EXHIBIT E

National Science Foundation

EXHIBIT E(1)

National Science Foundation Stipulation

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UNITED STATES DISTRICT COURT

NORTHERN DISTRICT OF CALIFORNIA

NEETA THAKUR, et al., Plaintiffs, vs. DONALD J. TRUMP, ET AL., Defendants.	CASE NO. 3:25-cv-04737-RL **Parties' Stipulations and Agreement to Obviate Discovery as to NSF and NSF's Stipulations of Fact and Agreement to Produce Grants Spreadsheet**

Plaintiffs and NSF hereby agree that, with respect to the claims and defenses in this litigation as to NSF, neither Plaintiffs nor NSF shall seek discovery under the Federal Rules of Civil Procedure, whether written, by deposition, or otherwise, subject to the terms in this stipulation. The Parties further agree that this agreement withdraws the requests for production and interrogatories served on NSF on March 17, 2026, and anticipated deposition notices. The Parties further agree that this agreement applies to any discovery, whether written, by deposition, or otherwise, that could otherwise be sought and served as to any Plaintiff, as to NSF, as to any other Defendant, or as to any non-party to this suit, to the extent that discovery seeks to establish a claim or defense as to NSF.

In exchange for obviating already-served discovery and discovery that could otherwise be sought and served, NSF agrees to produce the spreadsheet of grants described below and to the stipulations set forth below.

I. Spreadsheet of Grants

NSF agrees to produce a spreadsheet with the categories of information listed in this section. The spreadsheet will consist of all grants that the agency has identified as involving University of California researchers, including faculty, staff, academic appointees, and employees across the University of California system who are named as principal researchers, investigators, or project leaders on the grant applications for previously awarded research grants at NSF that were terminated or indefinitely suspended. The produced spreadsheet will be signed by a NSF official.

NSF agrees that Plaintiffs have the right, within 7 days of production of NSF's spreadsheet, to meet and confer and raise any identified technical errors, omissions, or formatting issues with the spreadsheet. NSF will make reasonable, good-faith efforts to resolve any

identified issues. If NSF and Plaintiffs are unable to resolve any remaining disputes regarding the spreadsheet, the Parties agree to submit their disagreement to the Court for resolution in accordance with the Court's procedures regarding discovery disputes.

Spreadsheet Columns

Grant details:

1. Granting Agency (including sub-agency if applicable, e.g., HHS-NIH)
2. Federal Award ID # (FAIN)
3. Project Name/Description/Title of Award/Project Summary
4. Recipient/Grantee Name (i.e., the direct grantee entity, e.g., "UC Irvine" or "Brown University")
5. UC location (for direct or, if applicable, sub-awards, e.g., "UCLA")
6. UC principal researcher, investigator, and/or project leader on the grant application(s)
7. Date obligated
8. Grant term (both start & end dates)
9. Date terminated or suspended
10. Date reinstated

Funding Details:

11. Amount awarded
12. Amount funded as of March 30, 2026 or to date (agency's best estimate)
13. Amount remaining when terminated or suspended
14. Statute(s) directing/authorizing the grant funds

Termination details:

15. EO(s) or executive directive(s) or agency priority implicated in the grant's termination
16. Term(s) or phrases identified in grant that resulted in termination
17. Other than the EO(s) or executive directive(s) identified above, any legal basis NSF contends allowed it to terminate the grant

II. Stipulations

Solely for the purposes of the present litigation and for no other purpose, with respect to the grants at issue in this litigation, NSF stipulates to the following facts:

1. NSF acted pursuant to Executive Orders or executive directives, meaning an agency memorandum, or other formal written articulation of agency priorities, when reviewing grants for termination.
2. NSF terminated the grants at issue in a uniform manner based on Executive Orders or executive directives.
3. When identifying grants for termination review, NSF used:
    a. search terms, keywords, or phrases to identify grants for termination review.
        i. The search terms and/or phrases used by NSF are described in the NSF-specific stipulation to be provided at the time NSF completes production of the Spreadsheet described above.[1]
    b. artificial intelligence tools or software.[2]
        i. If AI tool(s) were used by NSF, the AI tool(s) and the prompts used will be provided at the time NSF completes production of the Spreadsheet described above.
4. NSF identified grants at issue for termination pursuant to the Executive Orders or executive directives, meaning an agency memorandum or formal, written description of agency priorities, which are to be provided at the time NSF completes production of the Spreadsheet described above.[3]
5. When identifying grants for termination, NSF selected those that expressed, or were presumed to express, viewpoints disfavored by the Administration, as set forth in Executive Orders or NSF's executive directives, because NSF no longer wished to subsidize those grants' viewpoints, or presumed viewpoints, such as the subject and/or topic of the grant.

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[1] The provisions of search terms and/or phrases shall be made in the following format:

> NSF used search terms, keywords, or phrases to identify and terminate grants presumed to express viewpoints—such as subjects and/or topics of the grant—that NSF no longer wished to subsidize. NSF used the following search terms, keywords, or phrases to identify grants for termination:
> **List.**

[2] NSF will identify whether artificial intelligence tools or software were used at the time it completes production of the Spreadsheet described above and does not concede any such tools or software were used by signing these stipulations.

[3] NSF agrees to identify where Plaintiffs can find the relevant EO or directive, including producing such document if it is not publicly available.

6. NSF accepts that the search terms, keywords, or other criteria used to determine which grants to terminate were designed to identify grants that expressed, or were presumed to express, viewpoints the Administration no longer wished to subsidize, as set forth in Executive Orders or NSF's executive directives. NSF accepts that the search terms, keywords, or other criteria were used to identify subjects and/or topics of the grant encompassing, or presuming to encompass, the relevant viewpoints.
7. NSF used standardized or form termination letters to notify grantees of the termination of the grants, rather than letters tailored to the specific circumstances of each grant.
8. NSF accepts that it did not consider the reliance interests of individual researchers prior to termination of grants.
9. NSF identified grants for termination using general criteria, rather than a grant-specific assessment of each award's compliance, or performance.
10. The grants at issue were made using funds appropriated for the purpose of grant-making.
11. NSF has not re-allocated the terminated funds to other grant-making programs.
12. NSF's enabling statute or other legislation includes grant-making as a directive from Congress to NSF.
13. NSF did not terminate any grants based on alleged noncompliance with the terms of the grant.
14. NSF agrees that the number of terminated grants renders joinder of all class members impracticable, except as to Count III which does not apply to NSF.

NSF further agrees that the portions of stipulations 3 and 4 that so indicate shall be finalized and signed alongside production of the Spreadsheet described above.

REBECCA L KEISER Digitally signed by REBECCA L KEISER
Date: 2026.05.11 11:47:25 -04'00'

Rebecca Keiser
Chief of Staff (Acting) and Chief of Research Security, Strategy, and Policy
U.S. National Science Foundation

Dated: May 12, 2026

By: /s/ *Elizabeth J. Cabraser*

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Date: May 11, 2026 By: /s/ *Jason Altabet*

Respectfully submitted,

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U.S. National Science Foundation
Thakur, et al., v. Trump, et al., 25-cv-04737-RL
Grants Spreadsheet and Responses to Stipulations 3 & 4

I. Grants Spreadsheet

NSF provides a spreadsheet with the information listed in Section I of NSF's May 11, 2025, Stipulation Agreement. The spreadsheet is marked "Privacy Sensitive/Contains PII" as it contains the names of UC principal researchers.

II. Answers to Stipulations 3a, 3b, and 4

Stipulation 3a

NSF used search terms, keywords, or phrases to identify and terminate grants presumed to express viewpoints – such as subjects and/or topics of the grant – that NSF no longer wished to subsidize. NSF used the following search terms, keywords, or phrases to identify grants for termination:

A. The search terms, keywords, or phrases (and, when publicly released, the database of several thousand NSF grants) identified by Senator Ted Cruz in the November 2024 report, *Division. Extremism. Ideology. How the Biden-Harris NSF Politicized Science*. *See* NSF_Thakur_00100-00101; *see also* Keiser Declaration ¶ 6, Sept. 30, 2025, at NSF_Thakur_00872.

B. DEIA-related keywords identified by Senator Ted Cruz and keywords related to mis- dis- and mal-information (MDM). *See* NSF_Thakur_00857-00868 and Keiser Declaration ¶ 7, Sept. 30, 2025, at NSF_Thakur_00872.

Stipulation 3b

NSF used an internal computation model to refine the results of the keyword searches. The internal computational model, the *NSF Search Tool*, developed dynamic, semantic, terms related to DEIA and generated a list of terms. *See* NSF_Thakur_00869-00870 and Keiser Declaration ¶¶ 8 & 9, Sept. 30, 2025, NSF_Thakur_00872; *see also* NSF_Thakur_00102-00104.

Stipulation 4

NSF Statement of Priorities (Apr. 18, 2025), https://www.nsf.gov/updates-on-priorities (last visited May 27, 2026).

U.S. Department of Justice Notice of Findings Regarding the University of California, Los Angeles (Jul. 29, 2025), https://www.justice.gov/crt/media/1409416/dl?inline (last visited May 27, 2026).

EXHIBIT E(2)

National Science Foundation Grant Spreadsheet

Privacy Sensitive/Contains PII

Granting Agency	Award ID	Project Name	Grantee/Recipient	Location	UC PI Name	Date Awarded	Grant Start Date	Award Expiration Date	Date Terminated	Date Reinstated	Total Award Amount	Amount Obligated as of March 30, 2026	Amount Remaining when Terminated	Abstract	Statute	Executive Direction/Agency Priority	Keywords	Other Legal Basis for Termination
NSF	2124994	Collaborative Research: Assessing the bioethical impacts of an Indigenous scholars network in genomics	University of California-Los Angeles	UCLA	Nanibaa' Garrison (University of California-Los Angeles)	8/30/2021	10/1/2021	9/30/2026	4/25/2025	6/30/2025	$ 353,105	$ 353,105	$ 94,502.49	Engagement of Indigenous communities by scientific researchers is riddled with examples of scientific misconduct and a lack of direct benefit to participants and their communities. The Summer internship for INdigenous peoples in Genomics (SING) short course offers training and tools for early career Indigenous scientists to engage in the research process and community members to guide their communities in making informed decisions about research. Alumni of SING and affiliated faculty have organized through the workshop to present ethical concerns around current frameworks of scientific engagement to the general scientific community and to raise the collective voice of Indigenous people in genomics research. However, the impact of SING in its mission to inform participants in genomics research in Indigenous communities and build out networks of collaborating Indigenous researchers have not been explicitly tested. This study defines the role and impact of SING in shaping views of research and incorporatingIndigenous researchers into scholarly networks among Indigenous alumni and faculty. Long-term assessment of training programs such as SING have not been investigated to any great extent such that this can serve as a model for determining the effectiveness of short course scientific training programs.Recognizing that genomic research is inherent in future medical, scientific, and translational research, the inclusion and involvement of Indigenous people is important and the role of SING to facilitate this engagement is unparalleled. In this project, the investigators objectively measure the impact of the SING program by eliciting the perceptions and understandings of genome science and ethics engagement of	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2214215	Collaborative Research: HNDS-R: Dynamics and Mechanisms of Information Spread via Social Media	University of California-Los Angeles	UCLA	Omar Lizardo (University of California-Los Angeles)	8/4/2022	8/15/2022	7/31/2026	4/18/2025	6/30/2025	$ 327,276	$ 327,276	$ 210,126.06	There has never been so much information available at everyone's fingertips than there is today. Unfortunately, with so much information comes a lot of misinformation that can be spread to human populations and adopted by them as the truth. Understanding how information flows and its impact on human behavior is important for determining how to protect society from the effects of misinformation, propaganda, and "fake news." This project traces how information spreads on social media channels and how ideas, opinions, and beliefs change as they spread. Conducting this research requires combining concepts from computational social sciences, computer science, sociology, and statistics to understand the fundamentals of information spread in social media This project develops a new approach to the study of information diffusion that brings together several different mechanisms for information flow. Together these are used to analyze how information spreads in social media. The research has two main goals: First, it will spot and predict opinion trends and identify users' polarization on topics of broad interest to society (e.g., climate change or the Covid-19 pandemic). Second, it will track information propagation to understand its role in shaping opinion trends and identify the factors that are important for its spread and adoption. The researchers have access to a large amount of data that permits them to build and test large-scale models of information diffusion. The outcomes of this project include new computer algorithms that are capable of understanding information flow in social media and new avenues for research in	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

