GRANT OPPORTUNITIES

Spadoni College of Education

(Arranged by Due Date)

Environmental Education Local Grants Program for Region 4 – Solicitation Notice for 2020
Environmental Protection Agency
Due Date: 01/06/2020
https://www.grants.gov/view-opportunity.html?oppId=321844
The purpose of the Environmental Education Local Grants Program in Region 4 is to support locally-focused environmental education projects that increase public awareness and knowledge about environmental and conservation issues and provide the skills that participants in its funded projects need to make informed decisions and take responsible actions toward the environment.

AmeriCorps State and National Grants FY 2020
Corporation for National and Community Service
Due Date: 01/08/2020
https://www.grants.gov/web/grants/view-opportunity.html?oppId=320557
AmeriCorps grants are awarded to eligible organizations proposing to engage AmeriCorps members in evidence-based or evidence-informed interventions to strengthen communities. An AmeriCorps member is an individual who engages in community service through an approved national service position. Members may receive a living allowance and other benefits while serving. Upon successful completion of their service, members earn a Segal AmeriCorps Education Award from the National Service Trust that members can use to pay for higher education expenses or apply to qualified student loans.

The Science of Learning and Augmented Intelligence Program
National Science Foundation
Due Date: 01/15/2020
https://www.grants.gov/web/grants/view-opportunity.html?oppId=320753
The Science of Learning and Augmented Intelligence Program (SL) supports potentially transformative research that develops basic theoretical insights and fundamental knowledge about principles, processes and mechanisms of learning, and about augmented intelligence - how human cognitive function can be augmented through interactions with others, contextual variations, and technological advances. The program supports research addressing learning in individuals and in groups, across a wide range of domains at one or more levels of analysis including: molecular/cellular mechanisms; brain systems; cognitive, affective, and behavioral processes; and social/cultural influences. The program also supports research on augmented intelligence that clearly articulates principled ways in which human approaches to learning and related processes, such as in design, complex decision-making and problem-solving, can be improved through interactions with others, and/or the use of artificial intelligence in technology. These could include ways of using knowledge about human functioning to improve the design of collaborative technologies that have capabilities to learn to adapt to humans. For both aspects of the program, there is special interest in collaborative and collective models of learning and/or intelligence that are supported by the unprecedented speed and scale of technological connectivity. This includes emphasis on how people and technology working together in new ways and at scale can achieve more than either can attain alone. The program also seeks explanations for how the emergent intelligence of groups, organizations, and networks intersects with processes of learning, behavior and cognition in individuals. Projects that are convergent and/or interdisciplinary may be especially valuable in advancing basic understanding of these areas, but research within a single discipline or methodology is also appropriate. Connections between proposed research and specific technological, educational, and workforce applications will be considered as valuable broader impacts but are not necessarily central to the intellectual merit of proposed research. The program supports a variety of approaches including: experiments, field studies, surveys, computational modeling, and artificial intelligence/machine learning methods.
Projects supported by the Higher Education Challenge Grants Program will: (1) address a state, regional, national, or international educational need; (2) involve a creative or non-traditional approach toward addressing that need that can serve as a model to others; (3) encourage and facilitate better working relationships in the university science and education community, as well as between universities and the private sector, to enhance program quality and supplement available resources; and (4) result in benefits that will likely transcend the project duration and USDA support.
Environmental Literacy Grants: Supporting the education of K-12 students and the public for community resilience
Department of Commerce
Due Date: 03/26/2020
https://www.grants.gov/web/grants/view-opportunity.html?oppId=321575
The goal of this funding opportunity is to build environmental literacy of K-12 students and the public so they are knowledgeable of the ways in which their community can become more resilient to extreme weather and/or other environmental hazards, and become involved in achieving that resilience. Projects should build the collective environmental literacy necessary for communities to become more resilient to the extreme weather and other environmental hazards they face in the short- and long-term. Building sufficient environmental literacy in a community means that these communities are composed of individuals who are supported by formal and informal education that develop their knowledge, skills, and confidence to: (1) reason about the ways that human and natural systems interact globally and where they live, including the acknowledgement of disproportionately distributed vulnerabilities; (2) participate in scientific and/or civic processes; and (3) consider scientific uncertainty, cultural knowledge, and diverse community values in decision making.

Children’s Healthy Weight State Capacity Building Program
Department of Health and Human Services – Health Resources and Services Administration
Due Date: 04/16/2020
To develop and implement a Children’s Healthy Weight CoIIN, with the goal of increasing the proportion of children and young adults ages birth to 21 years who fall within a healthy weight range by supporting states to adopt evidence-based or evidence-informed policies and practices related to nutrition, physical activity, and breastfeeding.

Tribal Research Center on Early Childhood Development and Systems
Department of Health and Human Services – Administration for Children and Families
Due Date: 04/24/2020
https://www.grants.gov/view-opportunity.html?oppId=321836
The Administration for Children and Families (ACF), Office of Planning, Research, and Evaluation (OPRE) may solicit applications for a cooperative agreement to support a Tribal Research Center on Early Childhood Development and Systems (The Center) that will provide leadership and collaboration to promote excellence in community-based participatory research and evaluation of ACF early childhood initiatives that serve tribal communities. Settings to be considered include home visiting programs, early care and education center-based programs, home-based and family child care providers, and Head Start and Early Head Start programs. The Center is expected to: (1) conduct research to identify needs and/or develop effective practices and integrated systems for ACF early childhood initiatives in tribal communities; (2) identify, validate, and/or develop measures of culturally meaningful inputs, implementation processes, and proximal and distal outcomes of those programs; (3) establish peer-learning communities for tribal research on areas of shared priority; (4) provide training and professional development to facilitate interest and competencies in research relevant to early childhood initiatives in tribal communities; and (5) provide forums to increase cultural competence and sensitivity to tribal voices in research and evaluation.

