well as model building and applications to astrophysical phenomena and to experimental programs at facilities such as the National Superconducting Collider Laboratory, the Relativistic Heavy Ion Collider, and the Jefferson Laboratory. This includes formulating new approaches for theoretical, computational, and experimental research that explore the fundamental laws of physics and the behavior of physical systems; formulating quantitative hypotheses; exploring.
and analyzing the implications of such hypotheses analytically and computationally; and interpreting the results of experiments.

- **Particle Astrophysics - Experiment** - seeks to explore the fundamental nature of matter, energy, space, and time. The program is organized into the following subareas: Particle Astrophysics – Cosmic Phenomena (1643), Particle Astrophysics – Underground Physics (7235) and Particle Astrophysics – IceCube Research Support (011Y).

- **Particle Astrophysics and Cosmology - Theory** - supports proposals that primarily are involved with theoretical particle astrophysics and big-bang cosmology as well as more speculative string theory-inspired cosmologies. Understanding the quarks-to-cosmos connection has been a recent focus of the program as well as better understanding the implications of the fluctuation spectra of the cosmic microwave background. The cosmology and astrophysics research supported by the program is usually associated with people with training in particle theory and encompasses dark matter, dark energy, high energy cosmic rays as well as exotic cosmologies arising from Brane-world and String Theory scenarios. This includes formulating new approaches for theoretical, computational, and experimental research that explore the fundamental laws of physics and the behavior of physical systems; formulating quantitative hypotheses; exploring and analyzing the implications of such hypotheses analytically and computationally; and, in some cases, interpreting the results of others' experiments.

- **Physics of Living Systems (PoLS)** - targets synergy of theoretical and experimental research exploring the most fundamental physical processes that living systems utilize to perform their functions in dynamic and diverse environments. The focus of the research proposals should be on understanding basic physical principles that underlie biological function. The program encourages research that emphasizes the physical principles of organization and function of living systems, including the exploration of artificial life forms and how life began.

- **Plasma Physics** - supports research that can be categorized by several broad, sometimes overlapping, sub-areas of the discipline, including magnetized plasmas in the laboratory, space, and astrophysical environments; high energy density plasmas; low temperature plasmas; dusty, ultra-cold, and otherwise strongly coupled plasmas; non-neutral plasmas; and intense field-matter interaction in plasmas. The focus of the Plasma Physics program is to generate an understanding of the fundamental principles governing the physical behavior of a plasma via collective interactions of large ensembles of free charged particles, as well as to improve the basic understanding of the plasma state as needed for other areas of science and engineering.

- **Quantum Information Science** - supports theoretical and experimental proposals that explore quantum applications to new computing paradigms or that foster interactions between physicists, mathematicians, and computer scientists that push the frontiers of quantum-based information, transmission, and manipulation.


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<th>17. Community-Engaged Health Equity Research in Neuroscience Initiative (R34 – CT Not Allowed), NIH</th>
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**Application Deadline:**
- **Letter of Intent:** 30 days prior to application due date
- **Full Proposal:** October 4, 2023; February 2, 2024

**Award Information:** up to $450,000 in direct costs over a maximum of 3 years

The NINDS Community-Engaged Health Equity Research in Neuroscience Initiative (HERN) is a multi-pronged approach to 1) Advance community-engaged health equity research across all neurological disease areas within populations that experience health disparities (HDP) and 2) Support collaborations, education and capacity building to conduct such research.

This NOFO will support planning grants to lay the groundwork for future community-engaged health equity research in
neuroscience studies. Applications to this NOFO must propose a research plan to test feasibility and/or best practices to conduct community-engaged health equity research in neurological disorders with HDPs. In addition to asking a research question related to addressing health disparities in neurological disorders, applicants must also be filling a gap in community engagement with HDPs, and/or research team expertise in neurological disorders, health disparities research and/or community engagement. Expected outcomes include 1) Development of a collaborative and multidisciplinary research team; 2) Successful community engagement with HDP(s) of interest; and 3) Preliminary data from a limited scope of aims related to addressing neurological health disparities in one or more HDP(s) of interest.

Specific areas of research interest include but are not limited to:

- Develop and assess culturally tailored approaches to identify barriers and determine effective strategies to build trust in communities that experience health disparities.
- Identify and assess approaches to address disparities in neurological disorders due to stigma, bias and/or discrimination at the patient, provider, community and/or systems levels.
- Develop and assess strategies to address specific modifiable SDOH that contribute to disparities in neurological disorders.
- Develop and/or validate SDOH-informed instruments to promote detection and assessment of neurological disorder HD specific to populations that experience health disparities.
- Identify and assess strategies to address structural barriers, organizational practices, policies and other social, cultural, and contextual factors that impact disparate neurological health outcomes.

Consultation with relevant Scientific/Research staff is strongly recommended, preferably not later than the Letter of Intent due date.

Link to Additional Information: https://grants.nih.gov/grants/guide/rfa-files/RFA-NS-24-007.html

18. Population Approaches to Reducing Alcohol-related Cancer Risk (R01 Clinical Trial Optional), NIH

Application Deadline: February 05, 2024

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

This Notice of Funding Opportunity (NOFO) aims to support research on interdisciplinary population approaches to increasing awareness of the relationship between alcohol and cancer risk, understanding and changing social norms related to alcohol consumption, developing and/or evaluating alcohol policy approaches, and the development, testing, and implementation of population-level interventions to reduce alcohol-related cancer risk. Applications that address multiple levels of consumption, such as moderate and heavy drinking, are of particular interest, as well as those focusing on alcohol use disorder (AUD) from the perspective of cancer prevention and control. Proposals addressing understudied areas are encouraged, as is attention to underrepresented minority populations experiencing cancer and alcohol-related disparities such as American Indian, Alaskan Native, and sexual and gender minority populations.