Privacy Sensitive/Contains PII

Granting Agency	Award ID	Project Name	Grantee/Recipient	Location	UC PI Name	Date Awarded	Grant Start Date	Award Expiration Date	Date Terminated	Date Reinstated	Total Award Amount	Amount Obligated as of March 30, 2026	Amount Remaining when Terminated	Abstract	Statute	Executive Direction/Agency Priority	Keywords	Other Legal Basis for Termination
NSF	2227918	Planning Grant: Collaborative Research: The WinG Collective: An initiative to support Women of Color in the Geosciences	University of California-Los Angeles	UCLA	Aradhna Tripati (University of California-Los Angeles)	9/18/2022	3/1/2023	8/31/2025	4/18/2025	6/30/2025	$ 128,127	$ 128,127	$ 113,259.69	Climate change and environmental issues disproportionately impact low-income communities of color, who are poorly represented in the Geosciences and environmental fields. In particular, women of color (WOC) are currently the largest group in California and projected to become the largest demographic in the United States, yet are amongst the most poorly represented in the Geosciences. This combination of issues forms a crisis in social justice, contributes to rising inequality, and hinders creativity and innovation needed in the environmental and climate workforce. The project leaders will create the WinG Collective, a Women of Color in the Geosciences network that provides community, belonging, access, advocacy, and resources to overcome the obstacles to their success. Initially, the WinG Collective will focus on the University of California and survey the experiences of WOC in the Geosciences. Then, the principal investigators will design and implement a workshop to provide professional development and a supportive community for WOC in the Geosciences. Finally, they will summarize the findings and share with their campuses and science community while also strategizing how to expand nationally. There are a multitude of studies that document the inadequacies of the current academic system for people of color and proposals targeted to improve retention of historically minoritized students. This planning project is a grassroots approach to discern issues specific to WOC in the Geosciences. The activities align and leverage existing programs; bolster mentoring and training; and explore radical change that	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2228198	Implementation Grant: The Center for Diverse Leadership in Science - Transforming the Geoscience Culture to become more Diverse, Equitable, and Just	University of California-Los Angeles	UCLA	Aradhna Tripati (University of California-Los Angeles)	9/19/2022	11/1/2022	10/31/2027	5/9/2025	6/30/2025	$ 7,490,708	$ 5,991,011	$ 408,689.20	This project will build on an existing model for cultural transformation in the geosciences that has been developed by the Center for Diverse Leadership in Science. The social context of doing science is emphasized through leadership development, the practice of team-based science, and through intentional relationships and partnerships that disrupt traditional hierarchies. One component of this effort will study how to impact people to grow their awareness of and respect for different knowledge systems in geoscience, and pro-social skills, to thereby have the capacity for healthy, effective, transdisciplinary geoscience research and practice. The project leaders will examine the impact of the program on participants' identities as scientists and cultural change agents. The program activities will focus on moving cohorts of early career fellows through the educational and career trajectory being intentional about their environment, and providing mentorship with peers, previous trailblazers, and trained faculty for leadership, modeling, and network development. Project leaders will maintain continuity and health in relationships with people and partners, including regional community-based organizations, tribal authorities, and minority-serving institutions, so they can continue to steer efforts for community-driven science, engaged research, and respectful collaborative experiences. At the same time, project leaders will support community- and network-building initiatives led by early career fellows, including the Environmental Justice Working Group, Veterans in Green STEM, and the Navajo Scholars Network. Project leaders will continue to organize and work to engage departments, universities, and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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Granting Agency	Award ID	Project Name	Grantee/Recipient	Location	UC PI Name	Date Awarded	Grant Start Date	Award Expiration Date	Date Terminated	Date Reinstated	Total Award Amount	Amount Obligated as of March 30, 2026	Amount Remaining when Terminated	Abstract	Statute	Executive Direction/Agency Priority	Keywords	Other Legal Basis for Termination
NSF	2317569	Collaborative Research: Conference: Mathematical Sciences Institutes Diversity Initiative	University of California-Los Angeles	UCLA	Christian Ratsch (University of California-Los Angeles), Selenne Banuelos (California State University Channel Islands)	12/21/2023	1/1/2024	12/31/2026	4/18/2025	6/30/2025	$ 215,820	$ 215,820	$ -	The Mathematical Sciences Institutes Diversity Initiative (MSIDI) is a collaboration among US mathematical sciences institutes to increase the participation of underrepresented groups in the mathematical sciences. The member institutes include the American Institute of Mathematics, the Institute for Computational and Experimental Research in Mathematics, the Institute for Pure and Applied Mathematics, the Institute for Mathematical and Statistical Innovation, and the Simons Laufer Mathematical Sciences Institute. In this project MSIDI will organize ten scientific conferences and workshops with the long-term goal of enhancing research capacity in the US by increasing scientific and networking activities for mathematicians from underrepresented groups, increasing opportunities for mentoring and identifying role models for early career researchers from underrepresented groups, and highlighting the successes of mathematical scientists from those groups. The proposed conferences include one Blackwell-Tapia conference, one Infinite Possibilities conference, one LatMath conference, three Modern Math workshops, one workshop on Mathematics on Racial Justice, two Roots of Unity conferences, and one Applied Mathematics skills Improvement for Graduate studies Advancement conference. These conferences are complementary to the core activities of the institutes and are important for the goal of increasing participation in key activities that are integral to a career in the mathematical sciences, as well as in the institutes' core programs. Each conference will be organized by one lead institute in collaboration with all MSIDI	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2343292	2024 Collaborative Multiracial Post-Election Survey	University of California-Los Angeles	UCLA	Lorrie Frasure (University of California-Los Angeles), Natalie Masuoaka (University of California-Los Angeles)	6/25/2024	7/1/2024	6/30/2026	4/25/2025	6/30/2025	$ 849,995	$ 849,995	$ 575,552.84	The Collaborative Multiracial Post-Election Survey (CMPS) is a nonpartisan post-election survey developed by academic researchers in 2008. Starting in 2016, the CMPS adopted an innovative cooperative strategy which broadened the scope of access to high-quality national survey data with large samples of racial/ethnic and underrepresented groups in the United States. The 2024 CMPS will provide essential empirical information on the state of political inclusion, democratic participation, and policy support in an increasingly diverse U.S. The 2024 CMPS will further expand access to minority data collection for scholars in large research Universities as well as those scholars in smaller teaching colleges and Minority Serving Institutions (MSIs) with fewer resources. This study continues to create a space where scholars have access to and share sociopolitical data, as well as build a network of scholars with shared research interests. The results of the survey will advance our national interests in terms of enhancing our understanding of intra-and inter-group relations, policy support, and civic and political participation among understudied groups. The project will produce a dataset that will be made publicly available within one year following data collection. The 2024 Collaborative Multiracial Post-Election Survey (CMPS) is a cooperative, multiracial, multiethnic, multilingual, post-presidential election online survey in the United States. The sample will include an estimated total of 22,000 completed interviews among various demographics of the American population. The sample includes adult, registered and non-	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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Granting Agency	Award ID	Project Name	Grantee/Recipient	Location	UC PI Name	Date Awarded	Grant Start Date	Award Expiration Date	Date Terminated	Date Reinstated	Total Award Amount	Amount Obligated as of March 30, 2026	Amount Remaining when Terminated	Abstract	Statute	Executive Direction/Agency Priority	Keywords	Other Legal Basis for Termination
NSF	2408912	Equity Beyond the Algorithm: A Mathematical Quest for Fairer-ness in Machine Learning	University of California-Los Angeles	UCLA	Deanna Needell (University of California-Los Angeles)	5/29/2024	7/1/2024	6/30/2027	4/25/2025	6/30/2025	$ 275,000	$ 275,000	$ 270,114.17	While machine learning (ML) and artificial intelligence (AI) are seeing widespread and rapid use across the world, very little is understood about many of their underlying mechanisms, and especially those revolving around fairness and bias. More examples are being reported every day that range from racist outputs of ChatGPT to imaging AI that predicts former president Barack Obama's face to be white. The mathematical community has fallen behind the rush to use ML and AI, yet mathematics is at the heart of the algorithmic designs and mechanisms behind ML and AI. This project will study fairness in ML and AI from several angles. First, it will create a framework that identifies fairness metrics throughout the algorithmic pipelines. Second, it will develop technologies to mitigate biases and improve fairness. Third, it will develop mathematical foundations to help us understand the mechanisms at work inside of many of these so-called black-box methods. In addition, medical and social justice applications will be integrated throughout the project, helping many nonprofits with high data driven needs meet their goals. These include medical applications helping to understand manifestations of Lyme disease as well as tools to help Innocence projects that work to free innocent people from prison, make appeal decisions, and synthesize case files. This synergistic approach both serves the community while also allowing those applications to fuel motivation for new and better mathematics. In addition, students will be integrated within the research team as part of their training. Although ML and AI methods have expanded by leaps and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	1743117	Advancing Inclusive Leaders in Astronomy	University of California-Santa Cruz	University of California-Santa Cruz	Lisa Hunter (University of California-Santa Cruz)	8/18/2017	9/1/2017	8/31/2025	5/9/2025	6/30/2025	$ 850,000	$ 1,420,207	$ 43,742.95	The Institute for Scientist and Engineer Educators (ISEE) has developed a series of programs that train graduate students and postdoctoral fellows in technical fields to become effective educators. They are expanding their emphasis toward broadening participation of underrepresented groups in Science, Technology, Engineering, and Mathematics (STEM) fields by emphasizing inclusiveness and inquiry-based learning. Greater participation by women and members of underrepresented groups in STEM will secure our nation's future and long-term economic competitiveness. ISEE established the Professional Development Program for early career scientists learning to teach in 2001. Participants commit ~100 hours to a year-long cycle of activities including an introductory workshop and follow-up activities. Many will return to become mentors in the program. ISEE will develop, test, and implement Inclusive Leadership Institutes. The project will also lead to a Mentor Workshop in Hawai'i, and 75 Hawai'i mentors will be supported to attend the workshops.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	1817519	Louis Stokes STEM Pathways Implementation - Only Alliance: The Southwestern Georgia STEM Pathways Alliance	Columbus State University	Columbus State University	Anne Jacobs (University of California-Riverside)	8/23/2018	9/1/2018	8/31/2025	5/2/2025	6/30/2025	$ 3,000,000	$ 3,000,000	$ 399,713.06	The Louis Stokes Alliances for Minority Participation (LSAMP) program assists universities and colleges in diversifying the science, technology, engineering and mathematics (STEM) workforce through their efforts at significantly increasing the numbers of students from historically underrepresented minority populations (African-Americans, Hispanic Americans, American Indians or Alaska Natives, Native Hawaiians or Other Pacific Islanders) to successfully complete high quality degree programs in STEM. The Southwestern Georgia STEM Pathways Alliance (SGSPA), under the leadership of Columbus State University, will implement a new five-year LSAMP STEM Pathways Implementation Only (SPIO) project that consists of two technical colleges (Columbus Technical College and South Georgia Technical College), one state college (Abraham Baldwin Agricultural College) and three state universities (Columbus State University, Georgia Southwestern State University and Valdosta State University) in southwestern Georgia over the next five years. The SGSPA has the goal of increasing traditionally underrepresented minority students that transfer from two to four year STEM degree programs, increasing graduation rates in STEM baccalaureate degree programs and increasing student entry into graduate STEM degree programs, in addition to transforming the STEM learning environment at these institutions. The project embeds an evidence-based theoretical framework, the Possible Selves Theory, at each alliance institution through initial and ongoing faculty professional	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	1820875	Collaborative Research: The AGEP California Hispanic Serving Institutions (HSI) Alliance to Increase Underrepresented Minority Faculty in STEM	University of California - Merced	University of California - Merced	Christopher Kello (University of California - Merced)	6/22/2018	9/1/2018	8/31/2025	5/2/2025	6/30/2025	$ 621,039	$ 621,039	$ 28,506.80	This AGEP Alliance brings together four Hispanic Serving Institutions (HSIs) in California (CA) with the specific goal of developing, implementing and testing a model for creating a more diverse STEM faculty, which is broadly replicable across the nation in HSI institutions. The AGEP CA HSI Alliance model focuses on pedagogical training and faculty career mentoring to prepare historically underrepresented minority (URM) doctoral students, who are at the stage in their training where they are completing their dissertations, for teaching-focused faculty careers at colleges and universities. While the model work is through partnerships between UC-Santa Barbara, UC-Merced, CSU-Fresno and CSU-Channel Islands, the project is creating a model that will be applicable in other states with multi-tier systems, as well as the UC and CSU systems. This alliance was created in response to the NSF's Alliances for Graduate Education and the Professoriate (AGEP) program solicitation (NSF 16-552). The AGEP program seeks to advance knowledge about models to improve pathways to the professoriate and success of historically underrepresented minority (URM) graduate students, postdoctoral fellows and faculty in specific STEM disciplines and/or STEM education research fields. AGEP Transformation Alliances develop, replicate or reproduce; implement and study, via integrated educational and social science research, models to transform the dissertator phase of doctoral education, postdoctoral training and/or faculty advancement, and the transitions within and across the pathway levels, of URMs in STEM and/or STEM	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	1820876	Collaborative Research: The AGEP California Hispanic Serving Institutions (HSI) Alliance to Increase Underrepresented Minority Faculty in STEM	California State University-Fresno Foundation	University of California-Santa Barbara	Christopher Meyer (California State University-Fresno Foundation), James Marshall (California State University-Fresno Foundation)	6/22/2018	9/1/2018	8/31/2025	5/2/2025	6/30/2025	$ 166,586	$ 278,029	$ 51,392.47	This AGEP Alliance brings together four Hispanic Serving Institutions (HSIs) in California (CA) with the specific goal of developing, implementing and testing a model for creating a more diverse STEM faculty, which is broadly replicable across the nation in HSI institutions. The AGEP CA HSI Alliance model focuses on pedagogical training and faculty career mentoring to prepare historically underrepresented minority (URM) doctoral students, who are at the stage in their training where they are completing their dissertations, for teaching-focused faculty careers at colleges and universities. While the model work is through partnerships between UC-Santa Barbara, UC-Merced, CSU-Fresno and CSU-Channel Islands, the project is creating a model that will be applicable in other states with multi-tier systems, as well as the UC and CSU systems. This alliance was created in response to the NSF's Alliances for Graduate Education and the Professoriate (AGEP) program solicitation (NSF 16-552). The AGEP program seeks to advance knowledge about models to improve pathways to the professoriate and success of historically underrepresented minority (URM) graduate students, postdoctoral fellows and faculty in specific STEM disciplines and/or STEM education research fields. AGEP Transformation Alliances develop, replicate or reproduce; implement and study, via integrated educational and social science research, models to transform the dissertator phase of doctoral education, postdoctoral training and/or faculty advancement, and the transitions within and across the pathway levels, of URMs in STEM and/or STEM	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	1820886	Collaborative Research: The AGEP California Hispanic Serving Institutions (HSI) Alliance to Increase Underrepresented Minority Faculty in STEM	University of California-Santa Barbara	University of California-Santa Barbara	David Sherman (University of California-Santa Barbara), Mary Hegarty (University of California-Santa Barbara)	6/22/2018	9/1/2018	8/31/2025	5/2/2025	6/30/2025	$ 1,264,017	$ 1,264,017	$ 16,531.16	This AGEP Alliance brings together four Hispanic Serving Institutions (HSIs) in California (CA) with the specific goal of developing, implementing and testing a model for creating a more diverse STEM faculty, which is broadly replicable across the nation in HSI institutions. The AGEP CA HSI Alliance model focuses on pedagogical training and faculty career mentoring to prepare historically underrepresented minority (URM) doctoral students, who are at the stage in their training where they are completing their dissertations, for teaching-focused faculty careers at colleges and universities. While the model work is through partnerships between UC-Santa Barbara, UC-Merced, CSU-Fresno and CSU-Channel Islands, the project is creating a model that will be applicable in other states with multi-tier systems, as well as the UC and CSU systems. This alliance was created in response to the NSF's Alliances for Graduate Education and the Professoriate (AGEP) program solicitation (NSF 16-552). The AGEP program seeks to advance knowledge about models to improve pathways to the professoriate and success of historically underrepresented minority (URM) graduate students, postdoctoral fellows and faculty in specific STEM disciplines and/or STEM education research fields. AGEP Transformation Alliances develop, replicate or reproduce; implement and study, via integrated educational and social science research, models to transform the dissertator phase of doctoral education, postdoctoral training and/or faculty advancement, and the transitions within and across the pathway levels, of URMs in STEM and/or STEM	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	1820895	Collaborative Research: The AGEP California Hispanic Serving Institutions (HSI) Alliance to Increase Underrepresented Minority Faculty in STEM	California State University Channel Islands	California State University Channel Islands	Ahmed Awad (California State University Channel Islands), Cynthia Flores (California State University Channel Islands), David Gillespie (California State University Channel Islands)	6/22/2018	9/1/2018	8/31/2025	5/2/2025	6/30/2025	$ 240,055	$ 528,260	$ 8,730.99	This AGEP Alliance brings together four Hispanic Serving Institutions (HSIs) in California (CA) with the specific goal of developing, implementing and testing a model for creating a more diverse STEM faculty, which is broadly replicable across the nation in HSI institutions. The AGEP CA HSI Alliance model focuses on pedagogical training and faculty career mentoring to prepare historically underrepresented minority (URM) doctoral students, who are at the stage in their training where they are completing their dissertations, for teaching-focused faculty careers at colleges and universities. While the model work is through partnerships between UC-Santa Barbara, UC-Merced, CSU-Fresno and CSU-Channel Islands, the project is creating a model that will be applicable in other states with multi-tier systems, as well as the UC and CSU systems. This alliance was created in response to the NSF's Alliances for Graduate Education and the Professoriate (AGEP) program solicitation (NSF 16-552). The AGEP program seeks to advance knowledge about models to improve pathways to the professoriate and success of historically underrepresented minority (URM) graduate students, postdoctoral fellows and faculty in specific STEM disciplines and/or STEM education research fields. AGEP Transformation Alliances develop, replicate or reproduce; implement and study, via integrated educational and social science research, models to transform the dissertator phase of doctoral education, postdoctoral training and/or faculty advancement, and the transitions within and across the pathway levels, of URMs in STEM and/or STEM	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	1834528	NSF INCLUDES Alliance: Inclusive Graduate Education Network	University of Southern California	University of Southern California	Julie Posselt (University of Southern California), Kimberlee Shauman (University of California-Davis)	8/30/2018	9/1/2018	8/31/2025	5/2/2025	6/30/2025	$ 1,205,635	$ 1,338,834	$ 45,840.78	The Inclusive Graduate Education Network (IGEN) Alliance is an NSF INCLUDES Alliance involving a partnership of over 30 societies, institutions, organizations, corporations, and national laboratories poised to lead a paradigm shift in the participation of underrepresented racial and ethnic minority (UREM) students attaining a PhD in the physical sciences. Participation by UREM students in the physical sciences has never matched their representation in the population and the fraction of doctoral degrees earned by UREM students is dramatically less than the fraction of bachelor degrees earned by the same groups. This disparity is specifically salient because these students constitute a significant, growing, and essentially untapped source of domestic scientific talent. To erase this gap, the IGEN Alliance proposes an innovative strategy to institutionalize inclusive, evidence-based practices for selecting and training a diverse, innovative, and globally competitive scientific workforce. The primary partners in the IGEN Alliance are the American Physical Society, American Chemical Society, American Geophysical Union, American Astronomical Society, and Materials Research Society. These societies are uniquely positioned to lead efforts in the physical sciences that empower faculty members to reform and improve their graduate education practices. Together, our partners represent a constellation of organizations and individuals from disciplinary societies representing UREM students, major national laboratories, prominent industries, and leading social science researchers, who can address systemic issues that inhibit success of underrepresented students in attaining doctoral degrees - degrees that enable them to advance	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2046081	CAREER: SBP: Understanding how diversity exposure impacts social categorization	University of California-Santa Barbara	University of California-Santa Barbara	Zoe Liberman (University of California-Santa Barbara)	3/25/2021	6/1/2021	5/31/2026	4/25/2025	6/30/2025	$ 750,000	$ 836,786	$ 65,762.15	It is often not feasible to have interactions with people from all groups. Past research has shown that interactions with someone from an unfamiliar group changes attitudes towards other members of that group. But most communities do not have people from every background. This project develops a new idea: that exposure to a variety of people more broadly (rather than to a specific group) may change how people think about and process information. This idea is tested by developing new measures, for example to measure linguistic variability of infants' and children's neighborhoods and networks. The project develops novel measures of exposure to variability, based on the principle of entropy: networks that contain a greater number of groups are scored as having more variability. By pairing this novel measure with validated measures of children's social cognition, the research will test whether children who are exposed to a greater variety of people show differences in processing of (social) information. This approach will help address a number of fundamental questions including how children's own social networks and neighborhoods influence their developing cognition. The broad aim is to better understand how early exposure to variability is related to social cognitive processes in infants and children. The laboratory-based research is a critical first step that can be leveraged for future work that translates the findings into resources. The project also provides training in psychology and developmental science for the next generation of researchers, and supports partnerships between the university and local museums aimed at increasing scientific	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2055426	Collaborative Research: Latinx Families' Talk about Science in Stories with Young Children	University of California-Santa Cruz	University of California-Santa Cruz	David Menendez (University of California-Santa Cruz), Maureen Callanan (University of California-Santa Cruz)	4/6/2021	9/1/2021	8/31/2026	4/25/2025	6/30/2025	$ 778,346	$ 778,346	$ 109,539.87	This project is funded by the EDU Core Research (ECR) program, which supports work that advances fundamental research on STEM learning and learning environments, broadening participation in STEM, and STEM workforce development. It responds to continuing concerns about differences in STEM pathways that begin to emerge in the early childhood years. The overarching goal of the project is to identify cultural strengths that support science learning opportunities in families with young children. Building on a growing interest in the ways stories can promote early engagement in and understanding of science, this project will investigate the role of oral and written stories as culturally relevant and potentially powerful tools for making scientific ideas and inquiry practices meaningful and accessible for young children. Findings will reveal ways that family storytelling practices can provide accessible entry points for children's early science learning, and recommend methods that parents and educators can use to foster learning about scientific practices that can, in turn, increase interest and participation in science education and fields. The project will advance knowledge on the socio-cultural and familial experience of children that can contribute to their early science learning and skills. The project team will examine the oral story and reading practices of 330 families with 3- to 5-year-old children recruited from three geographic locations in the United States: New York, Chicago, and San Jose. Combining interviews and observations, the project team will investigate: (1) how conversations about science and nature occur in children's	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2055735	A Collaborative Approach to Work-Based Learning in Biotechnology: Building Inclusive Lab Environments	University of California-San Francisco	University of California-San Francisco	Naledi Saul (University of California-San Francisco)	3/31/2021	5/15/2021	6/30/2025	4/25/2025	6/30/2025	$ 262,964	$ 262,964	$ 32,393.87	There is a renewed sense of urgency to develop a more diverse workforce in STEM-related fields. This project focuses on community college students from groups that are not yet equitably represented in STEM. These communities have also been disproportionately impacted by the COVID-19 pandemic. Most workforce interventions to prepare students for technical positions have been based on the premise that the students simply need targeted skill training and tips on behavioral norms to be successful in these workplace cultures. This “student deficit” model puts the burden on the newcomer to navigate a work environment that is often inherently biased against people of color, women, and individuals from groups that are underrepresented in the sciences. However, as leading-edge organizations are recognizing the value of diversity, they are also realizing that they have a role to play in establishing an inclusive workplace culture. This project aims to foster the professional development of students, faculty, industry managers, and academic researchers in inclusive workplace practices. The project expects that these practices can seed true cultural change and prepare a more diverse, inclusive, and productive United States biotechnology workforce. This project at City College of San Francisco is a collaboration with the Office of Career and Professional Development at the University of California, San Francisco. Its overall goal is to build more inclusive workplace environments for community college students pursuing biotechnology education and careers. The project plans to address issues of diversity in the scientific	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2100034	External Review Letters in Promotion and Tenure Decision Making: Validity and Fairness	University of Houston	University of Houston	Christiane Spitzmueller (University of California - Merced)	5/12/2021	7/1/2021	6/30/2026	4/25/2025	6/30/2025	$ 2,000,005	$ 2,000,005	$ 531,991.48	Promotion and tenure decisions at universities are of critical significance to the integrity of the research enterprise because they determine the career progression of scholars and scientists. This study includes novel ways to examine gatekeeping mechanisms to academic careers such as the promotion and tenure (P&T). Despite the widely recognized importance of P&T processes, minimal research has examined whether and how P&T processes' most critical elements contribute to outcomes for STEM faculty. This project examines the validity and fairness of external review letters (ERL) provided by arm's length reviewers as part of promotion and tenure decision making. Academic administrators often view ERLs as the most impartial and critical components of tenure and promotion portfolios, providing qualitative, independent evaluations of candidates' past accomplishments, reputation, potential, and the prospect of continued, sustainable contribution levels. Despite their sensitive nature, given the criticality of ERLs in academic promotion and tenure decisions, the limited research on validity and reliability in ERLs is stunning. This project closes this gap by analyzing the linguistic characteristics of ERLs and examining the relationship between ERL linguistic characteristics, promotion candidate characteristics, letter writer characteristics, and promotion and tenure voting outcomes at the department, college, and university-level committees. The project examines ERLs through theoretical work on the social psychology of language use, social comparison processes, and social role theory. The project's goals are to investigate the	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2113355	The AGEP University of California Alliance: A Model to Advance Equitable Hiring of Teaching-Focused Faculty in STEM	University of California-San Diego	University of California-San Diego	Aura Eroy-Reveles (University of California-Santa Cruz), Brian Sato (University of California-Irvine), Mike Wilton (University of California-Santa Barbara), Natascha Buswell (University of California-Irvine), Stanley Lo (University of California-San Diego)	7/7/2021	7/1/2021	6/30/2027	5/2/2025	6/30/2025	$ 2,300,000	$ 2,414,485	$ 330,974.00	This collaborative research project brings together four University of California (UC) campuses: Irvine, San Diego, Santa Barbara, and Santa Cruz – all of which are Hispanic-Serving Institutions (HSI) or emerging HSIs - with the goal of developing, implementing, self-studying, evaluating, and disseminating an AGEP Alliance Model about increasing the number of STEM faculty. The AGEP Alliance partners will employ a collective impact framework to ensure there is a common AGEP Alliance agenda, to share measures across the partner institutions, to implement mutually reinforcing activities and interventions, to facilitate continuous communication, and to engage with the backbone organization (UC San Diego) that supports AGEP Alliance activities, interventions and communication. The faculty who are proposed to be hired in Mathematical, Physical and Life Sciences, as well as Engineering departments, will vary depending on each campus's social and academic context, and fiscal status. In addition to supporting STEM faculty fellows as agents to improve hiring practices and department climate, the AGEP Alliance will create and implement objective rubrics for both the teaching faculty search processes and for evaluation of candidates' teaching skills. As the nation addresses achievement gaps among all undergraduate and graduate students in STEM, our universities and colleges struggle to recruit, retain and promote STEM faculty to serve as role models and academic leaders for students to learn from, work with and emulate. This AGEP Alliance Model has the potential to improve the success of STEM scholars	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2115429	A Model of Generalized Ingroup Recognition Advantage	University of California-Riverside	University of California-Riverside	Arthur Calanchini (University of California-Riverside)	8/17/2021	9/1/2021	8/31/2026	4/25/2025	6/30/2025	$ 431,338	$ 431,338	$ 188,293.91	This award is funded in whole or in part under the American Rescue Plan Act of 2021 (Public Law 117-2). People often have worse recognition memory for individuals who are not (versus are) in their racial group. This well-known cross-race effect can lead to racial disparities. As one example, in the US criminal justice system nearly a third of wrongful convictions that later are overturned were based on errors made in cross-race identification. The cross-race effect would seem to be specific to faces: A glance at a face quickly reveals information about race, gender, age, and other social categories. Yet many objects beyond a face, or even beyond a person, may signal group membership and cause a recognition bias. This research investigates the possibility that the ingroup recognition advantage exemplified by the cross-race effect is a general recognition bias. This research has the potential to transform our theoretical understanding of social influences on perception and cognition, including the basic psychological mechanisms that contribute to racial disparities. This project builds upon research in social psychology, developmental psychology, cognitive neuroscience, and vision science to develop a comprehensive model of ingroup recognition and examine its social impact. The project is organized around three sets of experiments, all using a basic paradigm in which participants complete a learning task followed by a recognition task. The first set of experiments aims to differentiate two causes of an ingroup recognition advantage:	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2115614	Urban Youth Participation in Community and Citizen Science	University of California-Berkeley	University of California-Berkeley	Kevin Cuff (University of California-Berkeley), Matthew Cannady (University of California-Berkeley), Sarah Olsen (University of California-Berkeley)	9/3/2021	9/15/2021	8/31/2026	4/25/2025	6/30/2025	$ 1,999,250	$ 1,999,250	$ 555,456.97	Environmental Protectors is a four-year project based at the University of California at Berkeley's Lawrence Hall of Science. The project is designed to explore the educational and developmental impact of an informal science education programming model that features Community and Citizen Science (CCS) activities for youth of color residing in urban communities. The project is grounded in hypothesis that CCS-focused experiences result in learning outcomes that better position youth of color to more effectively engage in Science, Technology, Engineering, and Mathematics (STEM) related educational, occupational, and civic activities. Each year, in three economically challenged urban communities located throughout the country, youth of color between the ages of 14 and 18 will participate in month-long summer or semester-long afterschool programs. These programs will feature CCS-related activities that include collection, analysis, interpretation and presentation of data that addresses local, pressing environmental quality concerns, such as soil lead contamination and air particulate matter pollution. The project will use a mix of qualitative and quantitative data collection and analysis to assess the impact of youth engagement in these CCS activities. Overall, through its implementation the project aims to generate information useful in nationwide efforts designed to identify effective strategies and approaches that contribute to increasing STEM understanding and interest among youth of color. Project research is guided by the following questions: A) What are ways to increase STEM engagement among those who have	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2116118	Ujima (Collective