

Higher Education Grants for Rhode Island

March 03, 2015

Grants in the Form of Research Fellowships Focused on Reducing Inequality in Youth Outcomes

Funding Source: William T. Grant Foundation

Deadlines: May 05, 2015; and August 04, 2015 for Letters of Inquiry

Grants through the 2015 Distinguished Fellows Program of the William T. Grant Foundation provide support that is designed to increase the supply of, demand for, and use of high-quality research to improve the lives of youth. During the fellowship, researchers immerse themselves in policy or practice settings, while policy makers and practitioners work in research settings. Research projects must be focused on youth between the ages of 5 and 25 in the United States and aim to increase understanding of the programs, policies, and practices that reduce inequality in youth outcomes. Through the program, fellowships of up to \$175,000 will be awarded to allow mid-career policy makers, practitioners, and researchers to work in settings that are outside their traditional roles. Fellowships may range between six months and two years and must amount to a minimum of a half year at the fellowship site(s) over the duration of the project. The foundation also will provide small grants of up to \$25,000 to the fellowship site(s) to defray the costs associated with hosting a fellow.

Copy and paste this link into a browser: <http://wtgrantfoundation.org/Grants#apply-wtgrant-distinguished-fellows>

Grants for Policy Development and Research to Benefit Young Children At-Risk

Funding Source: Foundation for Child Development (FCD)

Deadline: May 13, 2015 for Letter of Intent

Grants through the FCD Young Scholars Program (YSP) support policy and practice-relevant research that is focused on the early learning and development needs of the nation's children who are growing up under conditions of economic insecurity and social exclusion. YSP encourages applications from scholars who are:

- Themselves from historically disadvantaged or underrepresented groups, e.g. first-generation college graduates, and those from low-income communities.
- Scholars who represent a variety of disciplines and methodological approaches and that examine the impact of mental, physical, health, social, economic, institutional, and community factors on early learning and child development.

FCD is particularly interested in research that sheds light on the ways in which the knowledge, skills, and dispositions of the early care and education workforce, including teachers, coaches, and administrators, can support young children's growth and development across the birth through age eight continuum.

See the full text of this grant

Recognition Award for Early Career Faculty Focused on Community Engagement
Funding Source: New England Resource Center for Higher Education (NERCHE) and the Center for Engaged Democracy (CED) at Merrimack College

Deadline: May 15, 2015

The annual Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty recognizes a faculty member who connects his or her teaching, research, and service to community engagement. The Lynton Award is designated as an award for early career faculty who are pre-tenure at tenure-granting campuses or early career--within the first six years--at campuses with long-term contracts. Ernest Lynton framed faculty scholarly activity as inclusive, collaborative, and problem-oriented work in which academics share knowledge-generating tasks with the public and involve community partners as collaborators in public problem-solving. The core value of reciprocity involves "true partnership, based on both sides bringing their own experience and expertise to the project." Recipients do not receive a monetary award. They are funded by NERCHE and (CED) at Merrimack College, and the Coalition of Urban and Metropolitan Universities (CUMU) to present their work at the annual CUMU conference. Nominations can be made by academic colleagues, administrators, students, and community partners. Each nominator should aim to present a comprehensive account of the nominee's community-engaged teaching, research, and service.

[See the full text of this grant](#)

Grants to Study School Nutrition and Physical Activity Policies, Obesogenic Behaviors and Weight Outcomes

Funding Source: Department of Health and Human Services/National Institutes of Health

Deadlines: June 05, 2015 and October 05, 2015

Grant applications to the Research Project Grant (R01) program should propose to: (1) foster multidisciplinary research that will evaluate how policies (federal, state and school district levels) can influence school physical activity and nutrition environments, youths' obesogenic behaviors (e.g., nutrition and physical activity behaviors), and weight outcomes; (2) understand how schools are implementing these policies and examine multi-level influences on adoption and implementation at various levels (e.g. federal, state, school district, and school); and (3) understand the synergistic or counteractive effect of school nutrition and physical activity policies on the home and community environment and body weight. The specific research objectives of this award program are to understand how school-related policies impact the school and home environment, promote positive nutrition and physical activity behaviors, and decrease childhood obesity. Applicants must have a tracking system to determine the impact of the policies on behaviors, to elucidate which policies have the greatest effect in changing behaviors. Finally, applications that focus on reducing health disparities as well as those focused on minority populations are particularly encouraged.

[See the full text of this grant](#)

Grants for Research on Improving the Experiences of College Students in Transition

Funding Source: The National Resource Center for the First-Year Experience and Students in Transition

Deadline: July 01, 2015. Early submissions are welcomed.

Grants through the Paul P. Fidler Research Grant Program of the National Resource Center for the First-Year Experience and Students in Transition are designed to encourage the development and dissemination of knowledge that has the potential to improve the experiences of college students in transition. The grant is named in memory of Dr. Paul P. Fidler, a faculty member at the University of South Carolina, whose pioneering research on student learning and success had a vital impact on work being done to promote the success of all students in transition. This grant competition is open to faculty, staff, graduate students who plan to conduct research on issues of college student transitions. Cross-institutional research teams are encouraged to apply for this award which includes a \$5000 stipend and travel funding for the 2015 and 2016 National Conference on Students in Transition.

[See the full text of this grant](#)