Research Objectives and Scope:

This PAR will solicit proposals that call for interdisciplinary population approaches to increasing awareness of the relationship between alcohol and cancer risk, understanding and changing social norms related to alcohol consumption, developing and/or evaluating alcohol policy approaches, and the development, testing, and implementation of population-level interventions to reduce alcohol-related cancer risk. Expected outcomes of proposed studies may include measures of awareness, social norms, alcohol consumption and other alcohol related behaviors as well as measures of policy and policy implementation as well as other outcomes determined by the applicants.

Applications can address any level of alcohol consumption, from light consumption to levels of consumption seen in heavy drinkers and those with Alcohol Use Disorder from a cancer prevention and control perspective. Demographic correlates of alcohol consumption are complex. For example, alcohol consumption is positively correlated with socioeconomic status, yet consumption may have disproportionate harms for people in lower SES groups. Additionally,
several demographic groups, such as American Indian, Alaskan Native, and sexual and gender minority populations experience cancer and alcohol-related disparities. Thus, attention to underrepresented minorities and thoughtful justification of the selected target populations are important.

Proposed research must involve interdisciplinary and multilevel approaches to addressing alcohol consumption as a cancer prevention strategy. Studies should examine population-level approaches to increasing knowledge, changing social norms, and/or pilot testing or evaluating policies concerning alcohol and cancer and can include any population of individuals, including adults, adolescents, and cancer patients/survivors. Population-level approaches involve communication, policy evaluation, and other research efforts distinct from the development of individual level behavioral interventions. Proposed studies may focus on the interpersonal, health system, community/organizational, and/or policy level and should address knowledge, social norms, and/or levels of alcohol consumption or other critical factors related to alcohol consumption for cancer control. Cancer incidence or mortality endpoints are not required. However, cancer prevention expertise is required to insure strong links to cancer prevention and control.

Research topics of specific interest include, but are not limited to the following:

1. National Cancer Institute (NCI)
   - Create and test effective and persuasive health messaging and multilevel and population interventions regarding alcohol consumption and cancer risk that influences alcohol-related knowledge, attitudes, and beliefs, and alcohol consumption.
   - Identify and mitigate the effects of alcohol and cancer-related misinformation, including addressing inequities in access to reliable information and resources.
   - Apply research on the individual determinants of alcohol consumption behaviors, such as motivation, perception, and social norms, to develop population-level interventions aimed at changing attitudes, intentions, and social norms related to alcohol consumption, with attention to specific populations suffering from inequities, where appropriate.
   - Address issues of trust in information sources and alcohol-related stigma, social norms, and the prevalence and social acceptance of alcohol consumption in relation to cancer across diverse population groups.
   - Address multilevel contextual factors within a complex communication environment, including alcohol industry influence, social media, inconsistent/conflicting scientific guidelines, low public awareness, and individual health and media literacy levels.
   - Evaluate policy approaches and policy implementation related to awareness, social norms, and alcohol consumption related to cancer risk, with attention to how such policies might influence health disparities in relevant populations.

2. National Institute on Alcohol Abuse and Alcoholism (NIAAA)
   - Development and testing of interventions using various communication strategies that target context and correlates (e.g., social norms and social determinants) of alcohol consumption in relation to cancer prevention and control in diverse populations.
   - Evaluating policies or other community- or population-level interventions affecting alcohol-related behaviors for their effects on cancer outcomes.
   - Using systems science approaches to (a) guide and evaluate evidence-based health messaging for use in intervention research in alcohol and cancer risk at the population level and among diverse population groups, and (b) explore and understand the effects of alcohol-related policies and other community- or population-level interventions on the dynamic trajectories of cancer outcomes among relevant population groups.

Link to Additional Information: [https://grants.nih.gov/grants/guide/pa-files/PAR-23-244.html](https://grants.nih.gov/grants/guide/pa-files/PAR-23-244.html)
The principal objective of this solicitation is to support transformational habitat restoration projects that restore marine, estuarine, coastal, or Great Lakes ecosystems, using approaches that enhance community and ecosystem resilience to climate hazards. Funding will prioritize habitat restoration actions that: demonstrate significant impacts; rebuild productive and sustainable fisheries; contribute to the recovery and conservation of threatened and endangered species; promote resilient ecosystems, especially in tribal or underserved communities; and improve economic vitality, including local employment.

This funding opportunity will invest in transformational projects that have the greatest potential to provide holistic benefits, through habitat-based approaches that strengthen both ecosystem and community resilience. Examples of habitat restoration projects that are transformational at a regional or national scale include, but are not limited to:

- projects that provide significant benefits for ecosystems and community resilience
- projects that catalyze broad initiatives or partnerships
- large-scale projects
- innovative projects, which may include new techniques for restoration
- projects that connect to or build upon other restoration or resilience work in a watershed

Projects that are most responsive to the program priorities and are more transformative will be more competitive, by providing important and lasting changes that make a difference for coastal communities and ecosystems.

Applicants should address the following set of program priorities:

1) Sustaining Productive Fisheries and Strengthening Ecosystem Resilience – describe how the proposed habitat restoration actions align with relevant plans to recover and/or manage the target species or fisheries. Proposals should also address how restoration will strengthen resilience within the target habitat and the surrounding ecosystem.