Work and Responsibility) Girls in a Robotics Leadership Project	University of California-Davis	University of California-Davis	Faheemah Mustafaa (University of California-Davis)	7/28/2021	8/1/2021	9/30/2025	4/25/2025	6/30/2025	$ 2,400,000	$ 2,400,000	$ 556,471.99	This award is funded in whole or in part under the American Rescue Plan Act of 2021 (Public Law 117-2). Research shows that Black girls and women, regardless of their academic achievements and STEM interests, often encounter academic under-preparation, social isolation, exclusion, and race-gender discrimination that negatively impacts their ongoing engagement and retention in STEM. This project will provide innovative, culturally relevant learning environments to middle and high school Black girls to counter these negative trends. Using hands-on coding and robotics activities, project participants will develop positive attitudes toward science, technology, engineering, and mathematics (STEM). The project emphasizes peer-mentoring by providing opportunities for Black female high school (assistant coaches) and Black college students (coaches) to serve as counselors and mentors to participants. Additionally, engineers, scientists, and executives from STEM industries will serve as mentors and share their experiences to broaden participants' STEM career aspirations. The project is a three-year collaborative effort between the University of California Davis C-STEM Center, the Umoja Community Education Foundation, and the 66 affiliated California community colleges, industry partners, and school districts in California. Over three years, nearly 2,000 females will participate in the project. Learning environments for Black girls and women led by other Black girls and women are referred to as "counterspaces" where	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2120001	NSF INCLUDES Alliance: Broadening Career Pathways in Food, Energy, and Water Systems with and within Native American Communities (Native FEWS Alliance)	University of California-Berkeley	University of California-Berkeley	Alice Agogino (University of California-Berkeley), Matthew Potts (University of California-Berkeley)	7/27/2021	8/1/2021	7/31/2026	5/2/2025	6/30/2025	$ 7,071,745	$ 6,931,970	$ 2,306,810.87	The Native FEWS (Food, Energy, Water Systems) Alliance is focused on innovative research and community partnerships linking two interconnected challenges: a crisis in access to food, energy, and water in rural communities across the United States and limited educational and career pathways available to address these needs. The University of California at Berkeley, University of Arizona and American Indian Higher Education Consortium work with over 20 partners to form the Native FEWS Alliance, which is cultivating a highly skilled STEM workforce that can address FEWS challenges in rural communities and co-innovate place-based education and community partnerships. The Alliance develops curricula and mentoring guides, offers workshops, adapts and adopts best practices, and shares results. These activities enable institutions across the country to access Native FEWS educational and mentoring materials. Integrating approaches to teaching and applied research with traditional and place-based knowledges, the Alliance is working to transform Native FEWS education. The Alliance brings together the resources, expertise, and experiences of multiple educational institutions and partners to form a Networked Improvement Community that addresses urgent FEWS challenges and transforms educational approaches to addressing them. The implementation plan is designed to produce more successful recruitment, matriculation, retention, and degree attainment outcomes. Alliance initiatives are rigorously evaluated and disseminated, contributing new knowledge to the research base of effective practices in	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2120035	Collaborative Research: NSF INCLUDES Alliance: Broadening Career Pathways in Food, Energy, and Water Systems with and within Native American Communities (Native FEWS Alliance)	University of Arizona	University of Arizona	Karletta Chief (University of Arizona)	7/27/2021	8/1/2021	7/31/2026	5/2/2025	6/30/2025	$ 2,928,085	$ 3,067,860	$ 635,826.21	The Native FEWS (Food, Energy, Water Systems) Alliance is focused on innovative research and community partnerships linking two interconnected challenges: a crisis in access to food, energy, and water in rural communities across the United States and limited educational and career pathways available to address these needs. The University of California at Berkeley, University of Arizona and American Indian Higher Education Consortium work with over 20 partners to form the Native FEWS Alliance, which is cultivating a highly skilled STEM workforce that can address FEWS challenges in rural communities and co-innovate place-based education and community partnerships. The Alliance develops curricula and mentoring guides, offers workshops, adapts and adopts best practices, and shares results. These activities enable institutions across the country to access Native FEWS educational and mentoring materials. Integrating approaches to teaching and applied research with traditional and place-based knowledges, the Alliance is working to transform Native FEWS education. The Alliance brings together the resources, expertise, and experiences of multiple educational institutions and partners to form a Networked Improvement Community that addresses urgent FEWS challenges and transforms educational approaches to addressing them. The implementation plan is designed to produce more successful recruitment, matriculation, retention, and degree attainment outcomes. Alliance initiatives are rigorously evaluated and disseminated, contributing new knowledge to the research base of effective practices in	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2121787	ADVANCE Partnership: Promoting Equity and Inclusion to Facilitate Retention of Faculty through Evidence- and Place-Based Intervention Training	University of California-Riverside	University of California-Riverside	Ian Wheeldon (University of California-Riverside), Kelley Barsanti (University of California-Riverside), Philip Brisk (University of California-Riverside)	8/25/2021	10/1/2021	9/30/2026	4/25/2025	6/30/2025	$ 802,538	$ 802,538	$ 350,829.81	The University of California, Riverside (UCR) Collaborative NSF ADVANCE Partnership project (COE ADVANCE) aims at developing an organizational culture and climate that better promotes equity and inclusion for engineering faculty. This will be achieved by building awareness and understanding of exclusionary behaviors and implementing bystander training. This project will affect individual and organizational change in Colleges of Engineering (COEs) across the University of California (UC) system, starting in the Bourns College of Engineering (BCOE) at UCR and expanding to all other UC COEs, through a partnership with the UC Engineering Deans' Council. The project objectives include: (1) Increase individual and organizational awareness and understanding of the culture and climate within COEs across the UC system, particularly as they affect women and in the context of intersectionality; (2) Develop organizational leaders, allies, and coconspirators from the departments and colleges to provide bystander intervention training for all faculty and to model behaviors that promote equity and inclusion; (3) Empower faculty to apply bystander intervention strategies that promote positive organizational culture and climate, encourage equitable attitudes, and facilitate systemic change; and (4) Elucidate the intersectional experiences of underrepresented faculty and resistance to change among overrepresented faculty. This project is in partnership with the ADVANCEGeo: From the Classroom to the Field: Improving the Workplace in the Geosciences (#1725879) and NSF INCLUDES: Leveraging Field-Campaign Networks for Collaborative Change (#1835055) projects.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2121797	ADVANCE Partnership: Promoting Equity and Inclusion to Facilitate Retention of Faculty through Evidence- and Place-Based Intervention Training	University Enterprises Corporation at CSUSB	University Enterprises Corporation at CSUSB	Brittany Bloodhart (University Enterprises Corporation at CSUSB)	8/25/2021	10/1/2021	9/30/2026	4/25/2025	6/30/2025	$ 444,414	$ 444,414	$ 156,310.86	The University of California, Riverside (UCR) Collaborative NSF ADVANCE Partnership project (COE ADVANCE) aims at developing an organizational culture and climate that better promote equity and inclusion for engineering faculty. This will be achieved by building awareness and understanding of exclusionary behaviors and enabling effective intervention through bystander training. This project will affect individual and organizational change in Colleges of Engineering (COEs) across the University of California (UC) system, starting in the Bourns College of Engineering (BCOE) at UCR and expanding to all other UC COEs, through a partnership with the UC Engineering Deans' Council. The project objectives include: (1) Increase individual and organizational awareness and understanding of the culture and climate within COEs across the UC system, particularly as they affect women and in the context of intersectionality; (2) Develop organizational leaders, allies, and coconspirators from the departments and colleges to provide bystander intervention training for all faculty and to model behaviors that promote equity and inclusion; (3) Empower faculty to apply bystander intervention strategies that promote positive organizational culture and climate, encourage equitable attitudes, and facilitate systemic change; and (4) Elucidate the intersectional experiences of underrepresented faculty and resistance to change among overrepresented faculty. This project is in partnership with the ADVANCEGeo: From the Classroom to the Field: Improving the Workplace in the Geosciences (#1725879) and NSF INCLUDES: Leveraging Field- Campaign Networks for Collaborative Change (#1835055) projects.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2124838	Asking Different Questions in Climate Change Science, Impact, Mitigation and Adaptation	University of California-Davis	University of California-Davis	Amanda Crump (University of California-Davis), Dawn Sumner (University of California-Davis), Kyaw Tha Paw U (University of California-Davis), Mark Lubell (University of California-Davis), Sarah McCullough (University of California-Davis)	7/21/2021	9/1/2021	8/31/2025	4/25/2025	6/30/2025	$ 395,261	$ 395,261	$ 36,857.53	Asking Different Questions in Climate Change Science, Impact, Mitigation and Adaptation examines how integrating cultural and social literacies into research training for climate and environmental scientists can produce more ethical, effective, and relevant research. The project will test the hypothesis that training in understanding the relationship between environmental change and culture will produce scholars capable of engaging in research that addresses the disproportionate environmental impact on vulnerable and historically marginalized communities. An expected outcome is that providing climate and environmental scientists with training in environmental justice, science & technology studies, indigenous studies, ethnic studies, and community-engaged research will elevate their capacities to be agents of ethical change. The result will be a diverse group of scientists engaged in research that addresses the challenges of climate change, mitigation and adaptation, while also producing greater social equity. This project's objectives are to (1) create a customized training on equity and ethic challenges in climate science, (2) deliver these trainings in climate science graduate coursework across seven different departments, (3) engage in a comparative analysis to study their efficacy and (4) disseminate the training. A key measure of success for the program will be the achievement of learning objectives and students' level of engagement in questions of ethics and equity. The study will contribute to research on the ethics engagement by examining the efficacy of an equity-oriented ethics training. The proposed training is likely	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2126506	Collaborative Research: Build and Broaden 2.0: California Alliance for Hispanic-serving Social Science Advancement (CAHSSA)	University of California-Irvine	University of California-Irvine	Holly Hapke (University of California-Irvine)	8/10/2021	10/1/2021	9/30/2025	4/25/2025	6/30/2025	$ 203,155	$ 203,155	$ 22,469.77	This award is funded in whole or in part under the American Rescue Plan Act of 2021 (Public Law 117-2). The California Alliance for Hispanic-Serving Social Science Advancement (CAHSSA) builds and broadens the low participation of social science faculty in extramurally funded research with an examination of systemic barriers and comprehensive professional development programming and policies. The partnership between three California universities will serve 28 Hispanic-Serving Institutions (HSIs) of various sizes and representing unique regional factors in the California State University (CSU) and the University of California (UC) systems. The outcomes of this project will serve as a model to advance research in wide-ranging disciplines that impact the health, prosperity, and welfare of the US public. CAHSSA implements a comparative content analysis of NSF social science proposal review comments at HSIs and non-HSIs to identify how social, behavioral, and economic research is constructed and practiced across institutional types as well as reveal any existing biases in the review process. Results will inform the project's interventions that include virtual grant writing webinars and workshops, writing groups, intensive writing retreats, and social science leader seminars for more than 700 CSU and UC social sciences faculty and leaders. The California Alliance for Hispanic-Serving Social Science Advancement (CAHSSA) will pursue a greater understanding of the challenges faced by social scientists at Hispanic-Serving	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2126575	Collaborative Research: Build and Broaden 2.0: California Alliance for Hispanic-serving Social Science Advancement (CAHSSA)	University of California-Santa Barbara	University of California-Santa Barbara	Barbara Walker (University of California-Santa Barbara), Belinda Robnett (University of California-Irvine)	8/10/2021	10/1/2021	9/30/2026	4/25/2025	6/30/2025	$ 332,963	$ 332,963	$ 152,724.83	This award is funded in whole or in part under the American Rescue Plan Act of 2021 (Public Law 117-2). The California Alliance for Hispanic-Serving Social Science Advancement (CAHSSA) builds and broadens the low participation of social science faculty in extramurally funded research with an examination of systemic barriers and comprehensive professional development programming and policies. The partnership between three California universities will serve 28 Hispanic-Serving Institutions (HSIs) of various sizes and representing unique regional factors in the California State University (CSU) and the University of California (UC) systems. The outcomes of this project will serve as a model to advance research in wide-ranging disciplines that impact the health, prosperity, and welfare of the US public. CAHSSA implements a comparative content analysis of NSF social science proposal review comments at HSIs and non-HSIs to identify how social, behavioral, and economic research is constructed and practiced across institutional types as well as reveal any existing biases in the review process. Results will inform the project's interventions that include virtual grant writing webinars and workshops, writing groups, intensive writing retreats, and social science leader seminars for more than 700 CSU and UC social sciences faculty and leaders. The California Alliance for Hispanic-Serving Social Science Advancement (CAHSSA) will pursue a greater understanding of the challenges faced by social scientists at Hispanic-Serving	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2137928	BPC-DP: Inclusive longitudinal peer mentoring for community building and retention	University of California-San Diego	University of California-San Diego	Joseph Politz (University of California-San Diego), Mia Minnes (University of California-San Diego)	8/19/2021	10/1/2021	9/30/2025	5/9/2025	6/30/2025	$ 297,302	$ 313,302	$ 6,005.12	To support their scale, many large computing programs incorporate extensive peer tutoring components. As peer tutors, undergraduate students serve as course staff and play a significant role in department culture. A new model for peer mentoring is being designed to increase the sense of belonging and inclusion broadly among students, and especially among women, Black, and Latinx students – identities underrepresented in computing. The new model is centered around cohorts of students formed based on their identities and interests. The cohorts are led by students in a new lead peer mentor position, providing contextualized and longitudinal support to the students in their cohort. A primary metric in this project is retention of students within the major, particularly for students from groups that historically left Computer Science programs at disproportionately high rates. The program design is repeatable at other institutions that have similar goals of broadening participation in computing and related fields. Several strands of research support this intervention, situated in research suggesting that near peer role models may increase retention and sense of belonging particularly among underrepresented groups. First, data are gathered about the ways in which students interact with current tutoring programs, disaggregated by student identities, with the goal of understanding what positive and negative impacts this has on retention. Second, focus groups are conducted with students further along in the program to learn more about successful strategies for the program and how students' sense of	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2142657	Collaborative Research: Challenging Anti-Black-Racism in Civil and Environmental Engineering Curriculum	University of California-Berkeley	University of California-Berkeley	Maya Carrasquillo (University of California-Berkeley)	5/26/2022	6/1/2022	5/31/2026	5/28/2025	6/30/2025	$ 500,000	$ 500,000	$ 150,825.30	This project aims to serve the national interest by establishing STEM education practices to improve civil and environmental engineering curriculum for students working with communities on the equitable development of critical infrastructure. The U.S. Environmental Protection Agency was established 50 years ago to ensure that all Americans are protected from significant risks to human health and the environment where they live, learn, and work. However, low-income communities of color continue to be disproportionately exposed to air and water pollution. Disparities in exposure to air and water pollution have led to scholarship on environmental justice principles, which asserts that communities are entitled to equal protection of environmental and public health laws and regulations. Professional societies and national academies are actively involved in these discussions. For example, the American Society of Civil Engineers' (ASCE) statement on justice, equity, diversity, and inclusion calls for building mutually beneficial partnerships with engineering and non-engineering organizations and advancing a research agenda centered on equitable and inclusive engineering education, research, and practice. An overarching challenge for environmental engineering is educational reform to ensure holistic solutions that build on authentic partnerships with community stakeholders, especially those whose agency has historically been limited in environmental decision making. The project team plans to collaborate on the development of curriculum that focuses on fair treatment and equitable involvement of communities in the planning and design of critical infrastructures.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2143993	CAREER: Designing teacher professional development to leverage the brilliance of learners of color	University of California-San Diego	University of California-San Diego	Sherice Clarke (University of California-San Diego)	3/17/2022	7/1/2022	6/30/2027	4/25/2025	6/30/2025	$ 927,483	$ 927,483	$ 45,474.05	All students must have access to robust and meaningful opportunities to learn science in classrooms that center their assets and humanity. This CAREER award aims to cultivate such spaces through designing and studying teacher professional learning focused on pedagogical practices that engage students meaningfully in science learning. These practices leverage students' assets to foster growth in science and scientific habits of mind. This project will support pre-service and practicing teachers in developing tools for practice and reflection that focus on creating opportunities to learn science for all students in their classrooms and highlighting the assets of students in secondary science. The project will also support graduate students in science education research as well as sharing findings with partner school districts as part of the educational integration plan. This CAREER award is funded by the Discovery Research preK-12 program (DRK-12) which seeks to significantly enhance the learning and teaching of science, technology, engineering and mathematics (STEM) by preK-12 students and teachers, through research and development of innovative resources, models and tools. Projects in the DRK-12 program build on fundamental research in STEM education and prior research and development efforts that provide theoretical and empirical justification for proposed projects. This project is also supported by the Racial Equity in STEM Education program (EHR Racial Equity). The program supports projects that advance racial equity in STEM education and workforce development through research and practice.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2147011	Diversity and Networking in Law School: Are Law Students from Diverse Backgrounds Disadvantaged?	University of California-Irvine	University of California-Irvine	Swethaa Ballakrishnen (University of California-Irvine)	2/15/2022	3/1/2022	2/28/2026	4/25/2025	6/30/2025	$ 511,230	$ 511,230	$ 123,222.49	Interpersonal networks are an important, often invisible way through which hierarchies emerge and get reproduced. Particularly, in seemingly merit-based institutions, tracing these networks could reveal the unequal structures in which diverse populations experience systemic disparities. The American legal profession offers a useful site to track these processes of inequality because it remains unequal despite its increasing heterogeneity. Law students, like many professionals, are encouraged frequently to “network,” but students from a range of diverse backgrounds – including race, gender, sexual orientation, national status, and class – may have access to differentially resourced social networks, or social capital. These “network inequalities” may impact the value of legal education across differentially structured groups of students and ultimately shape differences in student experiences and career outcomes. Whereas research on the legal profession has highlighted the importance of social capital and relationships to promote careers, less attention has been paid to the nature of networks in early professional socialization. Particularly, while the research is rife with accounts about the racial, gendered, and nationality differences during law school and then, much later, during different career stages, not enough is known about the temporal experience of law school as it feeds into the transitional period between law school and the first years of professional careers. This period is important because it tracks the emergence of a path dependency that can serve diverse professionals differently and unequally even as it structurally seems equitable.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2147818	The Effects of the COVID-19 Pandemic on Latinx College Graduates	University of California - Merced	University of California - Merced	Daisy Reyes (University of California - Merced)	6/14/2022	7/15/2022	6/30/2025	4/18/2025	6/30/2025	$ 155,725	$ 155,725	$ 1,898.55	This project investigates the social and economic effects of the COVID-19 pandemic on first-generation Latinx college graduates aged 25 to 40. Latinx youth are increasingly enrolling in and graduating from college, often with the hope of achieving economic mobility. Yet, during the COVID-19 pandemic, Latinx individuals were more likely to work essential jobs, were unemployed at higher rates, and faced higher death rates, compared to other racial and ethnic groups. This qualitative project considers how Latinx millennial college graduates navigate and are affected by the COVID-19 pandemic, including their well-being, economic mobility, and family arrangements. Interviews with 61 Latinx college graduates consider how factors such as race, familial income and wealth, citizenship and immigration status, and the need to provide for one's family, intersect and are shaped by the COVID-19 pandemic. By building on two prior waves of interview data, the project contributes to understanding of the mechanisms that shape social and economic mobility over the life course. This project is the third wave of a longitudinal study of Latinx millennial first-generation college graduates. The first wave was collected from 60 Latinx college students at three colleges between 2008 and 2010. The second wave of 61 interviews, conducted in 2018 and 2019 before the COVID-19 pandemic, included participants from the first wave alongside a new sample of alumni. Approximately 73% of participants in the second wave were from the original sample. The study population is diverse, ranging in income, post-secondary education, student loan debt,	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2150323	HSI Implementation and Evaluation Project: Self-sustaining Peer Mentor Support System for Computer Science Students	San Francisco State University	San Francisco State University	Hao Yue (University of California-Santa Cruz)	3/22/2022	8/1/2022	1/31/2026	5/2/2025	6/30/2025	$ 499,947	$ 499,947	$ 121,419.70	With support from the Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program), this Implementation and Evaluation Project aims to build a sustainable, inclusive learning community for HSI Computer Science (CS) students through a peer mentoring program to enhance the quality of CS education and to increase the retention and graduation rates of students in CS, particularly Hispanic students. CS suffers from several disparities along racial and gender lines that limit the participation of students in a field that is becoming more critical for their future career paths and for society as a whole. The project team has identified two reasons leading to this problem that will addressed in this project. First, there is a critical shortage of educational resources for our undergraduate students in the first CS course. Many students struggle with the introductory curriculum and existing resources don't appear to be sufficient, particularly for underrepresented groups. Second, students, especially underrepresented students, are not affirmed in their CS identities and sense of belonging. This project will implement a peer mentor program to develop an effective, evidence-based, and sustainable program for the preparation, tutoring, and ongoing support of undergraduate students in the CS department at SFSU and evaluate its effectiveness. By recruiting diverse peer mentors, training them in equitable and inclusive pedagogical techniques, and establishing an affirming mentoring procedure, this project will develop mentors themselves to become future leaders while creating a safe and inclusive learning community for entry level CS students. This program will directly benefit approximately 800 CS students at	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2150716	Collaborative Research: SaTC: CORE: Small: Understanding how visual features of misinformation influence credibility perceptions	University of California-Davis	University of California-Davis	Cuihua Shen (University of California-Davis)	2/28/2022	4/1/2022	3/31/2026	4/18/2025	6/30/2025	$ 285,000	$ 285,000	$ 102,369.15	Today's misinformation posts have increasingly been presented in visual formats, such as images, memes, and videos. Compared to text, visuals are processed faster, remembered better, and are more likely to be shared on social media. As technology makes image and video manipulation accessible to the masses, visual misinformation can be a significant threat to national security, social cohesion, and public health. Yet we need to know more about how specific visual features, such as color and face presence, may influence how people evaluate the credibility of such visual posts. This project offers a comprehensive understanding of how different visual elements may influence users' perceived credibility of images and videos. The results help platforms and fact-checking agencies to detect visual misinformation, curb its diffusion, identify vulnerable user groups, and develop corrective interventions. Drawing broadly from literature in computer science, advertising, marketing, cognitive science, and communication, and using computer vision analysis, qualitative interviews, large-scale human annotation, and experiments, this research project aims to: 1) identify the specific visual features and mechanisms which may influence people's credibility perceptions, 2) examine how these visual features interact with non-visual features (source, virality, etc) and user characteristics (partisanship, digital media literacy, etc), and 3) examine how these visual features can be effectively leveraged in misinformation correction efforts. The research team is compiling a large-scale open dataset of visual posts with human annotations. While existing misinformation	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2150723	Collaborative Research: SaTC: CORE: Small: Understanding how visual features of misinformation influence credibility perceptions	University of Georgia Research Foundation Inc	University of Georgia Research Foundation Inc	Yilang Peng (University of Georgia Research Foundation Inc)	2/28/2022	4/1/2022	3/31/2026	4/18/2025	6/30/2025	$ 214,999	$ 214,999	$ 53,951.08	Today's misinformation posts have increasingly been presented in visual formats, such as images, memes, and videos. Compared to text, visuals are processed faster, remembered better, and are more likely to be shared on social media. As technology makes image and video manipulation accessible to the masses, visual misinformation can be a significant threat to national security, social cohesion, and public health. Yet we need to know more about how specific visual features, such as color and face presence, may influence how people evaluate the credibility of such visual posts. This project offers a comprehensive understanding of how different visual elements may influence users' perceived credibility of images and videos. The results help platforms and fact-checking agencies to detect visual misinformation, curb its diffusion, identify vulnerable user groups, and develop corrective interventions. Drawing broadly from literature in computer science, advertising, marketing, cognitive science, and communication, and using computer vision analysis, qualitative interviews, large-scale human annotation, and experiments, this research project aims to: 1) identify the specific visual features and mechanisms which may influence people's credibility perceptions, 2) examine how these visual features interact with non-visual features (source, virality, etc) and user characteristics (partisanship, digital media literacy, etc), and 3) examine how these visual features can be effectively leveraged in misinformation correction efforts. The research team is compiling a large-scale open dataset of visual posts with human annotations. While existing misinformation	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2201100	Collaborative Research: The Organizational Climate Challenge: Promoting the Retention of Students from Underrepresented Groups in Doctoral Engineering Programs	University of North Carolina at Chapel Hill	University of North Carolina at Chapel Hill	Nicole Else-Quest (University of California-Los Angeles)	6/30/2022	8/1/2022	1/31/2026	4/25/2025	6/30/2025	$ 214,783	$ 158,047	$ 30,804.95	Developing the US engineering doctoral workforce is a significant opportunity to build and improve the US economy and global leadership. The long-term vitality of the US workforce relies on the full range of engineering career pathways being available to all Americans. Note all students who start doctoral programs finish them and retention varies by the various social strata of the students. The problem is not students' inability to complete the Ph.D. degree requirements, but rather that talented students leave engineering doctoral programs before completing their doctorates. Student attrition results in a loss of human talent to the national endeavor of research and discovery at universities fueling US economic growth. This project aims to examine the organizational climate of engineering doctoral programs and their impact on promoting or hindering the persistence and retention of doctoral students in engineering. The goal of this mixed-methods project is to examine doctoral students' perceptions of the factors that impact their persistence in degree completion and the differences in experiencing those factors based on intersecting social categories. Drawing on organizational climate research and other theories, the project's multidisciplinary team aims to use a student-centered approach to shed light on multiple climate factors by engaging with a wide range of students. To achieve a comprehensive picture of departmental climate and persistence, iterative and complementary cycles of project implementation are planned over the project period. The project will develop, refine, and validate a survey instrument, including a climate scale that will	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2201797	Collaborative Research: Investigating Gender Differences in Digital Learning Games with Educational Data Mining	University of North Carolina at Chapel Hill	University of North Carolina at Chapel Hill	Nicole Else-Quest (University of California-Los Angeles)	4/26/2022	7/1/2022	2/28/2026	4/18/2025	6/30/2025	$ 68,319	$ 68,319	$ 18,260.40	Given the potential motivational benefits of digital learning games, games might provide a pathway for reducing students' math anxiety and increasing their self-efficacy and interest in math. This project will explore whether and how digital learning games can lead to less math anxiety and better learning in students. It will study learning with two existing digital learning games: Decimal Point, which teaches foundational math concepts (decimal numbers and operations) to 5th and 6th grade students; and Angle Jungle, which targets a similar age range (4th and 5th graders) and has a similar thematic design (i.e., a game map, cartoon characters), but with different game mechanics, content (angles), and instructional approach. The study will explore how and why Decimal Point has, over the course of several experiments spanning multiple years, consistently produced a learning advantage for players. In doing so, investigators will identify principles regarding the relationship between student learning and game features that can be shared with game developers and used in other games, starting with Angle Jungle. The study will investigate two pathways hypothesized to lead to learning differences among students: first, that the playful features of the games reduce the saliency of the math content, making it less likely to prompt math anxiety; and second, that the games' thematic details are more appealing and engaging to some learners based on their interests and videogame preferences. In Year 1, educational data mining will be used to infer students' cognitive and affective processes while playing	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2201928	A Scalable Instrument to Assess Evidence-Based STEM Teaching Practices Across Institutions	University of Texas at Austin	University of Texas at Austin	Kali Trzesniewski (University of California-Davis)	8/23/2022	10/1/2022	9/30/2027	4/18/2025	6/30/2025	$ 1,298,725	$ 863,113	$ 362,546.49	Recently, psychological research on broadening participation in STEM has shifted from student-focused interventions (e.g., belonging or growth mindset interventions given to students) to context-focused interventions (aimed at instructors to create cultures of belonging or growth). Tools for evaluating the changes in instructors' practices induced by these programs have been lacking, however. Popular self-report methods for instructors can be biased due to faulty recall or social desirability bias, while more intensive observational methods are cumbersome and difficult to sustain. In addition, existing measures tend to be developed within one type of institution and may underemphasize inclusive practices from instructors at historically Black colleges and universities and Hispanic-serving institutions. These limitations have slowed progress toward the discovery of programs that could broaden participation in STEM. The present proposal seeks to develop a scalable, trustworthy system of instructor- and student-reports that could be the backbone for research evaluating the next generation of context-focused interventions. This project will develop novel measures of inclusive postsecondary STEM teaching practices that create an experience of belonging and motivation for members of minoritized groups. Measures of inclusive practices will be developed using optimal survey design, including semi-structured interviews and cognitive pretesting co-developed with both instructors and students. The measures will be simultaneously developed and refined across three universities:	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2204550	ADVANCE Partnership: Strategic Partnership for Alignment of Community Engagement in STEM (SPACES)	Clarkson University	Clarkson University	Cesunica Ivey (University of California-Berkeley)	8/14/2022	8/15/2022	7/31/2027	4/25/2025	6/30/2025	$ 763,337	$ 763,337	$ 445,072.23	Although research using community-engaged research (CER) methods is funded by several federal agencies, CER is still undervalued within the broader STEM discipline culture, and often, it is classified as "service" during STEM faculty annual review, tenure, and promotion processes. This project posits that the systemic undervaluation of CER contributes to the