EHR Core Research (ECR): Building Capacity in STEM Education Research
National Science Foundation
Due Date: 06/05/2020
https://www.grants.gov/web/grants/view-opportunity.html?oppId=321353
ECR’s Building Capacity for STEM Education Research (ECR: BCSER) solicitation supports projects that build individuals’ capacity to carry out high quality STEM education research that will enhance the nation’s STEM education enterprise and broaden the pool of researchers that can conduct fundamental research in STEM learning and learning environments, broadening participation in STEM fields, and STEM workforce development. Specifically, ECR: BCSER supports activities that enable early and mid-career researchers to acquire the requisite expertise and skills to conduct rigorous fundamental research in STEM education. ECR: BCSER seeks to fund research career development activities on topics that are relevant to qualitative and quantitative research methods and design, including the collection and analysis of new qualitative or quantitative data, secondary analyses using extant datasets, or meta-analyses. This career development may be accomplished through investigator-initiated projects or through professional development institutes that enable researchers to integrate methodological strategies with theoretical and practical substantive issues in STEM education. Early and mid-career faculty new to STEM education research, particularly underrepresented minority faculty and faculty at minority-serving and two-year institutions, are encouraged to submit proposals. As a special emphasis under this solicitation, ECR: BCSER seeks proposals that will result in a single award for the development and implementation of an ECR Data Resource Hub. The hub will facilitate data sharing and analysis and provide technical assistance to advance data skills, tools, and resources across the STEM education research community.
The National Sea Grant College Program was enacted by U.S. Congress in 1966 (amended in 2008, Public Law 110-394) to support leveraging federal and state partnership that harness the intellectual capacity of the nation’s universities and research institutions to solve problems and generate opportunities in coastal communities. The purpose of this notice is to request proposals for special projects consistent with the focus areas outlined in the National Sea Grant College Program’s (Sea Grant) strategic plan, and to provide the general public with information and guidelines on how Sea Grant will select proposals and administer Federal assistance under this announcement. This announcement is a mechanism to encourage research or other projects that are not normally funded through Sea Grant national competitions. This opportunity is open only to Sea Grant Programs.

Complex Integrated Multi-Component Projects in Aging Research
Department of Health and Human Services – National Institutes of Health
Due Date 09/25/2022
https://www.grants.gov/web/grants/view-opportunity.html?oppId=320593
This FOA allows for applications that propose large-scale, complex research projects with multiple highly integrated components focused on a common research question relevant to aging. Such projects will likely involve an integrated multidisciplinary team of investigators within a single institution or a consortium of institutions.

Secure and Trustworthy Cyberspace
National Science Foundation
Due Date: Ongoing
https://www.grants.gov/web/grants/view-opportunity.html?oppId=320432
In today’s increasingly networked, distributed, and asynchronous world, cybersecurity involves hardware, software, networks, data, people, and integration with the physical world. Society’s overwhelming reliance on this complex cyberspace, however, has exposed its fragility and vulnerabilities that defy existing cyber-defense measures; corporations, agencies, national infrastructure and individuals continue to suffer cyber-attacks. Achieving a truly secure cyberspace requires addressing both challenging scientific and engineering problems involving many components of a system, and vulnerabilities that stem from human behaviors and choices. Examining the fundamentals of security and privacy as a multidisciplinary subject can lead to fundamentally new ways to design, build and operate cyber systems, protect existing infrastructure, and motivate and educate individuals about cybersecurity. The goals of the SaTC program are aligned with the National Science and Technology Council’s (NSTC) Federal Cybersecurity Research and Development Strategic Plan (RDSP) and National Privacy Research Strategy (NPRS) to protect and preserve the growing social and economic benefits of cyber systems while ensuring security and privacy. The RDSP identified six areas critical to successful cybersecurity research and development: (1) scientific foundations; (2) risk management; (3) human aspects; (4) transitioning successful research into practice; (5) workforce development; and (6) enhancing the research infrastructure. The NPRS, which complements the RDSP, identifies a framework for privacy research, anchored in characterizing privacy expectations, understanding privacy violations, engineering privacy-protecting systems, and recovering from privacy violations. In alignment with the objectives in both strategic plans, the SaTC program takes an interdisciplinary, comprehensive and holistic approach to cybersecurity research, development, and education, and encourages the transition of promising research ideas into practice. The SaTC program welcomes proposals that address cybersecurity and privacy, and draw on expertise in one or more of these areas: computing, communication and information sciences; engineering; education; mathematics; statistics; and social, behavioral, and economic sciences. Proposals that advance the field of cybersecurity and privacy within a single discipline or interdisciplinary efforts that span multiple disciplines are each welcome. Proposals must be submitted pursuant to one of the following designations, each of which may have additional restrictions and administrative obligations as specified in this program solicitation. CORE: This designation is the main focus of the SaTC research program, spanning the interests of NSF’s Directorates for Computer and Information Science and Engineering (CISE), Engineering (ENG), Mathematical and Physical Sciences (MPS), and Social, Behavioral and Economic Sciences (SBE). EDU: The Education (EDU) designation will be used to label proposals focusing entirely on cybersecurity education. TTP: The Transition to Practice (TTP) designation will be used to label proposals that are focused exclusively on transitioning existing research results to practice.