2) Enhancing Community Resilience to Climate Hazards and Providing Other Co-benefits – describe how the proposed restoration will benefit human populations within or near the project site(s), and how these actions will increase resilience to extreme weather and climate hazards (e.g., storms, flooding, erosion) that are most threatening to the local communities. Applicants may also describe how the proposed work will enhance the ability to plan and prepare for adverse effects of extreme weather events or climate hazards, or provide additional co-benefits to the community (e.g., economic vitality, increased access to natural resources).

3) Fostering Regionally Important Habitat Restoration – this solicitation will prioritize restoration actions that demonstrate high priority and transformative potential within a defined geographic region. Applicants should describe the context of the proposed work within the landscape, watershed, or other geographically defined boundary. Descriptions should explain how the work may complement other current or proposed restoration efforts, including projects that will help to build climate resilience through other funding opportunities supported by the Bipartisan Infrastructure Law (e.g., National Oceans and Coastal Security Fund, Coastal Zone Management, National Estuarine Research Reserves, and Coastal Habitat Restoration and Resilience Grants for Tribes and Underserved Communities) or the Inflation Reduction Act (e.g., Climate Resilience Regional Challenge).

4) Providing Benefit to Tribal, Indigenous, and/or Underserved Communities, Including Through Partnerships – identify if the project is to be carried out in full or in part by a tribal government; if the project is located within tribal, indigenous, and/or underserved communities; and/or whether a portion of the resilience benefits from the proposed work will flow to tribal, indigenous, and/or underserved communities.
20. Inspire! Grants for Small Museums, IMLS

Application Deadline: November 15, 2023

Award Information:
- Small Project: range from $5,000 to $25,000 for one to two years
- Large Project: range from $25,001 to $75,000 for one to two years

Inspire! Grants for Small Museums is a special initiative of the Museums for America grant program. It is designed to support small museums of all disciplines in project-based efforts to serve the public through exhibitions, educational/interpretive programs, digital learning resources, policy development and institutional planning, technology enhancements, professional development, community outreach, audience development, and/or collections management, curation, care, and conservation. Projects are expected to focus on a key component of the institution’s strategic plan, reflect a thorough understanding of current practice and knowledge about the subject matter, and generate measurable results that tie directly to the need or challenge addressed.

IMLS invites applicants to consider whether their museum is a good fit for this program and to describe structural or organizational issues that restrict the abilities and capacity of their museum in their Organizational Profile. Applicants should also address attributes that describe the size of their organization, including but not limited to:
- number of staff members and volunteers
- estimate of total person-hours worked per week
- operating budget and sources of revenue
- number and types of objects in the collection
- size of facility and property
- types and numbers of audiences served
- size relative to other organizations of the same discipline, or within the same geographic region.

Reflecting IMLS’s agency-level goals, Inspire! Grants for Small Museums has a single program goal and four objectives associated with it. Each applicant should align their proposed project with one or more of the associated objectives.

Program Goal: Build the capacity of small museums to provide museum services to their communities.
- Objective 1: Support the development of cross-disciplinary learning experiences in small museums.
- Objective 2: Support the professional development of the small-museum workforce.
- Objective 3: Support the development of policies and institutional plans for small museums.
- Objective 4: Support the management and care of collections in small museums.

Projects may involve, but are not limited to, activities such as educational programming for all ages; exhibition development, design, fabrication, and interpretation; digital media and technology enhancements; institutional planning and policy development; professional training, internships, and mentorships; collections information management, research, and planning; digitization and digital asset management; and conservation surveys, treatments, and environmental improvements.

Link to Additional Information: [https://www.grants.gov/web/grants/view-opportunity.html?oppId=349865](https://www.grants.gov/web/grants/view-opportunity.html?oppId=349865)

21. EMpowering BRoader Academic Capacity and Education (EMBRACE), NSF

Application Deadline: November 20, 2023

Award Information:
- Seed proposals: up to $200,000 for a maximum of 24 months
- Growth proposals: up to $400,000 for a maximum of 48 months

The EMBRACE program is intended to expand the portfolio of institution types funded by the Divisions of Atmospheric
and Geospace Science, Earth Sciences, Ocean Sciences, and the Office of Polar Programs within GEO. To enhance access to funding for faculty members at non-R1 institutions, EMBRACE supports projects that tackle well-focused scientific problems relevant to GEO. Funding support includes budget accommodations to mitigate barriers that include high teaching loads, increased expectations for teaching and mentoring, low or no start-up packages, and limited institutional infrastructure and research support personnel. Emerging results from EMBRACE activities should enable the submission of subsequent successful proposals to other NSF funding opportunities. The combination of the proposed activities and their potential to increase capacity and collaboration for research/education and for training should be transformative for students, the investigators, and the institutions.

The expected outcome of EMBRACE is to attract, grow, and retain diverse talent in the U.S. research enterprise. Investments made through EMBRACE provide needed resources, enable impactful activities, and enhance the research and scientific training environment at non-R1 institutions. These investments reflect the integrated GEO efforts to broaden, strengthen, and diversify the STEM workforce. In bolstering the capacity, collaboration, and workforce at non-R1 institutions, EMBRACE will help cultivate and retain diverse talent that can provide new perspectives and solutions on current and future challenges that humans face.

To be competitive, EMBRACE proposals must include a well-formulated plan to address a scientific problem relevant to GEO, present compelling broader impacts, and describe how the proposed activities are potentially transformative for students, investigators, and the institutions. EMBRACE proposals should also describe how proposed activities could lead to specific future proposals and enhance the capacity of students, faculty members, and institutions. EMBRACE supports two categories of proposals: Seed and Growth.