attrition of many faculty that identify as women and underrepresented racial and ethnic minority women (URMWF) who frequently enter Environmental Engineering (EnvE) motivated to address societally important problems. This ADVANCE Partnership project titled "Strategic Partnership for Alignment of Community Engagement in STEM (SPACES)" will enhance the understanding and awareness of rigorous CER research and its value to the EnvE discipline and society, especially as conducted by URMWF. This is a collaborative effort among 11 academic institutions, EnvE discipline's primary professional societies (American Academy of Environmental Engineers & Scientists, American Association for Aerosol Research, Association of Environmental Engineering & Science Professors, Water Environment Federation), and an NSF initiative focused on CER through the National Research Traineeship program. SPACES will leverage the strength of the SPACES partnership, gains made in gender representation in EnvE, as well as the justice, equity, diversity, and inclusion (JEDI) initiatives underway in EnvE and public health. The project aims to produce a structural model, operationalized as an institutional scorecard, that will result in greater faculty success and professional	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2204577	ADVANCE Partnership: Transforming HSI STEM Departmental Climate for Faculty Success	The University of Texas Rio Grande Valley	The University of Texas Rio Grande Valley	Christiane Spitzmueller (University of California - Merced)	8/9/2022	9/1/2022	8/31/2026	5/2/2025	6/30/2025	$ 1,250,000	$ 1,487,240	$ 718,250.88	Latinas represent one of the fastest-growing populations in the US, yet Latina faculty in science, technology, engineering, and mathematics (STEM) careers remain underrepresented. Departmental and institutional environments must welcome and foster the engagement and career development of Latina faculty to be successful in academia. This project recognizes the importance of academic departmental climates in the recruitment, retention, and advancement of Latinas. The anticipated STEM department climate transformation focuses on equipping department chairs and their change teams with the resources needed to transform their departments' cultures into psychologically healthy workplaces for Latina and other underrepresented minority faculty. The project leverages the influence, expertise, and resources embedded within a multifaceted, multi-organizational partnership of academic and professional organizations and strategically draws on the knowledge and insights gained from, but not limited to, NSF-ADVANCE projects. The project is designed to facilitate broader adaptation of evidence-based gender equity and systemic change strategies, resulting in more diverse and inclusive STEM academic workplaces and professions. By diversifying STEM faculty, our project aspires to enhance the STEM pipeline, improve student outcomes, and ultimately strengthen the U.S. STEM workforce and global competitiveness. The goal of this project is to transform STEM departmental climates and cultures into psychologically healthy workplaces where Latina faculty can thrive in ways that maximize their	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2210842	Collaborative Research: HCC: Designing Technologies for Marginalized Communities	University of California-Irvine	University of California-Irvine	Emma Leigh Waldron (University of California-Irvine)	9/1/2022	10/1/2022	9/30/2026	4/18/2025	6/30/2025	$ 90,626	$ 90,626	$ 71,101.97	This award supports research that examines the experiences of marginalized community members who are going through significant life changes. It focuses on how augmented reality can address social and behavioral factors underlying such changes. The project designs, builds, and evaluates technologies to address these challenges by including marginalized community members as partners in each stage of the project. It is expected to improve society more broadly by increasing equity and inclusion in the public sphere by advancing (1) understanding of how technologies represent and distort individual identities; (2) the impact of these technologies on people's physical, mental, and economic well-being; and (3) methods for and examples of technology designs that are more equitable and inclusive. It also provides research training for underrepresented students. The results of this research will be of interest to policy makers, educators, and the general public. This research increases scientific knowledge in Human-Computer Interaction and Social Computing about how technology can contribute to addressing challenges faced by people who are traditionally left out of design processes. The interdisciplinary team of researchers uses participatory design and qualitative research to study, build, and evaluate technologies to support marginalized communities. This research is expected to yield the following outcomes: 1) a comprehensive framework describing current gaps in technological innovation for people experiencing a significant life change; 2) design recommendations for how technology can	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2214216	Collaborative Research: HNDS-R: Dynamics and Mechanisms of Information Spread via Social Media	Rensselaer Polytechnic Institute	Rensselaer Polytechnic Institute	Boleslaw Szymanski (Rensselaer Polytechnic Institute)	8/4/2022	8/15/2022	7/31/2025	4/18/2025	6/30/2025	$ 336,644	$ 336,644	$ 12,571.23	There has never been so much information available at everyone's fingertips than there is today. Unfortunately, with so much information comes a lot of misinformation that can be spread to human populations and adopted by them as the truth. Understanding how information flows and its impact on human behavior is important for determining how to protect society from the effects of misinformation, propaganda, and "fake news." This project traces how information spreads on social media channels and how ideas, opinions, and beliefs change as they spread. Conducting this research requires combining concepts from computational social sciences, computer science, sociology, and statistics to understand the fundamentals of information spread in social media This project develops a new approach to the study of information diffusion that brings together several different mechanisms for information flow. Together these are used to analyze how information spreads in social media. The research has two main goals: First, it will spot and predict opinion trends and identify users' polarization on topics of broad interest to society (e.g., climate change or the Covid-19 pandemic). Second, it will track information propagation to understand its role in shaping opinion trends and identify the factors that are important for its spread and adoption. The researchers have access to a large amount of data that permits them to build and test large-scale models of information diffusion. The outcomes of this project include new computer algorithms that are capable of understanding information flow in social media and new avenues for research in	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2214217	Collaborative Research: HNDS-R: Dynamics and Mechanisms of Information Spread via Social Media	CUNY City College	CUNY City College	Hernan Makse (CUNY City College)	8/4/2022	8/15/2022	7/31/2026	4/18/2025	6/30/2025	$ 328,068	$ 328,068	$ 45,547.70	There has never been so much information available at everyone's fingertips than there is today. Unfortunately, with so much information comes a lot of misinformation that can be spread to human populations and adopted by them as the truth. Understanding how information flows and its impact on human behavior is important for determining how to protect society from the effects of misinformation, propaganda, and "fake news." This project traces how information spreads on social media channels and how ideas, opinions, and beliefs change as they spread. Conducting this research requires combining concepts from computational social sciences, computer science, sociology, and statistics to understand the fundamentals of information spread in social media This project develops a new approach to the study of information diffusion that brings together several different mechanisms for information flow. Together these are used to analyze how information spreads in social media. The research has two main goals: First, it will spot and predict opinion trends and identify users' polarization on topics of broad interest to society (e.g., climate change or the Covid-19 pandemic). Second, it will track information propagation to understand its role in shaping opinion trends and identify the factors that are important for its spread and adoption. The researchers have access to a large amount of data that permits them to build and test large-scale models of information diffusion. The outcomes of this project include new computer algorithms that are capable of understanding information flow in social media and new avenues for research in	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2215236	Assessing the Impacts of Social Categorization on Person Perception and Behavior: A Formal Modeling Approach	University of California-Davis	University of California-Davis	Jeffrey Sherman (University of California-Davis)	8/19/2022	9/1/2022	8/31/2025	4/25/2025	6/30/2025	$ 500,000	$ 500,000	$ 47,792.08	People categorize others according to the social groups to which they belong. This is a fundamental principle of social perception and judgment. Social categorization often has negative consequences when those categories are associated with group stereotypes and prejudices. It can affect the ways in which people think about, judge, and behave toward other people. It contributes significantly to discrimination, exclusion, and intergroup hostility. Theory and research in social psychology has provided many advances in understanding social stereotypes and person perception. One challenge in this area has been the difficulty in measuring the extent to which judgments and behavior are influenced by social categories versus other kinds of personal information. It is important to better distinguish among these sources of influence to understand the origins of group bias more fully. This project develops a model to measure the independent contributions of social categories and other personal attributes more directly. The larger aim is to better understand the nature of social bias that leads to discrimination, social exclusion, intergroup hostility, and health disparities. This project advances the study of social categorization and stereotyping by developing and applying a Multinomial Processing Tree (MPT) model to more directly measure the independent contributions of social categories and other personal attributes. The model is used to test specific hypotheses about the conditions that increase or decrease the extent of social categorization and stereotyping. Foundational theories of person perception propose that social categories are	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2215695	Collaborative Research: Investigating the Most Impactful Culturally-responsive Informal Pedagogical Practices for STEM Afterschool Programs Engaging Marginalized Youth	University of California-Irvine	University of California-Irvine	Alessandra Pantano (University of California-Irvine), Sandra Simpkins (University of California-Irvine)	8/29/2022	9/1/2022	8/31/2026	4/25/2025	6/30/2025	$ 1,548,342	$ 1,548,342	$ 831,609.77	Growth in the US Latinx population has outpaced the Latinx growth in science, technology, engineering, and math (STEM) degrees and occupation, further widening the ethnic gap in STEM. Mathematics has often identified as a bottleneck keeping many youth, especially minoritized youth, from pursuing STEM studies. Unequal opportunities to develop powerful math assets explain differences in math skills and understanding often experienced by minoritized youth. Implementing culturally responsive practices (CRP) in afterschool programs has the potential to promote math skills and motivation for youth from minoritized groups. However, extensive research is needed to understand which culturally responsive informal pedagogical practices (CIPPs) are most impactful and why. This project aims to identify and document such practices, shed light on the challenges faced by afterschool staff in implementing them, and develop training resources for afterschool staff to address these challenges. This project is funded by the Advancing Informal STEM Learning (AISL) Program which seeks to advance new approaches to, and evidence-based understanding of, the design and development of STEM learning in informal environments. The fundamental research questions addressed by the project focus on (1) which CIPPs matter most in the context of a STEM university-community partnership engaging Latinx youth, and (2) in what context(s) and under what conditions do these CIPPs relate to positive outcomes for both youth participants and college mentor/facilitator. A third aim is to build capacity of afterschool staff for implementing CIPPs in informal STEM	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2215696	Collaborative Research: Investigating the Most Impactful Culturally-responsive Informal Pedagogical Practices for STEM Afterschool Programs Engaging Marginalized Youth	California State University-Dominguez Hills Foundation	California State University-Dominguez Hills Foundation	Cynthia Sanchez Tapia (California State University-Dominguez Hills Foundation)	8/29/2022	9/1/2022	8/31/2026	4/25/2025	6/30/2025	$ 250,134	$ 250,134	$ 175,740.72	Growth in the US Latinx population has outpaced the Latinx growth in science, technology, engineering, and math (STEM) degrees and occupation, further widening the ethnic gap in STEM. Mathematics has often identified as a bottleneck keeping many youth, especially minoritized youth, from pursuing STEM studies. Unequal opportunities to develop powerful math assets explain differences in math skills and understanding often experienced by minoritized youth. Implementing culturally responsive practices (CRP) in afterschool programs has the potential to promote math skills and motivation for youth from minoritized groups. However, extensive research is needed to understand which culturally responsive informal pedagogical practices (CIPPs) are most impactful and why. This project aims to identify and document such practices, shed light on the challenges faced by afterschool staff in implementing them, and develop training resources for afterschool staff to address these challenges. This project is funded by the Advancing Informal STEM Learning (AISL) Program which seeks to advance new approaches to, and evidence-based understanding of, the design and development of STEM learning in informal environments. The fundamental research questions addressed by the project focus on (1) which CIPPs matter most in the context of a STEM university-community partnership engaging Latinx youth, and (2) in what context(s) and under what conditions do these CIPPs relate to positive outcomes for both youth participants and college mentor/facilitator. A third aim is to build capacity of afterschool staff for implementing CIPPs in informal STEM	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2220631	Leadership in the Equitable and Ethical Design of Science and Engineering	University of California-Santa Cruz	University of California-Santa Cruz	Jennifer Reardon (University of California-Santa Cruz)	8/19/2022	10/1/2022	9/30/2025	5/9/2025	6/30/2025	$ 399,994	$ 399,994	$ 3,336.10	Science, technology, engineering, and mathematics (STEM) research raises issues of ethics and justice. Reviewers and funders of STEM research now often ask for integration of ethical, legal, and social implications and diversity, equity, and inclusion issues in the design of proposed research. This shift in expectation means that bioethicists, social scientists, and scholars in the arts and humanities are now asked to join science and engineering research teams. Their inclusion in the scientific process from the ground up is important; however, it is not clear how to integrate these scholars into the process. For instance, it is not clear who has the relevant expertise or what counts as successful integration. The investigators of this project are conducting a thorough review of past integration efforts and case studies in the fields of genomics, neuroscience, and artificial intelligence to build an evidence base that will facilitate more ethical and just STEM research. As such, the project will pave the way for the development of new guidelines for forming collaborative teams in science and facilitating sustained institutional changes that promote equitable and ethically robust research in science and engineering. The created guidelines will be a valuable resource for researchers, administrators, review boards, funders, and other stakeholders in STEM research. The project also offers training opportunities for graduate students and postdoctoral researchers. Increasingly public and private institutions and funders recognize the critical importance of incorporating ethical and societal analysis into the design of science, technology, engineering, and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2220724	SBP: Social Identity Threat and Motivational Direction	University of California-Santa Barbara	University of California-Santa Barbara	Kyle Ratner (University of California-Santa Barbara)	8/18/2022	10/1/2022	9/30/2026	4/18/2025	6/30/2025	$ 373,108	$ 373,108	$ 148,080.89	People who belong to groups, statuses, or categories that have been targets of prejudice and discrimination will experience frequent social identity threat – reminders that their social grouping or identity is viewed unfavorably by others. A common belief within social psychology is that social identity threat increases worry, hopelessness, and anger. Although these reactions all reflect negative emotions, these emotions do not motivate behavior in the same manner. For instance, when someone is feeling worry and hopelessness they might want to withdraw from the situation (flight in the classic fight/flight response distinction). However, when someone is experiencing anger they might be motivated to approach the situation (fight not flight). The current research uses methods from social psychology and neuroscience to examine how incidents of prejudice differentially influence people's emotional reactions and motivations, such as being inclined to take action or instead withdrawing. This novel framing of emotional reactions is significant because it suggests responses that may protect against prejudice and discrimination. This research involves a series of studies that combine self-report and brain imaging methods to assess emotional reactions when observing prejudiced behavior by others. Across all of these studies, participants observe a person's social identity being threatened in a way that is either blatant, such as being called a racist name, or in a way that is more ambiguous, such as being criticized in a way that might or might not be driven by prejudice. One study uses brain imaging (EEG) and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2222278	Examining Undergraduate Research Experiences of Latinx STEM Students in Research Intensive HSIs and Emerging-HSIs	University of California-Irvine	University of California-Irvine	Katherine Garcia (University of California-Irvine)	7/26/2022	10/1/2022	9/30/2025	4/18/2025	6/30/2025	$ 300,000	$ 300,000	$ 37,532.68	This award is funded in whole or in part under the American Rescue Plan Act of 2021 (Public Law 117-2). This postdoctoral fellowship research project will undertake a comparative study of undergraduate research experiences for Latinx students at Hispanic Serving Institutions (HSIs) using an asset-based framework and Chicana/Latina feminist epistemology and the "platicas methodology" (or informal conversations). The study is expected to provide insights about the campus context of HSIs that influence STEM retention of Latinx students through their participation in undergraduate research experiences. In addition to conducting a research project, the fellow will implement a professional development plan designed to expand her methodological training in quantitative (social network analysis) and mixed methods research design and to gain pedagogical and mentoring tools to work with diverse students. The fellow's future research directions include investigating the intersectional identities of Latinx students in STEM and exploration of STEM graduate pathways that embrace Latinx culture. The study aims to examine the social and cultural assets that Latinx use in two research-intensive HSI settings. Guided by asset-based frameworks, Rendon's Latinx STEM Success Model, and the Community-Centered STEM Identity Model, the project will employ both a qualitative culturally relevant methodology known as "platicas," and a quantitative methodology based in social network analysis. A transformative design was chosen, as	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2225238	HSI Institutional Transformation Project: Center for Equitable Environmental Sciences	University of California-Santa Barbara	University of California-Santa Barbara	David Pellow (University of California-Santa Barbara), Dolores Inés Casillas (University of California-Santa Barbara), Pierre Wiltzius (University of California-Santa Barbara), Sarah Anderson (University of California-Santa Barbara), Shelly Gable (University of California-Santa Barbara)	8/24/2022	9/15/2022	8/31/2027	5/2/2025	6/30/2025	$ 3,000,000	$ 3,000,000	$ 1,037,618.55	With support from the Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program), this Track 3 HSI Institutional Transformation Project (ITP): Center for Equitable Environmental Sciences (CEES), aims to improve retention of students from in STEM majors. Both first-year and transfer students leave declared STEM majors without a meaningful internship experience. Maintaining students in STEM majors is a key step to building the next generation of environmental leaders. By foregrounding the linkages between science and society, STEM faculty at UCSB and Santa Barbara City College (SBCC) will generate innovative approaches to STEM education and novel research questions about the societal implications of science and technology. Finally, CEES will disseminate STEM education best practices to HSI communities through publications and conference presentations. This project facilitates the formation of STEM identities through a new Center for Environmental Sciences to provide mentoring, learning communities, and placement in STEM internships. Mentoring which is informed by the student's lived experiences coupled with learning communities will foster a greater sense of belonging among STEM majors. In collaboration with the Career Services Center, it will develop a new Environment and Society career track and a professional development program for UCSB and SBCC faculty that develops both pedagogical skills and interdisciplinary research projects that facilitate undergraduate internship opportunities in partnership with non-profit and government agencies. This project aims to serve 1000 students	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2227705	Conference: Women-in-Theory Workshop	University of California-Berkeley	University of California-Berkeley	Peter Bartlett (University of California-Berkeley)	5/20/2022	6/1/2022	5/31/2026	4/25/2025	6/30/2025	$ 50,000	$ 50,000	$ 12,299.82	This award supports the 7th Women-in-Theory Workshop at the Simons Institute for the Theory of Computing in June 2022. The intended audience of the workshop is graduate students in the field of theoretical computer science (TCS). Motivated by the low overall number of female faculty members, researchers, and students in TCS world-wide, the workshop has two goals. The first is to deliver an invigorating educational program to the student participants by inviting leading female researchers to present tutorials of their research topics. The second is to provide an outstanding opportunity to bring together women students from different institutions across the country and internationally, so as to foster a sense of kinship and camaraderie, and to provide access to role models in this area by having senior and junior faculty members and industrial researchers present. The format of this workshop consists of technical tutorials, a non-technical talk, a student rump session, and a panel discussion, following the model of the first six workshops in this series. The first six Women-in-Theory workshops were greeted with great enthusiasm both from the participants and from the TCS research community at large. Since the first workshop in 2008, the organizers have received overwhelmingly positive feedback and many participants have matured to be successful researchers. These serve as testimonials that the workshop is accomplishing its primary goal of helping women become more successful in TCS. This award reflects NSF's statutory mission and has been	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2228135	Planning Grant: Collaborative Research: The WinG Collective: An initiative to support Women of Color in the Geosciences	University of California - Merced	University of California - Merced	Sora Kim (University of California - Merced)	9/18/2022	3/1/2023	8/31/2026	4/18/2025	6/30/2025	$ 81,304	$ 81,304	$ 23,019.04	Climate change and environmental issues disproportionately impact low-income communities of color, who are poorly represented in the Geosciences and environmental fields. In particular, women of color (WOC) are currently the largest group in California and projected to become the largest demographic in the United States, yet are amongst the most poorly represented in the Geosciences. This combination of issues forms a crisis in social justice, contributes to rising inequality, and hinders creativity and innovation needed in the environmental and climate workforce. The project leaders will create the WinG Collective, a Women of Color in the Geosciences network that provides community, belonging, access, advocacy, and resources to overcome the obstacles to their success. Initially, the WinG Collective will focus on the University of California and survey the experiences of WOC in the Geosciences. Then, the principal investigators will design and implement a workshop to provide professional development and a supportive community for WOC in the Geosciences. Finally, they will summarize the findings and share with their campuses and science community while also strategizing how to expand nationally. There are a multitude of studies that document the inadequacies of the current academic system for people of color and proposals targeted to improve retention of historically minoritized students. This planning project is a grassroots approach to discern issues specific to WOC in the Geosciences. The activities align and leverage existing programs; bolster mentoring and training; and explore radical change that	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2228162	Planning Grant: Collaborative Research: The WinG Collective: An initiative to support Women of Color in the Geosciences	University of California-Davis	University of California-Davis	Isabel Montañez (University of California-Davis)	9/18/2022	3/1/2023	8/31/2026	4/18/2025	6/30/2025	$ 89,482	$ 89,482	$ 69,819.96	Climate change and environmental issues disproportionately impact low-income communities of color, who are poorly represented in the Geosciences and environmental fields. In particular, women of color (WOC) are currently the largest group in California and projected to become the largest demographic in the United States, yet are amongst the most poorly represented in the Geosciences. This combination of issues forms a crisis in social justice, contributes to rising inequality, and hinders creativity and innovation needed in the environmental and climate workforce. The project leaders will create the WinG Collective, a Women of Color in the Geosciences network that provides community, belonging, access, advocacy, and resources to overcome the obstacles to their success. Initially, the WinG Collective will focus on the University of California and survey the experiences of WOC in the Geosciences. Then, the principal investigators will design and implement a workshop to provide professional development and a supportive community for WOC in the Geosciences. Finally, they will summarize the findings and share with their campuses and science community while also strategizing how to expand nationally. There are a multitude of studies that document the inadequacies of the current academic system for people of color and proposals targeted to improve retention of historically minoritized students. This planning project is a grassroots approach to discern issues specific to WOC in the Geosciences. The activities align and leverage existing programs; bolster mentoring and training; and explore radical change that	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2228216	Implementation Grant: A Learning and Institutional Model to Accelerate Transformations for Environmental Solutions	University of California-Irvine	University of California-Irvine	Benis Egoh (University of California-Irvine), Elizabeth Crook (University of California-Irvine), Kathleen Johnson (University of California-Irvine), Kim Fortun (University of California-Irvine), Steven Allison (University of California-Irvine)	9/7/2022	1/1/2023	12/31/2027	4/18/2025	6/30/2025	$ 7,500,000	$ 7,500,000	$ 3,330,264.66	Effective solutions to environmental change will require a competent geoscience workforce with a solid foundation in Earth system science, strong technical skills, and transdisciplinary expertise. To address this need, researchers at the University of California, Irvine (UCI) will work across disciplines to develop a Learning and Institutional Model to Accelerate Transformations for Environmental Solutions. The primary goal of the initiative is to transform the geosciences through building a learning ecosystem that brings on-the-ground challenges of environmental sciences and sustainability into the heart of geoscience research and education. The project will approach environmental change research in a holistic way that brings together multiple communities and addresses environmental issues impacts and solutions. Program activities will center on training cohorts of post-baccalaureate and PhD student fellows in core geoscience skills, as well as community-engaged research and environmental issues. The cross-disciplinary experience with knowledge co-production gained through this project will uniquely position the participants to serve as agents of change in their careers, whether in academia or other fields. The project will have broad impacts for education, workforce development, broadening participation, and building capacity for addressing environmental change. It will improve the effectiveness and economic benefits of geoscience research by creating a model that emphasizes community engagement to tackle pressing environmental problems. The initiative will mobilize a shift in the geosciences through a	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2233683	Track 2: PROMISE Engineering Institute Mentor Academy	University of California-Davis	University of California-Davis	Ebony Lewis (University of California-Davis), Rachel Jean-Baptiste (University of California-Davis), Renetta Tull (University of California-Davis)	8/21/2023	7/15/2023	6/30/2026	4/18/2025	6/30/2025	$ 399,048	$ 399,048	$ 275,032.11	The PROMISE Engineering Institute – Mentoring Academy (PEI-MA) will bring the concept of an “executive leadership program” to engineering graduate students. Executive leadership programs and similarly styled forums typically include the sharing of advice from experts, discussion of challenges and strategies for success, and cultivation of peer colleague networks. However, these coaching programs are often designed for, and offered to, career professionals who are already in leadership roles, and are on a track toward becoming executive leaders of organizations, e.g., CEOs, presidents, chancellors. The PEI-MA will bring this type of focused and impactful experience to graduate students. The program will expand executive leadership development models to offer facilitated mentoring and follow-up after the initial academy through virtual sessions and cohort-based conference experiences. The PEI-MA will put graduate students into a leadership ecosystem early, while they are still in school, and will expose them to accomplished leaders who are already university presidents. The PEI-MA will leverage the recent successes of Black engineering deans who have become university presidents, and will utilize “dean-to-president” exemplars as distinguished speakers for the PEI-MA to encourage the students to see themselves as future engineering leaders. The speakers will share successes, challenges, and advice for navigating the early career years of the professorial landscape and trajectories that led to tenure, leadership opportunities, deanships, and university presidencies, without ignoring cultural issues. Graduate student participants will have continued access to these presidents as short-term mentors in follow up, focused	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2239067	CAREER: Ethnic-racial discrimination influences on neural representation of threat learning in Latina girls: A multivariate modeling approach	University of California-Riverside	University of California-Riverside	Kalina Michalska (University of California-Riverside)	3/22/2023	4/1/2023	3/31/2028	4/18/2025	6/30/2025	$ 699,480	$ 481,485	$ 356,728.18	Children and adults of Mexican descent in the United States are often exposed to discrimination. Discrimination has negative effects on many physical and mental health outcomes, including stress and anxiety. About one third of teen girls are affected by stress and anxiety, and rates among Latina teens in particular have risen over the last few years. However, we know little about how mental health problems like anxiety increase over that time and whether they do so by affecting brain development. Latina girls experience many forms of unfair treatment based on race, family and cultural characteristics, and gender, and are therefore at risk for experiencing stress and anxiety. This study examines whether repeated exposure to unfair treatment during the early teenage years affects how Latina girls learn to distinguish threat from safety, and how parents can play a role in protecting their daughters from the harmful effects of discrimination. The transition between childhood and the early teenage years is an especially important period to study as brain regions related to threat and safety learning are still developing. This study is among the first to include new methods that allow us to compare children's brain patterns when they view different social and emotional scenes. By using these new methods over time, this research examines how repeated discrimination can affect brain function and lead to anxiety, stress, and feelings of lack of safety. We focus on the unique experiences of Latina girls growing up in Southern California and their parents, who are shaped by their cultural identities and their experiences of discrimination. Doing so leads to a better understanding of community health and brain development, and it informs more effective practices and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2240535	SPARKing Representation in Cognitive Science	Tufts University	Tufts University	Jean Fox Tree (University of California-Santa Cruz)	7/3/2023	8/1/2023	7/31/2026	4/18/2025	6/30/2025	$ 239,553	$ 239,553	$ 103,358.89	African American, Latina/o/e/x/, and Indigenous students and researchers are underrepresented in cognitive psychology and cognitive sciences. These fields of study generally focus on understanding how the mind represents and manipulates knowledge and how these mental representations and processes are realized in the brain. With its focus on understanding how humans perceive, think, and communicate, cognitive psychology and training in cognitive psychology and/or the cognitive sciences positions individuals for careers ranging from academia to industry, specializing in topics from artificial intelligence to business and marketing. Cognitive fields are a centerpiece of future jobs growth; the aim in this proposal is to support the development of a diverse work force. The SPARK Society supports learners and researchers at all ranks (undergraduate, graduate, early career, senior scholars) with the overarching goal of creating a support infrastructure to help historically marginalized individuals excel in this field of study. Support is provided in the form of group mentoring, peer-to-peer mentoring, and dissemination of informational resources across multiple platforms. Improving experiences of historically marginalized scholars helps create a more just society. The Spark Society partners with several national conferences for cognitive scientists, allowing for community building for historically marginalized scholars and providing mentoring wherever they are located. This creates a sense of belonging and has the potential to reduce feelings of isolation that drive historically marginalized learners and researchers away from the field.