- **Seed proposals** - aim to offset the lack of resources (e.g., start-up, analytical equipment, laboratory space) and/or dedicated research time faced by faculty members at non-R1 institutions by providing funds to (1) initiate research and/or education programs at their own institutions; and/or (2) build or catalyze research collaborations or partnerships:
  - within the same institution; or
  - across peer institutions; or
  - with research-intensive institutions; or
  - with industry or other non-academic entities; or
  - any combination mentioned above.

- **Growth proposals** - enable faculty members at non-R1 institutions to establish independent GEO-related disciplinary research programs by engaging undergraduate and/or graduate students, or post-doctoral scholars. With the intent to offset high teaching/mentoring loads and potential lack of research infrastructure, Growth proposals allow faculty members to initiate or sustain disciplinary research and related educational activities at their institution.


### 22. Digital Humanities Advancement Grants, NEH

**Application Deadlines:**
- **Optional Draft:** November 13, 2023
- **Full Proposal:** January 11, 2024

**Award Information:**
- **Level I:** up to $75,000 for up to 24 months
- **Level II:** $75,001 to $150,000 for up to 24 months
- **Level III:** $150,001 to $350,000 for up to 36 months

This notice solicits applications for the Digital Humanities Advancement Grants (DHAG) program from the Office of Digital Humanities. The DHAG program supports projects, with potential for broad impact, at different phases of their
lifecycles that respond to one or more of these programmatic priorities:

- research and refinement of innovative, experimental, or computationally challenging methods and techniques
- enhancement, design, or maintenance of digital infrastructure that contributes to and supports the humanities, such as open-source code, tools, or platforms
- evaluative studies that investigate the practices and the impact of digital scholarship on research, pedagogy, scholarly communication, and public engagement

The DHAG program values experimentation, reuse, and extensibility, leading to work that can scale to enhance scholarly research, teaching, and public programs in the humanities. DHAG recipients contribute to humanities scholarship by serving carefully identified audiences, addressing issues of accessibility and usability, and designing equitable, open, replicable, and sustainable projects. If your project is funded, you must analyze your workflow and publish your results in a white paper that NEH will share widely. This body of work contributes to the digital humanities’ research base.

If you are developing new software, NEH encourages you to make its use, reuse, distribution, and modification free. You should make open-source software or source code publicly available in an online repository, such as GitHub or the Humanities Commons CORE Repository, and you should thoroughly document it to promote its reuse and implementation, and to ensure the reliability of data and reproducibility of results.

Funding levels

- **Level I** - support small research projects or early stages of larger projects, including activities such as:
  - developing a research agenda or strategy
  - identifying appropriate methods or technologies for new and existing digital humanities projects
  - convening planning sessions with stakeholders or conducting audience research to determine user needs and priorities
  - designing experimental alpha-level prototypes
  - facilitating convenings to address field-wide questions

  Outcomes for Level I projects may include:
  - reports and position papers (especially for projects involving evaluative studies)
  - new consortia or partnerships
  - plans for future research and technical development, design documents, and/or data integration
  - articles, essays, books, edited volumes, or reports
  - testing and assessment reports from alpha-level prototypes

- **Level II** - support projects that have completed an initial planning phase and are poised to scale up based on prior research and development with a well-defined work plan, including activities such as:
  - technical development and/or user experience design for beta-stage prototypes of opensource tools or software
  - data curation
  - meetings with advisory board members or collaborators
  - evaluation and refinement of the project’s methods, workflows, or tools to teach humanities concepts or to support humanities research
  - development of virtual/in-person workshops or tutorials to disseminate project results

  Outcomes for Level II projects may include:
  - release of add-ons, code libraries, or working prototypes of tools
  - implementation of new workflows through humanities-based case studies
  - training data or models
  - workshops, online tutorials, and other forms of documentation
  - publications or conference presentations to share project results

- **Level III** - supports the expansion of mature projects with an established user base and strong dissemination plans beyond the applicant institution. To apply for a Level III award, you must have completed a planning or prototyping
phase. In addition, your application must demonstrate prior success, including documenting how many users or visitors your current project has or a summary of prior internal or external evaluations of your current project. Earlier phases of the project’s development may or may not have been supported by NEH or other funders. Level III awards support activities such as:
- implementation of technical plans and user experience design, including transformation of a prototype into a usable resource
- testing with targeted user communities
- code review and bug fixing
- development of training materials and documentation to promote wide use of the project
- preparation of presentations and publications to disseminate project results
- preparation of data, software, or websites for future preservation
- accessibility compliance review

Outcomes for Level III projects may include:
- launch of the digital project
- public release of final software, code, or datasets
- publication and presentation of research and results
- community engagement and outreach events, including workshops
- documentation and tutorials in multiple formats
- implementation of data management and sustainability plans

*NEH will post a pre-recorded webinar to the program resource page by October 26, 2023.*

**Link to Additional Information:** [https://www.neh.gov/grants/odh/digital-humanities-advancement-grants](https://www.neh.gov/grants/odh/digital-humanities-advancement-grants)

### 23. Weather Program Office Research Programs, NOAA

**Application Deadline:**
- Letter of Intent: September 19, 2023
- Full Proposal: November 16, 2023

**Award Information:**
- Climate Testbed (CTB): up to $300 K per project per year for up to two years
- Fire Weather: up to $350 K per project per year for up to two years

NOAA’s Weather Program Office is soliciting proposals for two grant competitions from this notification, valued at approximately $2.0 million per year as follows:

1) **Climate Testbed (CTB)** - WPO, in partnership with NOAA National Weather Service’s (NWS) Climate Prediction Center (CPC) and Environmental Modeling Center (EMC), is soliciting proposals from the external community to advance NOAA’s operational sub seasonal-to-seasonal (two weeks to two years; S2S) prediction capabilities via the NOAA Climate Test Bed (CTB).