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2241069	Collaborative Research: SaTC: CORE: Small: Targeting Challenges in Computational Disinformation Research to Enhance Attribution, Detection, and Explanation	University of California-Santa Barbara	University of California-Santa Barbara	Miriam Metzger (University of California-Santa Barbara)	2/16/2023	3/1/2023	2/28/2027	4/18/2025	6/30/2025	$ 155,967	$ 155,967	$ 50,332.28	The use of social media has accelerated information sharing and instantaneous communications. The low barrier to entering social media enables more users to participate and keeps them engaged longer, incentivizing individuals with a hidden agenda to spread disinformation online to manipulate information and sway opinion. Disinformation, such as fake news, hoaxes, and conspiracy theories, has increasingly become a hindrance to the functioning of online social media as an effective channel for trustworthy information. Cases are emerging where deliberately fabricated disinformation is weaponized to divide people and create detrimental societal effects. Therefore, it is imperative to understand disinformation and systematically investigate how to improve resistance against it, considering the tension between the need for information and security and protection from disinformation. The project aims to study the scientific underpinnings of disinformation and develop a computational framework to attribute, detect, and explain disinformation to inform policymaking. The project involves fundamentally transforming the process to combat disinformation by developing new knowledge and a systematic computational framework to address major (provenance, data, and explanaibility) challenges of detecting online disinformation. The techniques developed combine interdisciplinary theories and computational algorithms to help policymakers and social media users address disinformation. The project outcomes help advance state-of-the-art research on disinformation and introduce style-based and graph-based	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2241576	AI for the Workforce of Tomorrow: Attending to Ethics and Collaboration in Learning Artificial Intelligence for High School Aged Youth	University of California-Berkeley	University of California-Berkeley	Ari Krakowski (University of California-Berkeley), Eric Greenwald (University of California-Berkeley), Matthew Cannady (University of California-Berkeley), Valeria Romero (University of California-Berkeley)	3/6/2023	9/1/2023	8/31/2026	4/25/2025	6/30/2025	$ 1,291,633	$ 1,291,633	$ 843,067.53	As AI becomes increasingly integral to a broad range of industries, it is critical that the field develops equitable and justice-oriented instructional models that can support youth to integrate technical knowledge about AI with ethical principles for AI development and deployment. This project will design and study an online course for high school aged youth that is a collaborative learning experience for building workforce skills. The project will strengthen and broaden youth capacity for, and disposition toward, artificial intelligence (AI) domains and careers. Learning activities will provide youth with opportunities to develop AI systems grounded in real-world contexts that are relevant to this age group including college applications, health care, and social media, enabling them to draw on their own personal and cultural knowledge. Through its implementation, the project will address three important national needs: (1) increasing and expanding AI workforce capacity; (2) attending to the social and ethical concerns associated with AI; and (3) broadening participation in AI understanding to bring a greater diversity of lived experiences to the AI workforce and greater STEM field. This project is funded by the Innovative Technology Experiences for Students and Teachers (ITEST) program, which supports projects that build understandings of practices, program elements, contexts and processes contributing to increasing students' knowledge and interest in science, technology, engineering, and mathematics (STEM) and information and communication technology (ICT) careers. Using surveys, observations, and interviews within a design-	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2241596	Equity-Centered Design of Conversational Agents for Inclusive Science Communication Education in High Schools	University of California-Irvine	University of California-Irvine	Rossella Santagata (University of California-Irvine)	4/8/2023	7/1/2023	6/30/2027	4/25/2025	6/30/2025	$ 499,801	$ 499,801	$ 368,022.22	Science communication, defined as the ability to communicate scientific concepts and discoveries to broad audiences, is an important scientific literacy skill. It can promote public efforts to protect the biodiversity and livelihood of communities around the world. Yet, K-12 students have limited opportunities to engage in inclusive science communication approaches that incorporate their lived experiences and account for the diverse socioeconomic, language, and cultural backgrounds of potential audiences. This project will engage high school students from predominantly Latinx, Title I schools in Orange County, California, in an AI-guided science curriculum for learning and practicing inclusive science communication and marine biodiversity. Students will interact with conversational agents that represent different community perspectives around the local marine ecosystems. They will also collaborate with peers to train and create their own conversational agents to share views on marine conservation. Project activities aim to offer meaningful engagement to deepen students' understanding of science communication, AI literacy, and interest in careers in AI and broader science fields. This project is funded by the Innovative Technology Experiences for Students and Teachers (ITEST) program, which supports projects that build understandings of practices, program elements, contexts and processes contributing to increasing students' knowledge and interest in science, technology, engineering, and mathematics (STEM) and information and communication technology (ICT) careers. In partnership with Crystal Cove Conservancy, an environmental	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2241805	Supporting Rightful Presence in Museum Spaces: Youth as Participatory Designers of Indigenous Mixed Reality Science Exhibits	University of California-Berkeley	University of California-Berkeley	Ari Krakowski (University of California-Berkeley), Jedda Foreman (University of California-Berkeley), Kimiko Ryokai (University of California-Berkeley), Sarah Olsen (University of California-Berkeley)	2/19/2023	6/1/2023	11/30/2026	4/25/2025	6/30/2025	$ 1,292,298	$ 1,391,279	$ 801,211.44	This project will address the ongoing marginalization of Indigenous communities in informal science learning spaces by developing and studying a model that strengthens Indigenous youths' disposition toward, and capacity for STEM pathways. Science centers and museums play an important role in promoting science learning outside of schools. However, they are often perceived by communities historically and chronically marginalized in science as unwelcoming and/or culturally irrelevant. Merely increasing access for Indigenous communities is insufficient to promote equitable, affirming, and just engagement with science learning. Instead, asset-based approaches that center nondominant cultures are needed to advance more expansive and transformative models of science that promote rightful presence: the idea that visitors will experience a sense of belonging and respect. Building on a partnership between University of California's Lawrence Hall of Science and mak-'amham, an Indigenous Ohlone cultural organization that empowers Ohlone people with a rich cultural identity, the project will engage Ohlone youth (ages 10-16) in iterative cycles of participatory design and prototyping to create immersive Indigenous science exhibit experiences using mixed reality technologies. In centering Indigenous perspectives within science and technology learning experiences and highlighting connections between Indigenous cultural identities and contemporary STEM career pathways, the project aims to reframe STEM learning to increase Indigenous youth's rightful presence in informal STEM learning spaces, with the potential to lead to a more diverse STEM workforce.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2243822	NRT-HDR: Computational Research for Equity in the Legal System" (CRELS)	University of California-Berkeley	University of California-Berkeley	Aditya Parameswaran (University of California-Berkeley), David Harding (University of California-Berkeley), Erin Kerrison (University of California-Berkeley), Philip Stark (University of California-Berkeley), Rebecca Wexler (University of California-Berkeley)	7/3/2023	7/1/2023	6/30/2028	4/18/2025	6/30/2025	$ 3,000,000	$ 3,000,000	$ 2,213,449.59	The criminal legal system is an important driver of inequities and social and economic polarization, and legal institutions are at the leading edge of use – and misuse – of artificial intelligence. The increasing availability of "big data" from (and about) criminal legal systems – and the people who are enmeshed in them – provides a new opportunity to illuminate inequities and their sources. This National Science Foundation Research Traineeship (NRT) award to the University of California, Berkeley will develop novel interventions to reduce inequities and their resulting harms in criminal legal systems. New scientific knowledge will be generated through the development of tools for large-scale, "human-in-the-loop" analysis of criminal justice data, and will be used in the generation of new insights regarding legal system processes, impacts, and institutions. Faculty and trainees will collaborate across disciplines to simultaneously address social-science and policy questions regarding equity and criminal legal institutions, the development of tools and methods for leveraging newly available data from the criminal legal system, and ethical and social implications of big data and AI in the context of criminal justice. This NRT will train a new generation of researchers interested in computational approaches to equity and legal systems, enabling them to develop and evaluate public policy solutions that can mitigate social and economic polarization. It will also train a diverse workforce with flexible and transferrable computational skills, while also training social and data scientists in ethical AI and its social implications. It will create a transformative, cross-disciplinary model for graduate training at Berkeley and elsewhere, while also developing a broad-	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2245181	ADVANCE Partnership: Strategic Partnership for Alignment of Community Engagement in STEM (SPACES)	University of California-Irvine	University of California-Irvine	Shakira Hobbs (University of California-Irvine)	9/16/2022	10/1/2022	9/30/2026	4/25/2025	6/30/2025	$ 79,403	$ 79,403	$ 50,440.47	Although research using community-engaged research (CER) methods is funding by several federal agencies, CER is still undervalued within the broader STEM discipline culture and often it is classified as "service" during STEM faculty annual review, tenure, and promotion processes. This project posits that this systemic undervaluation of CER contributes to the attrition of many faculty that identify as women and underrepresented racial and ethnic minority women (URMWF) who frequently enter Environmental Engineering (EnvE) motivated to address societally important problems. This ADVANCE Partnership project titled "Strategic Partnership for Alignment of Community Engagement in STEM (SPACES)" will work to enhance the understanding and awareness of rigorous CER research and its value to the EnvE discipline and society, especially as conducted by URMWF. This project is a collaborative effort among 11 academic institutions, EnvE discipline's primary professional societies (American Academy of Environmental Engineers & Scientists, American Association for Aerosol Research, Association of Environmental Engineering & Science Professors, Water Environment Federation) and an NSF initiative focused on CER through the National Research Traineeship program. SPACES will leverage the strength of the SPACES partnership, gains made in gender representation in EnvE, as well as the justice, equity, diversity, and inclusion (JEDI) initiatives underway in EnvE and public health. The project aims to produce a structural model, operationalized as an institutional scorecard, that will result in greater faculty success and professional	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2301180	Cognitive Mechanisms of Guided Instruction in the Early Elementary Years	Harvard University	Harvard University	Caren Walker (University of California-San Diego)	7/16/2023	8/1/2023	7/31/2028	5/12/2025	6/30/2025	$ 1,500,000	$ 1,500,000	$ 560,156.69	The purpose of this study is to compare the results of two teaching styles: direct instruction and guided query, for early elementary students in science. Guided queries -- when teachers ask questions that engage the learner in prediction, explanation, and reflection -- have been shown to support knowledge building and motivation in brief lab settings. However, there is disagreement among scholars about how the learning outcomes of guided query teaching styles compare to those of direct instruction in more traditional education settings, and it is unknown how the learning processes involved unfold over longer times, and among children embedded in different communities. This project addresses these gaps in our understanding by conducting a longitudinal study with early elementary school students to investigate the short- and long-term effects of direct and guided query instruction about a foundational physical concept: properties of matter. The sample includes children embedded in families and communities with diverse backgrounds, which allows observations on the effects of the different teaching styles on children with different prior experiences. This project informs the decision-making process about which teaching styles are best suited for teaching science to early elementary school children across different communities and also is developing an inexpensive, easy-to-scale-up, and ready-to-deploy curriculum that could be implemented in schools or families. The curriculum will address young children's known misconceptions about matter earlier than typical curricula.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2301247	Collaborative Research: The Smart Playground: Computational Thinking through Robotics in Early Childhood	University of California-Irvine	University of California-Irvine	Andres Bustamante (University of California-Irvine), June Ahn (University of California-Irvine)	5/16/2023	8/1/2023	7/31/2027	4/25/2025	6/30/2025	$ 1,599,724	$ 1,199,793	$ 779,830.51	Technology and computing are increasingly central in the lives of children, and building foundational skills in computational thinking in the early years is a national imperative. Young children can learn best through play and in educational environments that sustain their cultural practices and identities. This Discovery Research preK-12 program (DRK-12) project will co-create and study an outdoor robotic-augmented playground called the “Smart Playground” and a corresponding series of classroom lessons. The Smart Playground will be co-designed with Latinx families and educators to engage young children (kindergarten) in developing computational thinking skills and learning about robotics in a physical environment using a culturally sustaining approach. The project will retrofit existing playgrounds in a low-income, predominantly Latinx school district with circuit boards, sensors, and actuators. These boards will allow young children to program their playground to interact with them in different ways. By programming activities that use the playground structures, children will learn foundational computational thinking skills. Further, through co-designing with Latinx families and educators the project will center the technology and activities in families' routines, values, and cultural funds of knowledge. Research and evaluation will examine whether exposure to the Smart Playground and corresponding classroom activities have an impact on the development of computational thinking in young children. This project will contribute to the emerging field of robotics in early childhood education by addressing the need for new approaches to teach with and about technology in a developmentally appropriate and culturally sustaining way. This	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2301248	Collaborative Research: The Smart Playground: Computational Thinking through Robotics in Early Childhood	Boston College	Boston College	Marina Bers (Boston College)	5/16/2023	8/1/2023	7/31/2027	4/25/2025	6/30/2025	$ 696,850	$ 522,638	$ 292,110.94	Technology and computing are increasingly central in the lives of children, and building foundational skills in computational thinking in the early years is a national imperative. Young children can learn best through play and in educational environments that sustain their cultural practices and identities. This Discovery Research preK-12 program (DRK-12) project will co-create and study an outdoor robotic-augmented playground called the "Smart Playground" and a corresponding series of classroom lessons. The Smart Playground will be co-designed with Latinx families and educators to engage young children (kindergarten) in developing computational thinking skills and learning about robotics in a physical environment using a culturally sustaining approach. The project will retrofit existing playgrounds in a low-income, predominantly Latinx school district with circuit boards, sensors, and actuators. These boards will allow young children to program their playground to interact with them in different ways. By programming activities that use the playground structures, children will learn foundational computational thinking skills. Further, through co-designing with Latinx families and educators the project will center the technology and activities in families' routines, values, and cultural funds of knowledge. Research and evaluation will examine whether exposure to the Smart Playground and corresponding classroom activities have an impact on the development of computational thinking in young children. This project will contribute to the emerging field of robotics in early childhood education by addressing the need for new approaches to teach with and about technology in a developmentally appropriate and culturally sustaining way. This	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2301249	Collaborative Research: The Smart Playground: Computational Thinking through Robotics in Early Childhood	Tufts University	Tufts University	Chris Rogers (Tufts University)	5/16/2023	8/1/2023	7/31/2027	4/25/2025	6/30/2025	$ 699,960	$ 524,970	$ 271,982.07	Technology and computing are increasingly central in the lives of children, and building foundational skills in computational thinking in the early years is a national imperative. Young children can learn best through play and in educational environments that sustain their cultural practices and identities. This Discovery Research preK-12 program (DRK-12) project will co-create and study an outdoor robotic-augmented playground called the "Smart Playground" and a corresponding series of classroom lessons. The Smart Playground will be co-designed with Latinx families and educators to engage young children (kindergarten) in developing computational thinking skills and learning about robotics in a physical environment using a culturally sustaining approach. The project will retrofit existing playgrounds in a low-income, predominantly Latinx school district with circuit boards, sensors, and actuators. These boards will allow young children to program their playground to interact with them in different ways. By programming activities that use the playground structures, children will learn foundational computational thinking skills. Further, through co-designing with Latinx families and educators the project will center the technology and activities in families' routines, values, and cultural funds of knowledge. Research and evaluation will examine whether exposure to the Smart Playground and corresponding classroom activities have an impact on the development of computational thinking in young children. This project will contribute to the emerging field of robotics in early childhood education by addressing the need for new approaches to teach with and about technology in a developmentally appropriate and culturally sustaining way. This	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2305330	ADVANCE Partnership: Ensuring Fair Access to Career-enhancing Opportunities on Medical School Faculties	University of California-San Francisco	University of California-San Francisco	Christina Mangurian (University of California-San Francisco), Joan Williams (University of California, Hastings College of the Law)	8/1/2023	8/15/2023	7/31/2026	4/18/2025	6/30/2025	$ 1,250,000	$ 1,250,000	$ 373,784.72	The project focuses on improving the operations of medical research workplaces such as medical schools to improve hiring and retention of medical school faculty and researchers. Workplaces can lose highly qualified staff when there are perceptions of unfair workloads among workers. The project will empower managers with tools and strategies to ensure fair workload distribution among researchers in medical schools. To accomplish this goal the project team will implement an evidence-based intervention which includes a workshop for leaders in academic medicine to learn how to combat these perceptions and to train on using a Tasking Tool to track workload over time. This project builds on past research that showed that there are different types of work in most organizations, and that the different types of work afford more or less positive credit toward career enhancement. Thus, it becomes a problem when some staff are burdened with large amounts of “non-career enhancing” work, as well as when some staff are provided “career enhancing” opportunities more frequently than others. This project is designed to increase awareness of this issue among managers and leaders in medical schools and train them to effectively collect and monitor data on the distribution of the different types of work among all staff. The type of work that is assigned to employees is an important factor to consider in promotion and tenure decisions in academic workplaces and in employee performance review processes.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2305476	SCC-IRG Track 2: Equitable-Access Flood Modeling for Timely and Just Adaptation in the Near and Long Term	University of Miami	University of Miami	Brett Sanders (University of California-Irvine)	7/17/2023	9/1/2023	8/31/2026	4/18/2025	6/30/2025	$ 1,499,549	$ 1,507,549	$ 1,007,156.31	Climate change is intensifying flood risks, with profound socioeconomic consequences. Equitable flood adaptation is designed to offer greater and/or more lasting benefits to overburdened communities than past projects in a warming climate. In pursuit of this goal, this Smart and Connected Communities Integrative Research Grant (SCC-IRG) project develops and tests a new paradigm of flood adaptation marked by innovation in access to, and use of, an interactive, fast flood risk simulation tool. The project aims to produce new knowledge about the role and effectiveness of collaborative models in promoting social justice and environmental well-being. Widespread adoption has the potential to make future solutions to be more time-sensitive, equitable, and effective for different communities and hazard types. Flooding dynamics are complex and uncertain, decision-making is limited by social, political, and institutional constraints, and participatory processes are very time-consuming. This project brings together experts in civil engineering, adaptation sciences, and regional planning to (a) overcome technical barriers in flood risk simulation that have been limiting collaborative exploration by communities, notably the ability to predict flood impacts at fine resolution and at regional scales for a wide range of scenarios, and (b) measure if and how a new sociotechnical framework can improve outcomes such as increasing participation of marginalized populations, shortening planning timelines, and more equitably distribution of benefits and resources across groups and neighborhoods over time. Linking a	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2314075	Expanding the Capacity of Outdoor Science Programs to Measure Meaningful Outcomes	University of California-Berkeley	University of California-Berkeley	Jedda Foreman (University of California-Berkeley), Melissa Collins (University of California-Berkeley), Valeria Romero (University of California-Berkeley)	8/22/2023	1/1/2024	12/31/2027	4/18/2025	6/30/2025	$ 2,149,437	$ 2,149,437	$ 1,162,983.41	Scientific and environmental literacy are valuable outcomes linked to academic learning, career pathways, and broader engagement in science. This project builds upon existing theories of scientific and environmental literacy that have largely focused on understanding the cognitive skills, dispositions, and behaviors that one develops related to science and the environment (e.g., Hurd, 1997; Hollweg et al, 2011). While current conceptions and tools for measuring scientific and environmental literacy are useful for understanding some dimensions of impact, they can overlook the knowledge and expertise of communities. This project will employ a community-centered process to articulate what outcomes the youth and communities who participate in these experiences see as particularly important and develop research tools to measure these outcomes. The project team will then conduct a national study to measure the impact of outdoor science and environmental learning (OSEL) experiences on students' scientific and environmental literacy using these newly developed tools. This project will produce a suite of psychometrically tested tools that center community priorities, improving the field's ability to measure learning outcomes and communicate the value of outdoor science learning. The work will contribute to existing bodies of literature on the benefits of outdoor learning and the role OSEL experiences can play in developing scientific and environmental literacy. The project team will use the Family and Community Framework for Engagement and Collaboration (Learning in Places, 2021) to articulate more nuanced understandings of how people, the learning environment, and the activities youth engage in	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2314435	Collaborative Research: Electoral Systems, Suburbanization, and Representation	University of California-Berkeley	University of California-Berkeley	Sarah Anzia (University of California-Berkeley)	8/2/2023	8/1/2023	7/31/2025	4/18/2025	6/30/2025	$ 37,805	$ 37,805	$ 2,835.28	One traditional solution to electoral concerns about constituent representation in local government is to abolish large multi-member districts and create smaller, single-winner electoral districts, some of which are designed to encompass minority neighborhoods. While this traditional remedy might help under some conditions, there is a strong possibility that it may not work as well in rapidly changing metro areas. Such areas are common, as residents migrate to and from city centers and suburban neighborhoods. Some suburban areas have become heterogeneous, while others have become homogeneous. In such contexts, because of the nature of candidate recruitment, the traditional remedy of creating smaller/single-winner districts could backfire and limit the effectiveness of potential remedy for identified representational concern. This study explores the conditions under which minority representation can be achieved in the context of ongoing suburbanization and gentrification. The study will also make a wealth of fine-grained data available to researchers and members of the public through a user-friendly web interface. The study explores the conditions under which descriptive and substantive representation can be achieved in the context of ongoing suburbanization and gentrification, paying special attention to two of the most important electoral systems used for local governance: multi-seat at-large and single-member district plurality. Specifically, the project will include a large-scale data collection effort combining population demographics, candidate characteristics, institutional structure, and policy outcomes for	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2315277	Building Capacity for Workforce Retention in Outdoor and Environmental Science Education	University of California-Berkeley	University of California-Berkeley	Jedda Foreman (University of California-Berkeley), Valeria Romero (University of California-Berkeley)	9/13/2023	1/1/2024	12/31/2028	4/18/2025	6/30/2025	$ 4,723,028	$ 4,723,028	$ 828,588.15	This is a collaborative project among a research and learning design team at a large public university, a community-based organization, and a data and strategic consultancy firm. The project aims to develop a scalable model that can advance the organizational capacity of Outdoor and Environmental Science Education (OESE) to cultivate work environments that promote the retention of STEM educators, thereby building up organizational capacity to implement high-quality STEM learning in the outdoors. The project will support a team of leaders from five organizations to facilitate and guide organization-wide discussions related to organizational structure, policies, and practices to identify strategies that can strengthen a robust workforce and high-quality, innovative STEM learning opportunities. The project includes collaborative and interconnected research and evaluation components to inform project activities, provide resources, assess the effectiveness of the capacity-building model, and examine how organizational changes can effectuate change that supports the retention of its staff and organizational capacity to implement high-quality STEM learning outdoors. The research components of the project will explore three questions using a qualitative, case study approach: (RQ1) What are the conditions necessary in OESE organizations that promote the retention of staff and high-quality STEM learning experiences? (RQ2) What are the indicators of meaningful organizational change? and (RQ3) How do staff make meaning of their experiences in the field-at-large, and what factors shape the	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2317570	Collaborative Research: Conference: Mathematical Sciences Institutes Diversity Initiative	American Institute of Mathematics	American Institute of Mathematics	Leslie Hogben (American Institute of Mathematics)	12/21/2023	1/1/2024	12/31/2026	4/18/2025	6/30/2025	$ 219,726	$ 219,726	$ 82,680.00	The Mathematical Sciences Institutes Diversity Initiative (MSIDI) is a collaboration among US mathematical sciences institutes to increase the participation of underrepresented groups in the mathematical sciences. The member institutes include the American Institute of Mathematics, the Institute for Computational and Experimental Research in Mathematics, the Institute for Pure and Applied Mathematics, the Institute for Mathematical and Statistical Innovation, and the Simons Laufer Mathematical Sciences Institute. In this project MSIDI will organize ten scientific conferences and workshops with the long-term goal of enhancing research capacity in the US by increasing scientific and networking activities for mathematicians from underrepresented groups, increasing opportunities for mentoring and identifying role models for early career researchers from underrepresented groups, and highlighting the successes of mathematical scientists from those groups. The proposed conferences include one Blackwell-Tapia conference, one Infinite Possibilities conference, one LatMath conference, three Modern Math workshops, one workshop on Mathematics on Racial Justice, two Roots of Unity conferences, and one Applied Mathematics skills Improvement for Graduate studies Advancement conference. These conferences are complementary to the core activities of the institutes and are important for the goal of increasing participation in key activities that are integral to a career in the mathematical sciences, as well as in the institutes' core programs. Each conference will be organized by one lead institute in collaboration with all MSIDI	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2317571	Collaborative Research: Conference: Mathematical Sciences Institutes Diversity Initiative	University of Chicago	University of Chicago	Kevin Corlette (University of Chicago)	12/21/2023	1/1/2024	12/31/2026	4/18/2025	6/30/2025	$ 182,559	$ 182,559	$ 116,368.62	The Mathematical Sciences Institutes Diversity Initiative (MSIDI) is a collaboration among US mathematical sciences institutes to increase the participation of underrepresented groups in the mathematical sciences. The member institutes include the American Institute of Mathematics, the Institute for Computational and Experimental Research in Mathematics, the Institute for Pure and Applied Mathematics, the Institute for Mathematical and Statistical Innovation, and the Simons Laufer Mathematical Sciences Institute. In this project MSIDI will organize ten scientific conferences and workshops with the long-term goal of enhancing research capacity in the US by increasing scientific and networking activities for mathematicians from underrepresented groups, increasing opportunities for mentoring and identifying role models for early career researchers from underrepresented groups, and highlighting the successes of mathematical scientists from those groups. The proposed conferences include one Blackwell-Tapia conference, one Infinite Possibilities conference, one LatMath conference, three Modern Math workshops, one workshop on Mathematics on Racial Justice, two Roots of Unity conferences, and one Applied Mathematics skills Improvement for Graduate studies Advancement conference. These conferences are complementary to the core activities of the institutes and are important for the goal of increasing participation in key activities that are integral to a career in the mathematical sciences, as well as in the institutes' core programs. Each conference will be organized by one lead institute in collaboration with all MSIDI	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2317572	Collaborative Research: Conference: Mathematical Sciences Institutes Diversity Initiative	Mathematical Sciences Research Institute	Mathematical Sciences Research Institute	Helene Barcelo (Mathematical Sciences Research Institute)	12/21/2023	1/1/2024	12/31/2026	4/18/2025	6/30/2025	$ 126,320	$ 111,805	$ 111,805.00	The Mathematical Sciences Institutes Diversity Initiative (MSIDI) is a collaboration among US mathematical sciences institutes to increase the participation of underrepresented groups in the mathematical sciences. The member institutes include the American Institute of Mathematics, the Institute for Computational and Experimental Research in Mathematics, the Institute for Pure and Applied Mathematics, the Institute for Mathematical and Statistical Innovation, and the Simons Laufer Mathematical Sciences Institute. In this project MSIDI will organize ten scientific conferences and workshops with the long-term goal of enhancing research capacity in the US by increasing scientific and networking activities for mathematicians from underrepresented groups, increasing opportunities for mentoring and identifying role models for early career researchers from underrepresented groups, and highlighting the successes of mathematical scientists from those groups. The proposed conferences include one Blackwell-Tapia conference, one Infinite Possibilities conference, one LatMath conference, three Modern Math workshops, one workshop on Mathematics on Racial Justice, two Roots of Unity conferences, and one Applied Mathematics skills Improvement for Graduate studies Advancement conference. These conferences are complementary to the core activities of the institutes and are important for the goal of increasing participation in key activities that are integral to a career in the mathematical sciences, as well as in the institutes' core programs. Each conference will be organized by one lead institute in collaboration with all MSIDI	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2317573	Collaborative Research: Conference: Mathematical Sciences Institutes Diversity Initiative	Brown University	Brown University	Ulrica Wilson (Morehouse College)	12/21/2023	1/1/2024	12/31/2026	4/18/2025	6/30/2025	$ 255,368	$ 255,368	$ 74,539.03	The Mathematical Sciences Institutes Diversity Initiative (MSIDI) is a collaboration among US mathematical sciences institutes to increase the participation of underrepresented groups in the mathematical sciences. The member institutes include the American Institute of Mathematics, the Institute for Computational and Experimental Research in Mathematics, the Institute for Pure and Applied Mathematics, the Institute for Mathematical and Statistical Innovation, and the Simons Laufer Mathematical Sciences Institute. In this project MSIDI will organize ten scientific conferences and workshops with the long-term goal of enhancing research capacity in the US by increasing scientific and networking activities for mathematicians from underrepresented groups, increasing opportunities for mentoring and identifying role models for early career researchers from underrepresented groups, and highlighting the successes of mathematical scientists from those groups. The proposed conferences include one Blackwell-Tapia conference, one Infinite Possibilities conference, one LatMath conference, three Modern Math workshops, one workshop on Mathematics on Racial Justice, two Roots of Unity conferences, and one Applied Mathematics skills Improvement for Graduate studies Advancement conference. These conferences are complementary to the core activities of the institutes and are important for the goal of increasing participation in key activities that are integral to a career in the mathematical sciences, as well as in the institutes' core programs. Each conference will be organized by one lead institute in collaboration with all MSIDI	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2317832	Deepening Computational Thinking for English Learners by Integrating Community-Based Environmental Literacy	University of California-Irvine	University of California-Irvine	Debra Richardson (University of California-Irvine), Mark Warschauer (University of California-Irvine), Symone Gyles (University of California-Irvine)	7/26/2023	10/1/2023	9/30/2027	4/25/2025	6/30/2025	$ 2,000,000	$ 2,140,500	$ 683,200.29	This project addresses two issues of critical importance to the nation's future: computational thinking, which is foundational to all areas of STEM, and environmental literacy, a set of knowledge, skills, and practices vital to supporting ecologically sound and economically prosperous communities for present and future generations. In doing so, it focuses on reaching all learners. In this research project, UC Irvine and three local education agencies serving form a Research-Practice-Partnership (RPP) to promote computational thinking among all learners. The partnership will develop and implement a two-year elementary school curriculum that integrates computational thinking with language and literacy instruction. The curriculum leverages the unique local community assets of learners to simultaneously develop computing and language skills. The project will develop, implement, and evaluate a third year of the computational thinking curriculum integrated with local community issues. This will allow students to deepen their understanding of local phenomena, come to understand the value of computer science in addressing challenges affecting their local communities, and enhance their language and literacy skills through scientific collaboration and communication. The project will address the following research questions: (1) What are the challenges faced in expanding an RPP to additional school districts and grade levels and to integration of new content, and how are those challenges best addressed; (2) What are the best practices for integrating computer science and community-based issues among fifth grade students; and (3)	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2332263	CLIMA/Collaborative Research: Equitable Adaptive Strategies for Flood Protection Infrastructure under Current and Future Compound Hazards	University of California-Irvine	University of California-Irvine	Amir AghaKouchak (University of California-Irvine)	9/8/2023	11/1/2023	10/31/2026	4/18/2025	6/30/2025	$ 325,267	$ 325,267	$ 268,163.96	Over two-thirds of the American population lives in counties protected against flooding by the levee system. Historically underserved and socially vulnerable communities (HUSVCs) are particularly at risk due to their high exposure and barriers to mitigation. This award supports a transdisciplinary research project to explore climate-informed strategies for equitable adaptation of levees under compound hazards to address these challenges. The research project aims to ensure the resilience of the nation's aging levees while meeting the needs of HUSVCs. The findings will contribute to levee safety and durability subject to the current and future climate conditions. The project translates advances in climate science and modeling into easily understandable information for engineers and decision-makers. The project has three main objectives: identifying vulnerabilities and disparities within leveed communities; developing theoretical frameworks integrating compound hazards into engineering design and risk assessment, and determining equitable climate adaptation strategies based on technical, socioeconomic, and policy factors. The researchers hypothesize that neglecting the compounding effects of multiple hazards in a changing climate underestimates the risk of levee failure and its disproportionate effect on HUSVCs. The goal is to inform both soft and hard levee adaptation measures that are technically sound, socially just, and economically feasible. The team engages local HUSVCs to understand their needs, priorities, and perceived risks, while also promoting flood risk awareness and preparation. In the pilot communities, stakeholders and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2333790	Proto-OKN Theme 1: A Knowledge Graph Warehouse for Neighborhood Information	Purdue University	Purdue University	Jingbo Shang (University of California-San Diego)	9/11/2023	10/1/2023	9/30/2026	4/25/2025	6/30/2025	$ 1,500,000	$ 1,500,000	$ 1,113,065.11	This project aims to establish a robust and sustainable data infrastructure to integrate neighborhood-level data to assist and inform various local stakeholders. Drawing on local records, census data and other neighborhood-level data the project will construct a unified database to capture crucial connections among the variety of neighborhood-level information sources. Project outcomes include integrated neighborhood-level data and software for constructing and operating a knowledge graph warehouse. The educational component of the project will integrate outcomes from this project into course content, foster student mentoring, and promote educational innovation with a focus on inclusivity and diversity within the associated STEM programs. Working in partnership with the National Institute of Justice (NIJ) and other expert entities, this project addresses critical issues in unifying disparate data sources at the neighborhood-level, e.g., demographics, land use, local incidents and injuries, proximity to trauma centers, and the like by leveraging advanced data extraction and record linkage methods. The proposed knowledge graph warehouse is designed to organize and maintain pertinent neighborhood-level information, with data transformation achieved through zero-shot extraction techniques and key-phrase generation methods for free text data. The warehouse will support efficient querying and summarization with adaptable techniques for its unique structure, including novel pattern mining methods for trend detection, ensuring sustainability and extensibility with compatibility for other knowledge graphs, and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2334340	Planning: CRISES: Climate Adaptation Solutions Accelerator (CASA) through School-Community Hubs	University of California-Santa Barbara	University of California-Santa Barbara	Danielle Harlow (University of California-Santa Barbara), Sarah Anderson (University of California-Santa Barbara), Simone Pulver (University of California-Santa Barbara)	8/14/2023	9/1/2023	2/28/2026	4/25/2025	6/30/2025	$ 99,098	$ 99,098	$ 41,595.19	Universities, planning agencies, and non-profit groups are pioneering initiatives to help historically underserved and vulnerable communities cope with environmental changes related to climate impacts, such as rising sea levels, storm-related flooding, longer heat waves, and increasing numbers of wildfires. However, there are daunting barriers to rapid and broad-based climate adaptation outreach. Traditional forms of soliciting public input often do not generate productive community engagement in historically underserved communities, and establishing trust through new community organizations can take years. Research demonstrates that public schools are neighborhood institutions that are trusted by communities and that schools have been used successfully to deliver other types of community services. This project is a novel research effort proposing to investigate how schools can function as hubs for fostering community climate adaptation in the historically underserved communities most vulnerable to climate change. The project supports partnerships with three California public schools to establish school-community climate adaptation hubs. Each hub uses school-based activities to support climate adaptation in a vulnerable neighborhood, to connect residents to innovative adaptation solutions specific to the local context, and to build relationships between community members relevant city and county adaptation planner. The activities under this grant build students' capacity to develop climate solutions, improve school learning outcomes, foster community climate capabilities in historically underserved communities, and advance just and effective adaptation planning. Case studies analyses of the three	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2334954	Collaborative Research: IMPLEMENTATION: Broadening participation of marginalized individuals to transform SABER and biology education	University of California - Merced	University of California - Merced	Marcos Garcia-Ojeda (University of California - Merced)	2/27/2024	3/1/2024	2/28/2029	4/18/2025	6/30/2025	$ 81,069	$ 81,069	$ 81,069.00	Professional societies play an important role in providing a platform for sharing research findings and networking. However, most professional societies grapple with issues related to lack of representation and inclusion of members of demographic groups that have historically been underrepresented in Science, Technology, Engineering and Mathematics (STEM) education and career paths. One among these professional societies includes the Society for the Advancement in Biology Education Research (SABER), a leading premier international society with a primary focus on undergraduate biology education research. Scholarship related to this organization impacts every undergraduate biology learning environment. Additionally, members of this organization are also members of other professional societies, which makes SABER a critical lever for advancing systemic changes related to diversity, equity, and inclusion across various biology sub-fields and thus, helping to exert a larger impact on undergraduate biology education. SABER since its inception and as exemplified by a self-study in 2019, has struggled with issues of diversity and representation at every level of its organizational structure, including key leadership positions. This aspect directly impacts the culture and climate of this society which ultimately affects the implementation of diversity, equity, and inclusion efforts related to undergraduate biology education. Despite significant changes in its organizational structure, a concerted effort is needed to institute a permanent change related to equity and inclusion. This project aims to enact sustainable change by including	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2335236	Collaborative Research: Design: Strengthening Inclusion by Change in Building Equity, Diversity and Understanding (SICBEDU) in Integrative Biology	University of California - Merced	University of California - Merced	Michele Nishiguchi (University of California - Merced)	12/27/2023	3/15/2024	2/28/2027	4/18/2025	6/30/2025	$ 29,017	$ 29,017	$ 14,057.63	While scientific societies have tried to increase diversity through several outreach mechanisms, it has become abundantly clear that systemic changes that impact culture are required to effect true change within science, technology, engineering, and mathematics (STEM) fields. This project will develop how the Society for Integrative and Comparative Biology (SICB), a professional scientific society that is inherently integrative and focused on early career scientists, can lead the way in such transformative cultural changes. To be effective in advancing the pursuit and dissemination of relevant and timely biological knowledge to the public, membership demographics in SICB should reflect that of society. The goal of SICB's Strengthening Inclusion by Change in Building Equity, Diversity and Understanding (SICBEDU) program is to create a more welcoming and inclusive scientific society that will more organically grow the number of URGs within the membership of the society, helping to enhance their career opportunities as future researchers within SICB disciplines. SICB's Broadening Participation (BP) Committee has laid the necessary foundation for the success of this culture changing SICBEDU effort. A preponderance of literature suggests that until URGs feel truly included and validated as scientists these increases in diversity are unlikely to lead to true cultural change within STEM fields. SICBEDU plans to build a SICB IDEA community by providing Inclusive, Diversity, Equity, and Acceptance (IDEA) training to the executive committee, which includes division chairs, creating a leadership that engages the society's membership in developing	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2339090	CAREER: Exploring STEM Identity Formation of Black Undergraduate Students through Transdisciplinary Computational Research Experiences	University of California-San Diego	University of California-San Diego	Holly Okonkwo (University of California-San Diego)	7/10/2024	7/15/2024	6/30/2029	5/2/2025	6/30/2025	$ 1,773,794	$ 659,861	$ 535,568.86	Solving for today's grand societal challenges requires cutting-edge, transdisciplinary research. At the same time, the underrepresentation of Black, Indigenous, people of color (BIPOC) in STEM fields continues to be a top challenge impacting our ability to solve for the aforementioned grand societal challenges, which disproportionately impact BIPOC communities. This project places these two priorities in conversation with each other, 1) addressing racial inequity and broadening participation in science, technology, engineering, and mathematics (STEM) fields and, 2) developing effective educational models to prepare undergraduate students for collaborative and transdisciplinary research. This research explores the ways STEM learning can be reimagined and reshaped so that it centers diverse knowledge systems, fosters community, aligns with the actual goals, and needs of Black undergraduate students, and prepares them to become leaders in addressing the global grand challenges that unfairly impact their communities. Using a design-based research approach, this project investigates how transdisciplinary computational learning, can support undergraduate students' persistence, sense of belonging, and identity formation in STEM. This research makes theoretical and empirical contributions to undergraduate computer science education, design-based research, and sociocultural studies of identity and race through an empirical investigation of the ways Black undergraduate students construct, navigate, and negotiate notions of identity, self,	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2341874	Analyzing Citizenship Across Democracy and Autocracy	University of California-Irvine	University of California-Irvine	Sara Goodman (University of California-Irvine)	6/26/2024	7/1/2024	6/30/2027	5/2/2025	6/30/2025	$ 320,000	$ 170,384	$ 170,384.00	This project examines why some states make national citizenship accessible and others do not, and whether democratic pressure propel states towards broader definitions of citizenship. Citizenship laws are important to study because they simultaneously define who can participate in a national election and who belongs in the nation. And while autocratic contexts may not provide opportunities to formally participate like democracies, shaping a cohesive nation remains an important goal. Are citizenship laws more participatory in democracies than autocracies? To examine the political factors that determine citizenship policy, this project collects global data of laws for gaining and losing citizenship, across countries and over time. With this comparative view, the project examines the relationship between regime values and how states define their national communities. This project advances prosperity and welfare, especially in terms of how obtaining citizenship can create security and opportunity for immigrants and diasporic communities. This project theorizes that regime-level factors create meaningful contexts for understanding variation in citizenship policy settings. As a result, democracies and autocracies may both maintain similarly accessible (or restrictive) citizenship laws but be motivated by distinct reasons. To test this and related arguments, the project conducts statistical analysis and tests several hypotheses with original data, obtained by building an expanded Global Citizenship Law Dataset, which describes laws for gaining and losing citizenship, across 191 countries over time. This	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2343858	The Information-Attention Tradeoff: Toward an Understanding of the Fundamentals of Online Attention	University of California-San Diego	University of California-San Diego	Marta Serra-Garcia (University of California-San Diego)	3/6/2024	3/15/2024	2/28/2027	4/18/2025	6/30/2025	$ 399,932	$ 271,179	$ 224,134.31	The internet and social media play a critical role as information sources for a large majority of US adults. However, online platforms are not just informative spaces. They are competitive arenas that pursue clicks and views, which could lead to the spread of inaccurate information. This research provides new evidence that contributes to an increasingly important policy debate: how can we harness the advantages of the digital era while mitigating its risks? By examining how digital content is crafted to captivate audiences and how users allocate their attention in such domains, this research enhances our understanding of the fundamentals of online attention. These insights are used to test various strategies to enhance the informational value of content without compromising its appeal. The resulting findings will provide insights into the impact of social media on information dissemination in society. This research advances the study of information transmission and human attention, by developing a new, scalable experimental paradigm that combines field and lab experimental data. This paradigm expands existing paradigms based on sender-receiver games, resulting in a new methodological approach to study online attention and information. The proposed research combines behavioral data with text analysis and machine learning techniques, to comprehensively assess the multifaceted effects of the interaction between suppliers and consumers of information. Using the experimental data, the project tests interventions and develops a theoretical framework to elucidate the mechanisms by which attention is captured and allocated,	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2345121	Investigating the Impact of Preparation in Racial Equity and Language Equity Practices on STEM Secondary Teacher Effectiveness and Retention	Santa Clara University	Santa Clara University	Eduardo Mosqueda (University of California-Santa Cruz)	3/26/2024	6/1/2024	5/31/2028	4/25/2025	6/30/2025	$ 999,332	$ 450,523	$ 359,939.61	The project aims to serve the national need of preparing highly effective STEM teachers who can address the STEM learning needs of increasingly racially and linguistically diverse student populations. Little is known about how novice secondary STEM teachers integrate equitable teaching practices into their STEM teaching as they begin their careers. This research will investigate how continued implementation of racial equity and language equity practices in STEM teaching may influence STEM teacher effectiveness and retention in high-need schools. The project has the potential to produce new insights that could influence secondary STEM teacher preparation programs broadly. This research effort from Santa Clara University (SCU), University of California, Santa Cruz (UCSC), and Education Northwest – in partnership with and East Side Union High School and Salinas Union High School districts – aims to investigate conceptualization and implementation of racial equity and language equity practices among 45 secondary STEM teachers during their teacher education program through their first two years of teaching. Participating teachers will be drawn from Robert Noyce Teacher Scholarship Program (Noyce) Scholars at SCU (n=15), Noyce Scholars at UCSC (n=15), and graduates of the National Professional Development in which STEM teachers attain their bilingual authorization as part of their preparation (n=15). Over the course of this four-year study, the project aims to investigate relations between continued implementation of racial equity and language equity practices in STEM teaching and STEM teacher effectiveness and retention in high-need schools	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2345356	Collaborative Research: HSI Implementation and Evaluation Project: Promoting Student Success by Designing and Evaluating Evidence-Based Interventions for Biology Office Hours	University of California-Santa Barbara	University of California-Santa Barbara	Eduardo Gonzalez Nino (University of California-Santa Barbara), Vanessa Woods (University of California-Santa Barbara)	7/30/2024	8/1/2024	7/31/2027	5/2/2025	6/30/2025	$ 271,523	$ 271,523	$ 223,589.57	With support from the Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program), this Track 2 project aims to enhance student engagement in office hours within STEM courses, particularly focusing on biology courses at multiple HSIs and emerging HSIs within Southern California. Office hours are a common resource for student learning and represent a space where students can engage with other students and instructors. However, office hours remain underutilized by STEM students. The "hidden curriculum", a set of unspoken norms, practices and values that influence academic success, compounds disparities in office hours attendance and engagement, exacerbating retention and graduation gaps of all students. Thus, this project will examine office hours practices and develop evidence-based interventions that can reduce disparities in office hours engagement. Such efforts will positively impact retention and persistence within STEM by creating structural changes to better support student engagement and success. The project unites a network of seven Hispanic Serving Institutions (HSIs) and emerging HSIs, including both 2-year and 4-year colleges within Southern California. The specific aims of the project are: 1) characterize student and faculty perceptions of office hours; 2) investigate the impact of different office hours practices on student behavioral, cognitive, and affective engagement; 3) identify factors that promote office hours engagement; and 4) design and assess evidence-based interventions aimed at increasing student engagement in office hours. We will conduct surveys and focus groups for students	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2345357	Collaborative Research: HSI Implementation and Evaluation Project: Promoting Student Success by Designing and Evaluating Evidence-Based Interventions for Biology Office Hours	University of California-Irvine	University of California-Irvine	Rachael Barry (University of California-Irvine)	7/30/2024	8/1/2024	7/31/2027	5/2/2025	6/30/2025	$ 723,005	$ 723,005	$ 718,572.48	With support from the Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program), this Track 2 project aims to enhance student engagement in office hours within STEM courses, particularly focusing on biology courses at multiple HSIs and emerging HSIs within Southern California. Office hours are a common resource for student learning and represent a space where students can engage with other students and instructors. However, office hours remain underutilized by STEM students. The “hidden curriculum”, a set of unspoken norms, practices and values that influence academic success, compounds disparities in office hours attendance and engagement, exacerbating retention and graduation gaps of all students. Thus, this project will examine office hours practices and develop evidence-based interventions that can reduce disparities in office hours engagement. Such efforts will positively impact retention and persistence within STEM by creating structural changes to better support student engagement and success. The project unites a network of seven Hispanic Serving Institutions (HSIs) and emerging HSIs, including both 2-year and 4-year colleges within Southern California. The specific aims of the project are: 1) characterize student and faculty perceptions of office hours; 2) investigate the impact of different office hours practices on student behavioral, cognitive, and affective engagement; 3) identify factors that promote office hours engagement; and 4) design and assess evidence-based interventions aimed at increasing student engagement in office hours. We will conduct surveys and focus groups for students	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2347360	Beginnings: An Experiential On-ramp to Strengthen and Diversify the Open Source Workforce	University of California-Santa Cruz	University of California-Santa Cruz	Emily Lovell (University of California-Santa Cruz), Stephanie Lieggi (University of California-Santa Cruz)	7/9/2024	7/15/2024	6/30/2027	4/25/2025	6/30/2025	$ 999,924	$ 999,924	$ 970,273.01	This project aims to serve the national interest by establishing a successful experiential learning program for computer science students from Historically Black Colleges and Universities (HBCUs). The experiential learning activities will be designed with the goal of strengthening and diversifying the open source workforce which is critical to shaping an equitable technological future. From security to infrastructure, open source is at the core of most modern technology. Recent years have seen increased investment from both the private and public sectors in supporting the creation of academic Open Source Program Offices (OSPOs), cultivation of academic open source ecosystems, and cross-sector collaborations with industry and nonprofit. This project specifically engages undergraduate students from underrepresented groups who have completed foundational computing coursework but are still evaluating STEM career prospects. A key outcome is for more HBCU graduates to have the skills, experience, and technical portfolio necessary to transition directly into open source roles; this means a workforce more reflective of the people its technology serves, and given the community-driven nature of open source, one where professionals can directly impact issues they care about. This project aims to achieve the following primary goals; 1) expose HBCU students with foundational computer science skills to open source career opportunities, and 2) equip participants with workforce-preparatory skills not commonly found in undergraduate computing programs, and which especially benefit a career in open source. This project reflects a	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2348836	EAGER: Innovation in Society Study Group	Arizona State University	Arizona State University	kimber mckay (University of California-Davis)	1/23/2024	1/1/2024	6/30/2025	4/25/2025	6/30/2025	$ 297,300	$ 297,300	$ 65,240.90	This award supports an study group that examines the social and behavioral dimensions of innovation as they relate to the broad mission of the National Science Foundation. The Innovation in Society Study Group will advance actionable recommendations for programmatic investments that support multiple objectives. An initial objective is to promote engagement with diverse communities for use-inspired research and early-stage intervention, including communities in geographic regions of the United States that show untapped potential for innovation and economic growth. A second objective is to advance convergence across technologies by supporting interdisciplinary collaborations and incorporating new perspectives on technological systems, especially for national priority technology development areas. Composed of an array of interdisciplinary practitioners from across the social, behavioral, and economic sciences, the study group also elucidates opportunities for research translation, ranging from prototypes to pilot testing to startup firms to widespread innovation diffusion, in ways that include a broad range of stakeholders. Expanding on insights about community partnerships and research translation, the products of this award include concise reports and publicly accessible publications that detail the insights resulting from the group's activities. The broad objective is to identify social, behavioral, and economic drivers and consequences of technological innovations, particularly those that are the focus of current investments. To realize this objective, the group embodies	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2404971	LSAMP BD: UC Santa Barbara California Alliance for Minority Participation	University of California-Santa Barbara	University of California-Santa Barbara	Arica Lubin (University of California-Santa Barbara), Dionissios Assanis (University of California-Santa Barbara), Glenn Beltz (University of California-Santa Barbara), Henry Yang (University of California-Santa Barbara), Javier Read de Alaniz (University of California-Santa Barbara), Richard Cardullo (University of California-Riverside)	4/9/2024	6/1/2024	5/31/2027	5/2/2025	6/30/2025	$ 1,075,000	$ 1,075,000	$ 889,000.00	The Louis Stokes Alliances for Minority Participation (LSAMP) program assists universities and colleges in their efforts to significantly increase the numbers of students matriculating into and successfully completing high quality degree programs in science, technology, engineering and mathematics (STEM) disciplines in order to diversify the STEM workforce and supports the production of scholarly research in STEM broadening participation. Particular emphasis is placed on transforming undergraduate STEM education through innovative, evidence-based recruitment and retention strategies, and relevant educational experiences in support of racial and ethnic groups underrepresented in STEM disciplines: Blacks and African Americans, Hispanic and Latino Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders. These strategies facilitate the production of highly competitive students motivated to pursue graduate education or careers in STEM. For the United States (U.S.) to remain globally competitive, it is vital that it taps into the talent of all its citizens and provides exceptional educational preparedness in STEM areas that underpin the knowledge-based economy. The University of California at Santa Barbara (UCSB) is a partnering institution with the University of California System Louis Stokes Alliance for Minority Participation (CAMP). The UCSB Bridge to the Doctorate (UCSB-BD) program will increase the participation of underrepresented groups in STEM doctoral programs addressing the national need for a more diverse and expansive STEM workforce. Through campus-wide collaborations	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2405120	Coherent Asynchronous Online Mathematics Teacher Professional Learning for Equitable Instruction	WestEd	WestEd	Karen Mayfield-Ingram (University of California-Berkeley)	9/4/2024	9/15/2024	8/31/2028	4/25/2025	6/30/2025	$ 2,999,907	$ 1,502,771	$ 1,221,233.84	To provide equitable mathematics instruction to their students, middle grades mathematics teachers need easily accessible professional learning (PL), including opportunities to participate in discussions about both mathematics content and equity-based teaching practices. The project will help address this need by producing a refined version of the existing Video in the Middle design and development prototype. The team will also produce an asynchronous, collaborative online PL course comprising ten 2.5-hour sessions. These sessions interweave equitable mathematics teaching by incorporating the use of positioning into the classroom learning environment so that students' mathematical competence can be recognized and valued. An equitable mathematics approach will be integrated with a mathematical content thread that is central to middle grades mathematics such as representing and conceptualizing transformations-based similarity, slope, or linear functions. In Years 1 and 2, the Math-Equity PL project will focus on iterative development and usability and feasibility testing. In Years 3 and 4, the team will conduct a pilot study with 100 middle grades mathematics teachers in order to determine its how it informs teachers' mathematical knowledge for teaching related to transformations-based similarity, slope, or linear functions and their understanding of the equity-based teaching practice of positioning students as competent. Data collection will include observations and survey administration. The Math-Equity PL project will provide the field with a model for developing content-specific PL in which equity-based teaching practices are	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2409137	Louis Stokes STEM Pathways and Research Alliance: University of California Louis Stokes Alliance for Minority Participation (CAMP)	University of California, Office of the President, Oakland	University of California, Office of the President, Oakland	Derek Dunn-Rankin (University of California-Irvine), Howard Gillman (University of California-Irvine), Michael Drake (University of California, Office of the President, Oakland), Pheather Harris (University of California-Irvine), Velvia Gullatt (University of California, Office of the President, Oakland)	7/9/2024	12/1/2024	11/30/2029	5/2/2025	6/30/2025	$ 2,500,000	$ 2,500,000	$ 1,000,000.00	he Louis Stokes Alliances for Minority Participation (LSAMP) program assists universities and colleges in their efforts to significantly increase the numbers of students matriculating into and successfully completing high quality degree programs in science, technology, engineering and mathematics (STEM) disciplines in order to advance the STEM workforce and support the production of scholarly research in STEM. Particular emphasis is placed on transforming undergraduate STEM education through innovative, evidence-based recruitment and retention strategies, and relevant educational experiences. These strategies facilitate the production of highly competitive students motivated to pursue graduate education or careers in STEM. The California LSAMP Alliance consists of nine campuses in the University of California System with an overall goal to significantly increase the number of undergraduates who graduate from UC campuses over the project period and to provide training for 21st century STEM careers or for graduate study and research. A major institutionalization will occur during this project period is to broaden the scope of CAMP to include close contact with other UCOP programs providing students with opportunities that will increase retention and graduation rates. In addition, the project will employ a major focused effort into increasing the number of community college students who transfer and graduate with B.S. degrees from UC STEM disciplines, as this transfer rate is a gap in the STEM student intake at UC. Activities will include faculty-mentored research experiences, using a	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2411737	Collaborative Research: Building and Testing a Framework for Liberatory and Conceptual Mathematics Learning with Black Disabled Students	University of California-Santa Cruz	University of Missouri-Saint Louis	Paulo Tan (University of California-Santa Cruz)	9/11/2024	9/15/2024	8/31/2028	4/25/2025	6/30/2025	$ 1,801,338	$ 817,107	$ 802,233.28	Black disabled students encounter systemic challenges in K-12 education such as being overrepresented in special education categories of behavioral and intellectual disabilities while facing harsher disciplinary consequences compared to other students. These challenges impact their opportunities for meaningful STEM learning. A key avenue to counter these disparities is through high school mathematics teacher coaching encompassing knowledge of the interactional nature of racism and ableism in teaching and decision making. Therefore, this project aims to develop and test a theoretical coaching framework that addresses challenges while advancing conceptual mathematics learning and high school mathematics instructional practices. Using qualitative participatory methodology, this project will involve establishing and sustaining an authentic partnership with a cohort of Black disabled high school students. Their voices, knowledge, and experiences will be central in informing the development of this project's coaching theoretical framework. The research team will support students' learning, developing, and enacting ways to counter racism and ableism, advance conceptually oriented mathematics instructional practices, and impact instruction to improve students' experiences and learning opportunities. Students will have opportunities to convene to share their experiences, and mathematics teachers will participate in professional development opportunities to support working with students as well as piloting and developing the coaching model. This project will contribute to both theory and practice in mathematics education as well as produce positive	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2411738	Collaborative Research: Building and Testing a Framework for Liberatory and Conceptual Mathematics Learning with Black Disabled Students	North Carolina State University	North Carolina State University	Jessica Hunt (North Carolina State University)	9/11/2024	9/15/2024	8/31/2028	4/25/2025	6/30/2025	$ 1,040,523	$ 409,604	$ 409,604.00	Black disabled students encounter systemic challenges in K-12 education such as being overrepresented in special education categories of behavioral and intellectual disabilities while facing harsher disciplinary consequences compared to other students. These challenges impact their opportunities for meaningful STEM learning. A key avenue to counter these disparities is through high school mathematics teacher coaching encompassing knowledge of the interactional nature of racism and ableism in teaching and decision making. Therefore, this project aims to develop and test a theoretical coaching framework that addresses challenges while advancing conceptual mathematics learning and high school mathematics instructional practices. Using qualitative participatory methodology, this project will involve establishing and sustaining an authentic partnership with a cohort of Black disabled high school students. Their voices, knowledge, and experiences will be central in informing the development of this project's coaching theoretical framework. The research team will support students' learning, developing, and enacting ways to counter racism and ableism, advance conceptually oriented mathematics instructional practices, and impact instruction to improve students' experiences and learning opportunities. Students will have opportunities to convene to share their experiences, and mathematics teachers will participate in professional development opportunities to support working with students as well as piloting and developing the coaching model. This project will contribute to both theory and practice in mathematics education as well as produce positive	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2411739	Collaborative Research: Building and Testing a Framework for Liberatory and Conceptual Mathematics Learning with Black Disabled Students	University of Virginia Main Campus	University of Virginia Main Campus	Jonee Wilson (University of Virginia Main Campus)	9/11/2024	9/15/2024	8/31/2028	4/25/2025	6/30/2025	$ 1,194,516	$ 559,632	$ 550,350.93	Black disabled students encounter systemic challenges in K-12 education such as being overrepresented in special education categories of behavioral and intellectual disabilities while facing harsher disciplinary consequences compared to other students. These challenges impact their opportunities for meaningful STEM learning. A key avenue to counter these disparities is through high school mathematics teacher coaching encompassing knowledge of the interactional nature of racism and ableism in teaching and decision making. Therefore, this project aims to develop and test a theoretical coaching framework that addresses challenges while advancing conceptual mathematics learning and high school mathematics instructional practices. Using qualitative participatory methodology, this project will involve establishing and sustaining an authentic partnership with a cohort of Black disabled high school students. Their voices, knowledge, and experiences will be central in informing the development of this project's coaching theoretical framework. The research team will support students' learning, developing, and enacting ways to counter racism and ableism, advance conceptually oriented mathematics instructional practices, and impact instruction to improve students' experiences and learning opportunities. Students will have opportunities to convene to share their experiences, and mathematics teachers will participate in professional development opportunities to support working with students as well as piloting and