The portfolio will prioritize capabilities that enhance operational prediction systems, products, or research that aims to transition to operations, with a preference toward activities that enhance or improve precipitation outlooks and service delivery. Proposed ideas that begin at RL 6-to-7 (i.e., projects in the demonstration stage) and have a high potential for eventual transition to operations (i.e., RL 8) after the two-year funding period will be prioritized (please see Appendix A for RL definitions). Projects that are estimated to conclude at or below RL 6 may still apply; however, they should consider additional funding sources from other grants or programs at the end of the two-year CTB funding period. Engagement with the Earth Prediction Innovation Center (EPIC) and program is also strongly encouraged.

Specific priorities targeted for transition to operations by the Climate Testbed encompass the following items:
• **CTB-1:** Improvements to data assimilation (DA) systems that support short-range climate monitoring and prediction, with a focus on ocean, sea ice, and land data assimilation using the Joint Effort for Data-Assimilation Integration (JEDI) if possible, while also contributing to the coupled Global Data Assimilation System (GDAS) developed for GFS/GEFS/SFS. Projects targeting evaluation or enhancements to current DA systems toward a more strongly coupled DA system may also be considered, depending on the readiness level (RL). Additional desirable advancements are enhancements to methods used to create reanalyses, or enhancements to existing reanalysis datasets, that improve current climate monitoring and prediction products, including drought monitoring/prediction.

• **CTB-2:** Developmental activities to accelerate the Seasonal Forecast System (SFS), the S2S portion of the Unified Forecast System (UFS). Proposed activities may include testing and evaluation of the SFS physics, coupling and components, particularly with the goal of diagnosing prediction/predictability of phenomena manifesting at S2S timescales; mathematical methods for process level diagnostics and verifications as related to climatescale modes of variability (such as Madden-Julian Oscillation, North Atlantic Oscillation, Quasi-Biennial Oscillation, El Nino-Southern Oscillation, etc.).

• **CTB-3:** Method improvements used to make S2S outlooks, including model postprocessing via innovative statistical techniques and applications of existing statistical techniques (possibly AI/ML methods). Model and outlook diagnostic and verification tools, particularly those compatible with or extending the enhanced Model Evaluation Tools (METplus), those that help diagnose process problems, and those that fill UFS verification and validation (V&V) gaps are encouraged.

2) **Fire Weather** - research and development proposals to improve fire weather forecast information and delivery. This opportunity will support new research into the coupled Unified Forecast System (UFS) for the short-term fire-atmosphere modeling systems. WPO collaborates with NOAA’s OAR Laboratories, NOAA’s National Weather Service (NWS), NOAA’s National Environmental Satellite, Data, and Information Service (NESDIS), and emergency managers from across the fire weather community. WPO, through collaboration with partners, aims to develop and improve impact-based decision support tools, products, and models, to provide timely and accurate guidance to safeguard lives and property, and manage downstream air quality impacts.

The increase in frequency of drought and hot-dry-windy conditions over the last several decades, combined with the continued expansion into the wildfire-urban interface region, has led to a marked increase in the number of acres burned by hazardous wildfires. The number of wildfires and the acres burned are projected to increase as the climate warms, with profound changes to certain ecosystems. Wildfires threaten forest and grasslands, housing and communities, aquatic and soil ecosystems, and air quality both near to and far from the fires, and ultimately costs the Nation billions of dollars a year when accounting for the local costs of damage to buildings, communities, and the downstream impacts on human health associated with smoke and poor air quality.

WPO invites proposals that address one or more of the priorities below; each LOI and proposal must specify the primary priorities to be addressed.

Fire weather forecast system projects will develop components related to a next generation coupled wildfire-weather UFS that leads to improved forecasts of fire behavior and smoke. Developments may be new initiatives, or improvements of the fire-weather model system and parameterizations, coupling between the fire and meteorology, improving data assimilation, improving the fire sources, model testing and evaluation (verification or validation), improving software quality, or computational performance, including:

• **FW-1:** Evolution of an active fire including interactions between terrestrial, fire, and atmospheric conditions and composition;

• **FW-2:** Smoke transport, evolution, and interaction with meteorology;
- **FW-3**: Data assimilation of atmospheric and terrestrial conditions needed for all stages of fire weather forecasts;

- **FW-4**: New or improved physics parameterizations to simulate fire heat, moisture flux, and emission of trace gasses and particles;

- **FW-5**: Fire weather forecast system testing, verification, and predictability, including developing fire weather system verification datasets, success metrics, and tools for any or all stages of fire conditions and evolution.

**Link to Additional Information:** [https://www.grants.gov/web/grants/view-opportunity.html?oppId=350001](https://www.grants.gov/web/grants/view-opportunity.html?oppId=350001)

### Fellowship Opportunities

1. **Mathematical Sciences Postdoctoral Research Fellowships (MSPRF), NSF**
   
   **Application Deadline:** October 18, 2023  
   **Award Amount:** $190,000 per award

   The purpose of the Mathematical Sciences Postdoctoral Research Fellowships (MSPRF) is to provide flexibility for a Fellow to pursue a research program in the mathematical sciences in a postdoctoral research environment that will have maximal impact on the Fellow's scientific development. The Fellow will affiliate with a host institution during the entire tenure of the fellowship and select a sponsoring scientist who will provide mentoring and guidance for both the research and training proposed by the Fellow. The Fellow is responsible for making prior arrangements with the sponsoring scientist.