developing the coaching model. This project will contribute to both theory and practice in mathematics education as well as produce positive	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2411941	Center For Equity in Faculty Advancement: Identifying and Eliminating Systemic Barriers in Promotion and Tenure Processes	University of California - Merced	University of California - Merced	Christiane Spitzmueller (University of California - Merced)	8/5/2024	9/1/2024	8/31/2029	5/9/2025	6/30/2025	$ 4,500,000	$ 1,568,526	$ 1,520,848.76	Faculty of color are vastly underrepresented in senior STEM faculty positions, raising questions about equity in faculty advancement processes. The project team's prior work (NSF #1409928 and #2100034), through a consortium study of ten universities, has found that for underrepresented minority (URM) faculty, promotion and tenure (P&T) processes function as a de facto gatekeeping mechanism preventing the equitable career progression of URM faculty. Specifically, URM faculty receive, on average, 7% more negative votes and are 44% less likely to receive a unanimous vote at the college-level, even when accounting for institution, discipline, scholarly output, and more. This grant aims to examine how, when, and why promotion and tenure decision-making processes disadvantage URM faculty and to create interventions to address systemic inequities that currently impact promotion and tenure decision-making for URM faculty. The current project intends to work, through a diverse PI team and through partnerships with URM faculty, to identify mechanisms driving systemic biases in academia. Ultimately this project, grounded in quantitative social science research, plans to 1) identify the mechanisms of bias in current decision-making processes within P&T committees that result in racial inequity, and 2) develop evidence-based interventions and policy recommendations that ultimately form resources for advancing racial equity in promotion and tenure decision making. Using a consortium approach - led by three Hispanic-serving institutions (HSIs, also designated as Asian American and Native American Pacific Islander-serving institutions [AANAPISI]) and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2411956	Amplifying Diverse Voices in STEM Education	Southern Methodist University	Southern Methodist University	Anthony Villa (University of California-Riverside), Sara Dozier (California State University-Long Beach Foundation)	8/12/2024	10/1/2024	9/30/2029	5/9/2025	6/30/2025	$ 2,484,019	$ 2,219,872	$ 2,207,414.98	Numerous studies have found that racially marginalized students in STEM and other disciplines tend to exhibit quantifiably better outcomes when at least some of their instructors are racially marginalized scholars. However, there is insufficient research on how and why this phenomenon occurs. Several competing explanations have been proposed, but to date there is little causal evidence to establish which explanation(s) are correct, in part because of fundamental methodological challenges. The Amplifying Diverse Voices in STEM Education (ADVISE) project will use a cluster randomized experiment across four HSIs and five PWIs to test the causal effects of bringing racially marginalized guest lecturers into college STEM courses. The overarching goal of this collaborative project is to better understand and compare individual- and group-level psychological and sociological processes such as student belonging, stereotype threat, classroom climate, and instructor pedagogy, and how guest lectures may affect these processes in ways that can promote equitable and effective STEM education. Outcomes, mediators, and moderators will be measured using repeated-measures surveys and FERPA-compliant institutional data on student course grades and persistence in STEM majors. Internal and external project evaluation will use a collective impact model to ensure effective, equity-focused STEM education research. Findings will be disseminated through academic presentations and publications as well as reports and publications for policymaker and practitioner audiences in higher education and STEM fields. Beyond basic science contributions	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2413236	Conference: Promoting Equity through Localization and High-Quality Instructional Materials: Bringing Together Practitioners, Researchers, and Designers	University of California-Berkeley	University of California-Berkeley	Daniel Alcazar-Roman (University of California-Berkeley), Suzanna Loper (University of California-Berkeley), Vanessa Lujan (University of California-Berkeley)	8/21/2024	9/1/2024	5/31/2026	4/25/2025	6/30/2025	$ 199,995	$ 199,995	$ 77,486.86	Over the last decade, K-12 science education has seen the development and surge in comprehensive high-quality instructional materials designed to address standards aligned with the Framework for K-12 Science Education. Meanwhile, localization—organizing instruction around local phenomena and incorporating students' social, cultural, and linguistic resources—has been proposed as a way to better connect science instruction to students' interests and the priorities of their local communities. Both localization and high-quality instructional materials have been found to support equitable learning opportunities and outcomes in K-12 science education. However, there are many unresolved questions in science education about how to best leverage the advantages of localization in the context of high-quality instructional materials, which are typically developed at a national scale. This project will support a conference series, including an in-person gathering and virtual follow-up meetings, that will bring together teachers, researchers, education leaders, and instructional material designers to investigate these questions. Participants will come together to build a shared understanding of how to integrate the use of high-quality instructional materials with the benefits of localizing these materials to better address students' contexts and backgrounds. By fostering dialogue, sharing models, and setting priorities for future research and design, the project seeks to build knowledge about inclusive, effective and culturally responsive approaches to science instruction that will advance equitable science education in K–12 classrooms.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2414497	2024 Signal Transduction in Engineered Extracellular Matrices Gordon Research Conference and Seminar; Southern New Hampshire University, Manchester, New Hampshire; 20-26 July 2024	Gordon Research Conferences	Gordon Research Conferences	Aidan Gilchrist (University of California-Davis)	4/3/2024	5/1/2024	4/30/2025	4/25/2025	6/30/2025	$ 10,000	$ 10,000	$ -	This award will support the 2024 Signal Transduction in Engineered Extracellular Matrices Gordon Research Conference and Seminar; Southern New Hampshire University, Manchester, New Hampshire; 20-26 July 2024, which builds on prior Gordon Research Conferences (GRC) and Gordon Research Seminars (GRS) on Signal Transduction by Engineered Extracellular Matrices (STEEM) to explore questions that will define the next decade of work in engineered microenvironments for next-generation biology, disease modeling, and therapeutics. Conference session topics include how the field can combine mechanics and molecular reporters to create living/dynamic materials; develop bio-instructive materials capable of understanding cell heterogeneity and cell death mechanisms; exploit multi-scale modeling and systems biology to predict material and cell coevolution; and determine the influence of sex and ancestry on cell-extracellular matrix (ECM) signaling. Over the past quarter-century, the GRC and GRS on Signal Transduction by Engineered Extracellular Matrices (STEEM) has served as the premier venue for sharing and discussing cutting-edge developments in ECM science and engineering. The objectives of the 2024 GRC include: (i) Be a forum in which information and ideas are freely exchanged between researchers of diverse and complementary backgrounds to discuss the emerging technologies at the interface of materials and cells. (ii) Support a diverse set of young and early career investigators by exposing them to new and exciting ideas and opportunities in an environment that encourages collegial interactions. (iii) Bring	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2415882	Collaborative Research: Advancing Latino Children's Science Learning through Community Co-Design of AI-Enhanced Bilingual E-Books	University of California-Irvine	University of California-Irvine	Andres Bustamante (University of California-Irvine), Mark Warschauer (University of California-Irvine)	7/31/2024	8/1/2024	7/31/2028	4/25/2025	6/30/2025	$ 1,380,596	$ 1,380,596	$ 1,281,117.96	Early childhood years are critical for developing the foundational knowledge, skills, and attitudes for later success in STEM. Young children learn science best when they actively engage with topics that are meaningful to their everyday lives. Artificial intelligence can help in developing science learning content and making it more interactive, while also presenting the challenge - and opportunity - of providing unbiased AI-generated materials. This project involves direct participation from local parents in co-designing these AI-based educational materials. University and community partners will jointly work with AI to create interactive science stories that draw on family values, and everyday experiences, and that are adaptable for families in multilingual contexts. The project leverages storytelling - a major form of social capital in local communities - to foster children's scientific curiosity and engagement, while also helping build community members' AI literacy skills. The project will contribute important knowledge about how AI can be effectively harnessed to support science learning across contexts. The project utilizes participatory design with families in California and Michigan to create 24 e-books for children aged 4-7, employing generative AI for rapid, iterative content development. The e-books will feature an AI-powered conversational agent that allows children to dialogue directly with the story characters, as well as family discussion prompts to encourage parent-child interaction. After the 24 interactive e-books are piloted and iteratively improved, a randomized control trial will be carried out with 120 families to evaluate the impact of e-book use on	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2415883	Collaborative Research: Advancing Latino Children's Science Learning through Community Co-Design of AI-Enhanced Bilingual E-Books	Regents of the University of Michigan - Ann Arbor	Regents of the University of Michigan - Ann Arbor	Ying Xu (Regents of the University of Michigan - Ann Arbor)	7/31/2024	8/1/2024	7/31/2028	4/25/2025	6/30/2025	$ 619,404	$ 619,404	$ 619,404.00	Early childhood years are critical for developing the foundational knowledge, skills, and attitudes for later success in STEM. Young children learn science best when they actively engage with topics that are meaningful to their everyday lives. Artificial intelligence can help in developing science learning content and making it more interactive, while also presenting the challenge - and opportunity - of providing unbiased AI-generated materials. This project involves direct participation from local parents in co-designing these AI-based educational materials. University and community partners will jointly work with AI to create interactive science stories that draw on family values, and everyday experiences, and that are adaptable for families in multilingual contexts. The project leverages storytelling - a major form of social capital in local communities - to foster children's scientific curiosity and engagement, while also helping build community members' AI literacy skills. The project will contribute important knowledge about how AI can be effectively harnessed to support science learning across contexts. The project utilizes participatory design with families in California and Michigan to create 24 e-books for children aged 4-7, employing generative AI for rapid, iterative content development. The e-books will feature an AI-powered conversational agent that allows children to dialogue directly with the story characters, as well as family discussion prompts to encourage parent-child interaction. After the 24 interactive e-books are piloted and iteratively improved, a randomized control trial will be carried out with 120 families to evaluate the impact of e-book use on	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2416517	SBP: Collaborative Research: Journeys in World Politics A Mentoring Workshop for Junior Women in International Relations	University of California-San Diego	University of California-San Diego	Christina Schneider (University of California-San Diego)	8/6/2024	10/1/2024	9/30/2028	4/25/2025	6/30/2025	$ 127,124	$ 127,124	$ 127,124.00	This project aims to serve the national need of mitigating the underrepresentation of women in science, and therefore contributes to scientific progress. Peer mentorship is one of the most effective avenues to increase the status of women in academia. By providing intense peer-mentorship to junior women scholars of international relations, the project will promote high-quality scholarship and contribute to an increased success of mentored women in academia. The project will promote these goals through the hosting of intense peer-mentorship workshops to foster networks, provide feedback and support, disseminate information, and encourage psychological resilience. The project also tracks the success of peer-mentorship programs through survey research and a collection of data on academic success. Studies that have evaluated the status of women in international relations over the past 30 years reveal significant gender gaps on numerous dimensions. The continued under-representation of female scholars at top research institutions and high ranks harms scientific progress. Recent research demonstrates that active mentoring, especially through workshops that foster networks, provide feedback and support, disseminate information, and encourage psychological resilience, are among the most promising avenues for change. The Journeys in World Politics workshop program has mentored young women scholars of International Relations (IR) since 2004. The project hosts annual three-day workshops that support 18-20 participants and includes research presentations by junior scholars, feedback from discussants, oral autobiographies by senior scholars, and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2417559	How Demographics, Place, and Rules Impact Portfolio Composition: Data from the Historical Survey of Consumer Finances and Implications for the Distribution of Wealth	University of California-Irvine	University of California-Irvine	Carl Liebersohn (University of California-Irvine), Gary Richardson (University of California-Irvine), Vellore Arthi (University of California-Irvine)	7/19/2024	9/1/2024	8/31/2027	4/25/2025	6/30/2025	$ 472,000	$ 472,000	$ 443,870.26	This project digitizes and disseminates the historical Survey of Consumer Finances (h-SCF) from 1947-1977 and complementary data on household insurance holdings that fills an important gap in the data collected by the h-SCF. The h-SCF includes data on household demographics, location, income, assets, debts, purchase intentions, and even financial beliefs, sophistication, and expectations, among other topics. These data are unique for including information on household geography (crucial, e.g., for studying exposure to local rules or regional economic conditions) and economic expectations (important, e.g., to understanding the wedge between beliefs and behavior) that are lacking in existing data sets. Life insurance was a then-prevalent and biased savings vehicle that is poorly covered in the SCF and understudied generally. This newly digitized data can serve as an empirical foundation for models of inflation, portfolio choice, consumption, and other matters critical to rule design. This project illustrates the utility of the data by using it as the basis for a series of research papers on the causes and consequences of heterogeneity as they relate to financial decision-making and household wellbeing. This project makes several contributions. The first set of contributions pertains to data. The novel data the project generates will provide new answers about America's past that resonate in the present. Specifically, these data will allow researchers to chart the evolution of financial behavior, wealth, and heterogeneity over a period that both is historically significant (encompassing major demographic, economic, and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2417787	Generation and Evaluation of Culturally Relevant Computing Resources for Latines in Introductory Programming	University of California-San Diego	University of California-San Diego	Adalbert Gerald Soosai Raj (University of California-San Diego)	8/31/2024	9/15/2024	8/31/2027	4/25/2025	6/30/2025	$ 300,000	$ 300,000	$ 293,945.10	The University of California, San Diego will generate and evaluate culturally relevant computing resources for Latine students in undergraduate Computer Science (CS) programs by creating a culturally relevant textbook for introductory programming and conducting controlled experiments to compare its effectiveness against traditional textbooks. Latin Americans (Latines) have historically been underrepresented in computing in the United States. To address challenges of diversity, equity, and inclusion, Culturally Relevant Computing (CRC) has been gaining popularity, showing increased student engagement, interest, and understanding, especially in K-12 education. However, there is limited research on CRC's effectiveness in higher education. One popular CRC method in higher education is bilingual education, where teaching is conducted in both the students' native language and English. Prior studies in bilingual education (in India and the United States) have shown that although bilingual teaching improves student engagement, there is no evidence on the effectiveness of bilingual education on student learning, if the study resources (e.g., textbooks) that students use are still in English. At the same time, a series of studies in bilingual education by Yogendra Pal et. al show that there is an improvement in student learning, if the study resources are culturally relevant (e.g., resources in students' native language). This Broadening Participation in Computing Demonstration Project seeks to address a critical gap in the research of CRC in higher education and contribute valuable insights into the effectiveness of CRC resources in attracting and retaining Latine students in the field of computing.	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2417884	Researching Equity, Access, & Learning in Computer Science Education (REAL-CS)	University of Oregon Eugene	University of Oregon Eugene	Christine Ong (University of California-Los Angeles)	9/13/2024	10/1/2024	9/30/2026	4/25/2025	6/30/2025	$ 2,000,000	$ 2,000,000	$ 1,975,939.00	This project supports the Exploring Computer Science (ECS) program, an introductory high school course and teacher preparation program designed to support computer science for all students. The ECS program offers evidence-based curricular and professional development and employs high-quality and innovative instructional strategies for all computing students and teachers. The REAL-CS partnership model has established a wide, national reach that impacts thousands of computing students and their teachers each year. REAL-CS aims to work with school districts across the United States to create systemic change within high school computer science by iteratively designing, implementing, and studying generative efforts in computing in collaboration with teachers. Building on 15 years of development, research, and implementation in schools across the nation, this project focuses on the Exploring Computer Science (ECS) introductory course and associated curricular (co)-development and professional development. REAL-CS aims to make progress towards CS for All goals using four key strategies: 1. Leveraging national organizational partners to serve as hub in supporting ECS classes and teacher learning communities in school communities nationwide; 2. Developing innovative and inquiry-based high school ECS curriculum and supplementary curricular materials that incorporate a co-design process with a group of experienced ECS teachers; 3. Increasing CS educator knowledge, capacity, and preparation to integrate culturally responsive and sustaining CS teaching practices across different	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2420069	A Study of Launch Infrastructure and Sociotechnical Relations of Adjacency, Diversity, and Cosmology	University of California-Santa Barbara	University of California-Santa Barbara	Althea Wasow (University of California-Santa Barbara), Lisa Parks (University of California-Santa Barbara)	7/29/2024	9/1/2024	8/31/2026	4/25/2025	6/30/2025	$ 425,444	$ 425,444	$ 332,238.38	This project explores the relationship between commercial satellite launching and underrepresented minority communities. The study investigates how intensified commercial satellite launching is impacting local Indigenous groups, farmworkers, and incarcerated persons who live and work nearby. In the process, the project explores relations between aerospace, agriculture, and prison sectors in the community, local public education and workforce development, and environmental and public health effects of launch noise and emissions. The project's significance is grounded in its integration of diverse community perspectives in understanding and evaluating the local effects of satellite launching. The study supports public knowledge of federally subsidized launch infrastructure and satellite technologies and provides collaborative research and educational opportunities for community members and university students. Reports, graphics, and publications from the study will be publicly available on the project website. Leveraging partnerships with community organizations, the study uses ethnographic methods to conduct focus groups, interviews, and correspondence programs that convey how minority communities think about and perceive increasing satellite launches in their midst. The major goals of the project are to: 1) understand how satellite launching impacts both the local community and the global satellite industry; 2) investigate the social, cultural, and environmental impacts of commercial satellite launching; 3) learn how members of minority communities think about the base, satellite launching,	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2420364	Collaborative Research: Gender, Politics, and Environmental Concern	University of California-Berkeley	University of California-Berkeley	Amanda Clayton (University of California-Berkeley)	2/14/2024	10/1/2023	5/31/2025	4/25/2025	6/30/2025	$ 225,439	$ 166,275	$ 36,804.01	This project investigates gender differences in how individuals form attitudes about climate policy across countries. The research helps us understand how societies manage environmental risks. Climatic shifts have been shown to increase both interpersonal and inter-group conflict in every world region, meaning that mitigating climate change is a matter of national security. Understanding how to gain support among those most skeptical in high carbon-emitting economies is key to forming effective policy. This project identifies the material and psychological sources of public support for and resistance to climate mitigation policies around the world. It will develop three new public datasets and associated qualitative materials, encouraging replication and extensions, and contributes to education and research infrastructure. In wealthy nations, women tend to express more concern about climate change than men. Yet the gender gap in climate attitudes does not exist in poorer countries. This project develops a new theory to explain how political elites shape citizens' perceptions of the costs and benefits of climate action in ways that vary across countries (by economic development) and by gender within countries. We test this theory by collecting and analyzing four data sets: (1) a 60-country dataset on major parties' climate policies; (2) a 60-country dataset on media references to the winners and losers of climate action; (3) qualitative case studies in seven countries to investigate the development of climate policy frames; and (4) a survey experiment in five countries to gauge how policies that lessen the perceived costs of climate	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2427457	Fostering Aptitudes, Attitudes and Aspirations of Girls in STEM Through 4D Printing of Robotic Materials	University of California-Berkeley	University of California-Berkeley	Lining Yao (University of California-Berkeley)	4/30/2024	1/1/2024	3/31/2027	4/25/2025	6/30/2025	$ 711,640	$ 217,374	$ 101,193.17	To support national needs for the future of work, schools and informal learning institutions integrate STEM topics, such as robotics and programming, into curricula. However, current STEM activities that appeal to girls are limited. Women remain underrepresented in STEM fields, such as computer science, engineering, and the physical sciences. By fostering interests of young girls in STEM areas, this project seeks to teach and engage, and so promote their aspiration towards STEM-related careers and becoming leaders. This project brings hands-on, interest-driven learning to girls through activities involving cutting edge 4D printed robotic material technologies. 4D printing is a research area involving digital fabrication of dynamic forms, such as printing processes that produce flat objects capable of self-folding into 3D shapes when triggered by heat or other physical stimuli. Robotic materials, in this context, refer to substances, which have dynamic behaviors, and can sense, respond and act. This project will develop and study a new computational design environment centered on 4D printing of robotic materials to foster curiosity and confidence among girls through interdisciplinary design areas, including shape-changing food, dynamic fashion, and self-folding decor. Examples of materials to be modeled include pasta cooking and a jacket folding. The project will develop the new robotic materials design tool through educational and fun work with young women, in community centers, in socioeconomically diverse neighborhoods. This research uses technology innovation to work for	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2428058	Collaborative Research: ATD: Hawkes Process-Based Causal Relationship Discovery For Complex Threat Detection and Forecasting	University of California-San Diego	University of California-San Diego	Biwei Huang (University of California-San Diego)	8/12/2024	9/1/2024	8/31/2027	4/18/2025	6/30/2025	$ 100,000	$ 100,000	$ 10,290.03	This project develops novel causality-guided approaches for reliable threat detection and forecasting in complex event streams. Understanding causality is crucial because it allows us to identify the true drivers behind anomalies and pinpoint critical events that will significantly impact future event streams. For instance, to swiftly adapt to extreme climate shifts, it is essential to detect unusual earth movements or severe weather patterns that causally induce these shifts. Recognizing these causal relationships enables the implementation of preemptive countermeasures and enhances long-term forecasting. Similarly, in the context of information hazards, identifying latent patterns in social media posts that causally drive the spread of misinformation is vital. Understanding these causal drivers allows for quicker assessment and recognition of future threats, making it possible to take timely and effective action to ensure public safety. Moreover, the benefits of such methods extend far beyond security applications. They can unlock mechanistic insights into scientific event streams like neural activities, enriching the collection of techniques for scientific discovery. This project opens new lines of research, expanding the domain and scope of algorithmic threat detection. Specifically, it focuses on three key research topics: (1) causal inference for observed event streams with latent confounders and nonstationarity, (2) causal representation learning for latent event streams, and (3) causal anomaly detection and long-term forecasting. Leveraging the Hawkes process model—a self-exciting point process model—the investigators will establish a formal framework to	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2428059	Collaborative Research: ATD: Hawkes Process-Based Causal Relationship Discovery For Complex Threat Detection and Forecasting	Regents of the University of Michigan - Ann Arbor	Regents of the University of Michigan - Ann Arbor	Yixin Wang (Regents of the University of Michigan - Ann Arbor)	8/12/2024	9/1/2024	8/31/2027	4/18/2025	6/30/2025	$ 100,000	$ 100,000	$ 33,435.00	This project develops novel causality-guided approaches for reliable threat detection and forecasting in complex event streams. Understanding causality is crucial because it allows us to identify the true drivers behind anomalies and pinpoint critical events that will significantly impact future event streams. For instance, to swiftly adapt to extreme climate shifts, it is essential to detect unusual earth movements or severe weather patterns that causally induce these shifts. Recognizing these causal relationships enables the implementation of preemptive countermeasures and enhances long-term forecasting. Similarly, in the context of information hazards, identifying latent patterns in social media posts that causally drive the spread of misinformation is vital. Understanding these causal drivers allows for quicker assessment and recognition of future threats, making it possible to take timely and effective action to ensure public safety. Moreover, the benefits of such methods extend far beyond security applications. They can unlock mechanistic insights into scientific event streams like neural activities, enriching the collection of techniques for scientific discovery. This project opens new lines of research, expanding the domain and scope of algorithmic threat detection. Specifically, it focuses on three key research topics: (1) causal inference for observed event streams with latent confounders and nonstationarity, (2) causal representation learning for latent event streams, and (3) causal anomaly detection and long-term forecasting. Leveraging the Hawkes process model—a self-exciting point process model—the investigators will establish a formal framework to	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2429624	IGE: Track 2: Mobilizing Community Cultural Wealth to Transform STEM Graduate Education	University of California-Santa Cruz	University of California-Santa Cruz	Enrico Ramirez-Ruiz (University of California-Santa Cruz), Rebecca Covarrubias (University of California-Santa Cruz), Su-hua Wang (University of California-Santa Cruz)	8/5/2024	10/1/2024	9/30/2028	4/25/2025	6/30/2025	$ 999,985	$ 999,985	$ 999,985.00	Gaps in equity and inclusion within STEM graduate education in the U.S. persist. At stake is the loss of contributions toward scientific innovation and excellence from more racially and economically diverse scientists (e.g., low-income, first-generation, students of color). Indeed, these students bring various cultural strengths from their home communities that can transform learning spaces, known as community cultural wealth. However, the transformative power of their cultural wealth is only possible with institutional commitment to recognize its value, including the implementation of educational practices that take concrete steps to leverage these diverse strengths with a critical lens. This National Science Foundation Innovations of Graduate Education (IGE) Track 2 award to the University of California, Santa Cruz will conduct a multi-stage and multi-program intervention aimed at investigating how programs build structural opportunities and support for mobilizing marginalized doctoral students' cultural strengths and ways of knowing. Using a multiple case study design to understand the mobilization process, this project will illuminate pathways for diversifying, strengthening, and transforming STEM graduate education to better represent and serve new generations of talented scientists. The project will take inventory of a fellowship support program (Cota Robles Fellows program), an interdisciplinary research training program (New Gen Learning Consortium), and a mentoring training program (Equity-Minded Mentoring Certificate program). The goal is to redesign program elements to better	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2241068	Collaborative Research: SaTC: CORE: Small: Targeting Challenges in Computational Disinformation Research to Enhance Attribution, Detection, and Explanation	Illinois Institute of Technology	Illinois Institute of Technology	Kai Shu (Emory University)	2/16/2023	3/1/2023	2/28/2026	4/18/2025	8/19/2025	$ 224,033	$ 224,033	$ 217,824.87	The use of social media has accelerated information sharing and instantaneous communications. The low barrier to entering social media enables more users to participate and keeps them engaged longer, incentivizing individuals with a hidden agenda to spread disinformation online to manipulate information and sway opinion. Disinformation, such as fake news, hoaxes, and conspiracy theories, has increasingly become a hindrance to the functioning of online social media as an effective channel for trustworthy information. Cases are emerging where deliberately fabricated disinformation is weaponized to divide people and create detrimental societal effects. Therefore, it is imperative to understand disinformation and systematically investigate how to improve resistance against it, considering the tension between the need for information and security and protection from disinformation. The project aims to study the scientific underpinnings of disinformation and develop a computational framework to attribute, detect, and explain disinformation to inform policymaking. The project involves fundamentally transforming the process to combat disinformation by developing new knowledge and a systematic computational framework to address major (provenance, data, and explanaibility) challenges of detecting online disinformation. The techniques developed combine interdisciplinary theories and computational algorithms to help policymakers and social media users address disinformation. The project outcomes help advance state-of-the-art research on disinformation and introduce style-based and graph-based	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2241070	Collaborative Research: SaTC: CORE: Small: Targeting Challenges in Computational Disinformation Research to Enhance Attribution, Detection, and Explanation	Syracuse University	Syracuse University	Reza Zafarani (Syracuse University)	2/16/2023	3/1/2023	2/28/2027	4/18/2025	8/19/2025	$ 220,000	$ 220,000	$ 165,998.44	The use of social media has accelerated information sharing and instantaneous communications. The low barrier to entering social media enables more users to participate and keeps them engaged longer, incentivizing individuals with a hidden agenda to spread disinformation online to manipulate information and sway opinion. Disinformation, such as fake news, hoaxes, and conspiracy theories, has increasingly become a hindrance to the functioning of online social media as an effective channel for trustworthy information. Cases are emerging where deliberately fabricated disinformation is weaponized to divide people and create detrimental societal effects. Therefore, it is imperative to understand disinformation and systematically investigate how to improve resistance against it, considering the tension between the need for information and security and protection from disinformation. The project aims to study the scientific underpinnings of disinformation and develop a computational framework to attribute, detect, and explain disinformation to inform policymaking. The project involves fundamentally transforming the process to combat disinformation by developing new knowledge and a systematic computational framework to address major (provenance, data, and explanaibility) challenges of detecting online disinformation. The techniques developed combine interdisciplinary theories and computational algorithms to help policymakers and social media users address disinformation. The project outcomes help advance state-of-the-art research on disinformation and introduce style-based and graph-based	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2418043	Black Social and Personality Psychologists Network (BSPN)	Society for Personality and Social Psychology	Society for Personality and Social Psychology	Ivuoma Onyeador (Northwestern University), Sa-kiera T. Hudson (University of California - Berkeley)	7/30/2024	8/1/2024	7/31/2027	4/25/2025	8/19/2025	$ 368,822	$ 368,822	$ 298,450.00	Within the scientific disciplines of Personality and Social Psychology, a very small proportion of scholars identify as Black. The Society for Personality and Social Psychology is the largest professional organization representing these disciplines. As of 2021, only 5% of the SPSP membership identified as Black. As a result, Black graduate students and early career scholars are less likely than their White peers (who make up 58% of the SPSP membership) to have ingroup role models and mentors. Many Black graduate students are the only one in their cohort, and sometimes, the only one in the entire academic department. Decades of social psychological research emphasizes that being a numerical minority can have negative consequences for performance, persistence, and general well-being. Creating community and providing exposure to ingroup mentors and role models are crucial interventions that can mitigate these negative effects. This project develops such community resources. The Black Social & Personality Psychologists Network (BSPN) provides community and resources for pre-doctoral, doctoral, and postdoctoral Black social and personality psychologists. The network runs an annual two-and-a-half-day Black Social & Personality Psychologists' Retreat (BlaSPR) in connection with SPSP, an annual two-and-a-half-day writing retreat in connection with the Society for the Psychological Study for Social Issues (SPSSI), an annual job market bootcamp, monthly virtual lab meetings, and virtual writing sessions. Impact is measured through annual surveys that assess the programming participants attend, their sense of belonging and efficacy, and	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)