   The Fellow will have two options for holding the fellowship:

   1. The Research Fellowship option provides full-time support for any eighteen academic-year months in a three-year period, in intervals not shorter than three consecutive months.
   2. The Research Instructor-ship option provides a combination of full-time and half-time support over a period of three academic years, usually one academic year full-time followed by two academic years half-time. This option allows the Fellow the opportunity to gain teaching experience during the two half-time academic years. The full-time fellowship support will be provided during the first year except in extremely unusual circumstances, with any exception subject to approval by the managing program director.

   Under both options the award includes six summer months of support.

   The MSPRF program is designed to foster close collaboration between the Fellow and the sponsoring scientist, to promote the Fellow's professional development. For this reason, long-term absences of the Fellow from the host institution, unless accompanied by the sponsoring scientist, are not generally compatible with the intent of the MSPRF program, and any such absence longer than one month in duration must be approved in advance by the cognizant program director. If the Fellow plans an absence from the host institution of duration longer than one month during the first year of the Fellowship, the MSPRF proposal must fully describe in a supplementary document the rationale and plans for such an absence. Plans for long-term absences (which are expected to be uncommon) are subject to review together with the rest of the proposal. Program directors will typically not approve long-term absences of the Fellow from the host institution, unaccompanied by the sponsoring scientist, during the first year of a Fellowship unless plans for the long-term absence are spelled out in the proposal.


2. **Class of 2024 Vannevar Bush Faculty Fellowship (VBFF) Program, Office of Naval Research**

   **Application Deadline:**
VBFF supports innovative basic research within academia, as well as opportunities intended to develop the next generation of scientists and engineers for the defense workforce.

VBFF is oriented towards bold and ambitious “blue sky” research that may lead to extraordinary outcomes such as revolutionizing entire disciplines, creating entirely new fields, or disrupting accepted theories and perspectives. The objectives of the program are to:

- Support unclassified basic scientific and engineering research that could be the foundation for future revolutionary new capabilities for DoD.
- Educate and train student and post-doctoral researchers for the defense workforce.
- Foster long-term relationships between university researchers and the DoD.
- Familiarize university researchers and their students with DoD’s current and projected future challenges.
- Increase the number of talented technical experts that DoD can call upon.

This FOA is for single investigator grant proposals for basic research. VBFF Fellows and their students are provided with opportunities that are designed to enhance their understanding of DoD’s critical research needs and interact with DoD senior Science and Technology (S&T) program leaders.

Proposed research should focus on developing a deep understanding of fundamental phenomena. Risk-taking is encouraged; however, all proposals must demonstrate solid judgment and rationale. The applicants are strongly encouraged to consult the Proposer’s Guidelines document, which can be found at the white paper submission website: https://dod-basicresearch.nvision.noblis.org/program/vbff.

1. Area 1: Applied Mathematics and Computational Science
2. Area 2: Networks and Artificial Intelligence
3. Area 3: Neuroscience and Fundamentals of Cognition and Intelligence
4. Area 4: Fundamentals of Bioengineering
5. Area 5: Quantum Information Science
6. Area 6: Electronics, Photonics and Quantum Materials
7. Area 7: Material Science
8. Area 8: Soft Materials and Multiscale Structures
9. Area 9: Other Fields of Research


3. **Translation Projects – Literature Fellowship, NEA**
   Application Deadline: January 18, 2024
   Award Amount: range from $10,000 to $25,000 for a period of performance of one year

Through fellowships to published translators, the National Endowment for the Arts supports projects for the translation of specific works of prose, poetry, or drama from other languages into English. The work to be translated should be of interest for its literary excellence and merit. We encourage translations of writers and of work that are not well represented in English, as well as work that has not previously been translated into English. The NEA is committed to diversity, equity, inclusion, and fostering mutual support for the diverse beliefs and values of all individuals and groups.

Competition for fellowships is rigorous. Potential applicants should consider carefully whether their work will be competitive at the national level.
You are eligible to apply if you, alone or in collaboration, have:

- Published a total of at least 20 pages of translations of creative literature into English in curated digital or print formats such as literary magazines, anthologies, or books; or
- Published a translation into English of a novel or a volume of at least 20 pages of fiction, poetry, drama, or belles-lettres (creative nonfiction, criticism, and essays); or
- Had published, presented, or produced by a professional theater company at least one full-length play that you translated into English.

**Link to Additional Information:** [https://www.arts.gov/grants/translation-projects](https://www.arts.gov/grants/translation-projects)

### 4. Postdoctoral Research Fellowships in Biology (PRFB), NSF

**Application Deadline:** November 29, 2023  
**Award Amount:** $80,000 per year for a period of performance of 36 continuous months

BIO offers Postdoctoral Research Fellowships in Biology to provide opportunities for scientists early in their careers who are ready to assume independence in their research efforts and to obtain training beyond their graduate education in preparation for scientific careers, to gain research experience in collaboration with established scientists, and to broaden their scientific horizons. Fellowships are further designed to assist new scientists to direct their research efforts beyond traditional disciplinary lines and to avail themselves of unique research resources, sites, and facilities, including international locations. Fellows must affiliate with appropriate research institutions and are expected to devote themselves full time to the fellowship activities for the duration of the fellowship. The fellowships have both research and training goals. BIO is particularly interested in increasing the participation of those that have been underrepresented to better posture NSF to leverage the full spectrum of diverse talent in STEM.