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NSF	2404600	ADVANCE Partnership: Supporting Public Impact Research through Institutional Transformation (SPIRIT)	Association of Public and Land-Grant Universities	Association of Public and Land-Grant Universities	Jessica Bennett (Association of Public and Land-Grant Universities)	7/22/2024	10/1/2024	9/30/2028	5/2/2025	9/17/2025	$ 1,249,999	$ 1,249,999	$ 1,181,677.89	The Supporting Public Impact Research through Institutional Transformation (SPIRIT) project brings the Association of Public and Land-Grant Universities and four land-grant research universities, Pennsylvania State University, University of California-Davis, University of Texas at San Antonio, and Washington State University, into a partnership to identify and address systemic inequities in academic workplaces in STEM. The research literature indicates that professional organizations are well positioned to effect positive change in member institutions. The project will also include five National Knowledge Partners: ADVANCE Partnership: Strategic Partnership for Alignment of Community Engagement in STEM (SPACES), Advancing Research Impacts in Society (ARIS), Association of Research Libraries (ARL), Promotion and Tenure in Innovation & Entrepreneurship (PTIE), and the Pew Charitable Trusts. The SPIRIT project will pilot and evaluate institutional changes to faculty evaluation and assessment to address epistemic exclusion and better support scholars pursuing Public Impact Research (PIR). The SPIRIT project will facilitate pilot projects at partner institutions to implement and evaluate changes in faculty evaluation around PIR. It will coordinate a learning community of the partner institutions, establish a long-term exchange of progress and learning with the National Knowledge Partners, and disseminate outcomes and results from the partners. This partnership will be evaluated formatively and summatively by an external evaluator and will be supported by an external Technical	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)
NSF	2120021	NSF's Eddie B. Johnson INCLUDES Alliance: Accelerating Learning and Readiness in STEM Education (ALRISE) through Institutional Capacity Building and Sustainability in Experiential	Arizona State University	Arizona State University	Caroline VanIngen-Dunn (Arizona State University)	7/29/2021	8/1/2021	7/31/2027	5/2/2025	9/17/2025	$ 9,975,397	$ 7,976,632	$ 3,569,883.18	The ALRISE Alliance is developing a network of faculty, staff, administrators, and students at 2-yr and 4-yr Hispanic Serving Institutions (HSIs) and emerging HSIs (eHSIs) to accelerate student readiness in science, technology, engineering, and math (STEM) education. Challenges include: (1) Creating intentional, student-centered campus environments that support all STEM students without exclusion; (2) Shifting responsibility for change to institutions and educators by leveraging students' assets, strengths and to foster environments that promote reproducible success; (3) Mending the leaky pipeline in STEM by improving retention and completion rates, which currently lag behind enrollment for many student populations; (4) Expanding participation in STEM workforce pathways, reducing structural barriers that limit entry into high-demand STEM job sectors; and (5) Increasing research on innovative approaches for STEM students within the classroom and outside the classroom to address gaps in the current literature related to experiential learning. These factors place a necessity for change on institutions, educators, and employers to intentionally harness students' assets and create a more welcoming environment that fosters reproducible success. The ALRISE Alliance provides professional development for faculty, staff and industry to serve students with intentionality through student-centered undergraduate research and work-based experiential learning. ALRISE fills an important gap with its focus on student-centered experiential learning in an action-oriented and data-driven environment of continuous improvement and collaboration. The	National Science Foundation Act of 1950, 42 U.S.C. 1861, et seq.	NSF Statement of Priorities (Apr. 18, 2025)	NSF utilized word(s)/phrase(s) from NSF's search lists for terminations	2 C.F.R. 200.340(a)