- **Fellowship Competitive Area 1: Broadening Participation of Groups Underrepresented in Biology** - to increase the diversity of scientists explicitly at the postdoctoral level in biology and, thereby, contribute to the future vitality of the Nation's scientific enterprise. Enhancing diversity at the postdoctoral level will depend on including the participation of the full spectrum of diverse talent in STEM. The goal of the program is to prepare biologists who are underrepresented in their fields and others who share NSF's diversity goals at the post-doctoral level for positions of scientific leadership in academia, industry, and government. The research and training plan in these proposals must fall within the purview of BIO and explain how the fellowship award will broaden or effectively encourage broadening the participation of underrepresented individuals at the postdoctoral level in any area of biological research supported by BIO. The broadening participation component in Area 1 could involve activities at other educational or training levels provided some aspect of the project will promote postdoctoral diversity.

- **Fellowship Competitive Area 2: Integrative Research Investigating the Rules of Life Governing Interactions Between Genomes, Environment and Phenotypes** - lead to new understanding of how higher-order structures and functions of biological systems result from the interactions of heterogeneous biological components, as shaped by the environment and evolutionary processes. Understanding how these key properties and mechanisms of living systems emerge from the interactions of genomes, environments, and phenotypes is also expected to produce theories or models with predictive capability.

Proposals submitted to this Competitive Area must use combinations of computational, observational, experimental, or conceptual approaches to elucidate the mechanistic relationships between genomes and phenomes in an environmental context. The research must also span hierarchical levels of analysis, across part or all of the continuum from biomolecules to organisms to ecosystems. Proposals should translate observational and experimental data sets into novel models and/or theories to address phenomena across multiple levels of biological organization by posing compelling research questions with well supported expectations or testable hypotheses.
• **Fellowship Competitive Area 3: Plant Genome Postdoctoral Research Fellowships** - Plant research is undergoing a revolution through the application of new tools for genotyping and phenotyping, and in the quantitative theory used for selection. In addition, the flood of data being generated requires new computational tools to provide an effective framework for basic plant biology research and plant improvement. The purpose of these fellowships is to provide postdoctoral training opportunities that target interdisciplinary research in plant improvement and associated sciences such as physiology and pathology, quantitative genetics, computational and plant synthetic biology. Proposers with strong backgrounds in a single disciplinary area should consider expanding their expertise through research and training in associated fields.

Successful proposers will propose research and training plans that are significantly different from their graduate research and training. By bridging basic research and plant performance in the field, the Plant Genome Research Program aims to accelerate basic discovery and innovation in economically important plants and enable enhanced management of agriculture, natural resources, and the environment to meet societal needs.


**Non-Scientific Forecasted Opportunities**

1. **Ensuring Research Integrity - Conferences, DHHS**

   ORI intends to solicit applications for projects to plan and implement conferences or workshops related to ensuring research integrity and compliance with 42 C.F.R. Part 93. In-person and virtual conferences, or a combination of both, will be considered for funding. Conferences or workshops must be designed to provide a forum for discussion and produce tangible outcomes related to at least one of the following themes: 1) fostering an environment that promotes research integrity and the responsible conduct of research; 2) prevention of research misconduct; 3) effective handling of research misconduct allegations; 4) training in the responsible conduct of research; or 5) other topics linked to research integrity and compliance with 42 C.F.R. Part93. The proposed conferences or workshops should be designed to produce measurable outcomes, such as demonstrated retention of knowledge, sharing of knowledge gained, and/or change in practice and are expected to disseminate materials and key knowledge resulting from the conference/workshop.

   **Link to Additional Information:** [https://www.grants.gov/web/grants/view-opportunity.html?oppId=349334](https://www.grants.gov/web/grants/view-opportunity.html?oppId=349334)

**Scientific Forecasted Opportunities**

1. **Advanced Rehabilitation Research Training (ARRT) Program - Health and Function, Administration for Community Living**

   The purpose of NIDILRR’s ARRT program is to provide advanced research training and experience to individuals with doctorates, or similar advanced degrees, who have clinical or other relevant experience. ARRT projects train rehabilitation researchers, including researchers with disabilities, with particular attention to research areas that support the implementation and objectives of the Rehabilitation Act, and that improve the effectiveness of services authorized under the Rehabilitation Act. ARRT projects under this opportunity announcement must provide advanced research training to eligible individuals to enhance their capacity to conduct high-quality multidisciplinary disability and rehabilitation research to improve outcomes for individuals with disabilities in NIDILRR’s major domain of health and function. NIDILRR plans to make one grant under this announcement.

   **Link to Additional Information:** [https://www.grants.gov/web/grants/view-opportunity.html?oppId=349229](https://www.grants.gov/web/grants/view-opportunity.html?oppId=349229)

2. **Support and Scale Up of HIV Prevention Services in Sexual Health Clinics, Department of Health and Human Services - CDC**
The purpose of this NOFO is to support the Ending the HIV Epidemic in the U.S. (EHE) initiative by scaling up HIV prevention services in sexual health clinics. Recipients funded under this NOFO will: 1) strengthen clinic infrastructure and improve service delivery to address the syndemic of HIV & STIs, 2) foster strategic partnerships in support of EHE, and 3) conduct specialized evaluation studies on EHE-related clinic activities.

Link to Additional Information: https://www.grants.gov/web/grants/view-opportunity.html?oppId=349237

3. **Field Initiated Projects Program (Research), Administration for Community Living**

The purpose of the program is to generate new knowledge through research or to develop methods, procedures, and rehabilitation technologies -- to maximize the full inclusion and integration into society, employment, independent living, family/caregiver support, and economic and self-sufficiency of people with disabilities, especially people with the greatest support needs. In carrying out a research activity under a Field Initiated Projects research grant, a grantee must identify one or more hypotheses or research questions and, based on the hypotheses or research questions identified, perform an intensive, systematic study directed toward producing (1) new scientific knowledge, or (2) better understanding of the subject, problem studied, or body of knowledge.

Link to Additional Information: https://www.grants.gov/web/grants/view-opportunity.html?oppId=349381

4. **Field Initiated Projects Program: Minority-Serving Institution (MSI) – Development, Administration for Community Living**

The purpose of the program is to generate new knowledge through research or to develop methods, procedures, and rehabilitation technologies -to maximize the full inclusion and integration into society, employment, independent living, family/caregiver support, and economic and self-sufficiency of people with disabilities, especially people with the greatest support needs. Another purpose of this grant opportunity is to improve the capacity of minority serving institutions (MSI) to conduct high-quality disability and rehabilitation research and development. In carrying out a development activity under a FIP development grant, a grantee must use knowledge and understanding gained from research to create materials, devices, systems, methods, measures, techniques, tools, prototypes, processes, or intervention protocols that are beneficial to the target population.

Link to Additional Information: https://www.grants.gov/web/grants/view-opportunity.html?oppId=349383

<table>
<thead>
<tr>
<th>Proposals Accepted Anytime</th>
</tr>
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<tbody>
<tr>
<td>6. Computer and Information Science and Engineering (CISE): Core Programs, NSF – Small Projects</td>
</tr>
</tbody>
</table>
7. Manufacturing Systems Integration (MSI), NSF

8. Cybersecurity Innovation for Cyberinfrastructure (CICI), NSF

9. Division of Molecular and Cellular Biosciences Core Programs (MCB), NSF

10. Division of Integrative Organismal Systems Core Programs, NSF

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

13. Communications, Circuits, and Sensing-Systems (CCSS), NSF
https://beta.nsf.gov/funding/opportunities/communications-circuits-sensing-systems-ccss-0

14. Fluid Dynamics, NSF

15. Biophotonics, NSF

16. Environmental Sustainability, NSF

17. Particulate and Multiphase Processes, NSF

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

22. Infrastructure Capacity for Biological Research (Capacity), NSF

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

26. Process Systems, Reaction Engineering, and Molecular Thermodynamics, NSF

27. Disability and Rehabilitation Engineering (DARE), NSF

28. Cellular and Biochemical Engineering, NSF
   https://new.nsf.gov/funding/opportunities/cellular-biochemical-engineering-0

29. Facility and Instrumentation Request Process (FIRP), NSF

Announcing Previous Important Funding Opportunities

1. Research Experiences for Undergraduates (REU), NSF
   Deadline: September 27, 2023

2. NSF Boosting Research Ideas for Transformative and Equitable Advances in Engineering (BRITE), NSF
   Deadline: September 28, 2023

3. Computer and Information Science and Engineering (CISE) Research Initiation Initiative (CRII), NSF
   Deadline: September 30, 2023

4. Division of Chemistry: Disciplinary Research Programs (CHE-DRP), NSF
   Deadline CMI, ECS and MSN: October 1 - October 31, 2023

5. Maximizing Investigators’ Research Award (MIRA) for Early-Stage Investigators (ESI) (R35 - Clinical Trial Optional), NIH
   Deadline: October 3, 2023; February 1, 2024

6. Advanced Technological Education (ATE), NSF
   Deadline: October 5, 2023

7. Research With Activities Related to Diversity (ReWARD) (R01 Clinical Trial Optional), NIH
   Deadline: October 5, 2023

8. Racial Equity in STEM Education (EDU Racial Equity), NSF
   Deadline: October 10, 2023
9. Major Research Instrumentation (MRI) Program: Instrument Acquisition or Development, NSF  
   Deadline Window Date(s): October 16, 2023 - November 15, 2023  

10. Precision HIV Health: Integrating Data and Implementation Science to Accelerate HIV Prevention and Treatment  
    (R21/R33 Clinical Trial Not Allowed), NIH  
    Deadline: October 22, 2023  

11. Academic Research Enhancement Award for Undergraduate-Focused Institutions (R15 Clinical Trial Required), NIH  
    Deadline: October 25, 2023  

12. Research Enhancement Award Program (REAP) for Health Professional Schools and Graduate Schools (R15 Clinical Trial Not Allowed), NIH  
    Deadline: October 25, 2023  

13. Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES), NSF  
    Deadline: October 30, 2023  

14. Discovery Research PreK-12 (DRK-12), NSF  
    Deadline: November 8, 2023  

15. NIDA REI: Racial Equity Visionary Award Program for Research at Minority Serving Institutions on Substance Use and Racial Equity (DP1 Clinical Trial Optional), NIH  
    Deadline: November 14, 2023  

16. Centers of Research Excellence in Science and Technology (CREST Centers), NSF  
    Deadline: December 1, 2023  

17. Food and Agricultural Non-Formal Education (FANE)  
    Deadline: December 7, 2023  

18. Research and Mentoring for Postbaccalaureates in Biological Sciences (RaMP), NSF  
    Deadline: January 18, 2024  

19. Measures and Methods to Advance Research on Minority Health and Health Disparities-Related Constructs (R01 Clinical Trial Not Allowed), NIH  
    Deadline: February 5, 2024  
20. Summer Research Education Experience Program (R25 Clinical Trial Not Allowed), NIH  
   Deadline: February 18, 2024 

21. NLM Grants for Scholarly Works in Biomedicine and Health (G13 Clinical Trial Not Allowed), NIH  
   Deadline: February 26, 2024 

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

23. 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 

24. 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