



## **I-CREWS Community-Integrated Programs Request for Applications - 2024**

Priority Deadline: December 5, 2024 12pm (PST)

- *with additional Spring semester rolling deadlines*
- 

### **Introduction:**

Community Integrated Programs (CIP) engage members of the community, often with undergraduate or graduate students, and are co-created with Tribal nations partners and/or community members and organizations outside academia to address priority issues identified by the community, particularly issues related to Energy-Water Systems. CIPs engage learners across disciplines (e.g., across STEM, policy, and law) and knowledge systems (e.g., local and Indigenous knowledge, academic knowledge). Community, students, and faculty together learn with each other as they imagine more equitable interdisciplinary solutions to complex E-W issues.

### **I-CREWS:**

This CIP Funding program is part of Idaho's multi-year (2018-2023) statewide NSF Established Program to Stimulate Competitive Research (EPSCoR) Track-1 Research Infrastructure Improvement (RII) award, "Idaho Community-engaged Resilience for Energy-Water Systems (I-CREWS)." The project is highly aligned with Idaho's *Higher Education Research Strategic Plan*.

I-CREWS Vision: Idaho envisions generating world-class research competitiveness and capacity in collaboration with resilient urban, rural, and tribal communities that can adapt to climate, population, and technological changes impacting E-W interactions. The I-CREWS mission is to co-create research and solutions that transform the relationship between research, education, technologies and Idaho's urban, rural and tribal communities. To learn more, check out the website here:

Community Integrated Projects will contribute to the overall goals of ICREWS by recognizing that communities are actively engaged in producing and applying knowledge. These courses value and center local and Indigenous knowledges. A goal of CIPs is to deepen community-Tribal-University partnerships and relationships toward participation in the co-creation of equitable energy-water futures.

## CIP Guidelines:

Please use the following as a guide when creating a CIP project:

- In recognition of the value of investing in work that the community has already prioritized, funds may be used to expand or further develop programs/courses that already exist.
- Courses have shared leadership from inside and outside academic institutions (e.g. a faculty member and a Tribal elder, government employee, or industry partner)
- Course topics address issues that have relevance to (ideally defined by) communities with a connection to I-CREWS research objectives (see [here](#)).
- Community partners maintain decision-making authority over their level of engagement and collaborate on the content, design, and delivery of the course.
- Courses come with recognition for participants that has value (could be CEUs for workforce, dual enrollment credits for HS students, undergraduate or graduate credits)
- Course produces something that can be shared with the community (e.g. a report, presentation, workshop, event). Product should be defined with input from community as to what would be relevant and useful.
- Course leadership is shared in equitable ways and community is engaged in ethical ways such as:
  - Compensating community members for their time (participants, leaders)
  - Co-designing a course
  - Sharing teaching time
  - Sharing evaluation and assessment time
  - Equitable sharing of responsibilities and workload according to roles, capacities and time availability
  - Co-developed data management / dissemination / intellectual property requirements (\*\*see Team Science planning resources [here](#))
- If the work engages Tribal communities/resources, Tribal approval is gained in advance of submitting the application

## What are some examples of a CIP?

Co-learning builds capacity for faculty and partners to develop and share research together and makes participatory research more equitable by recognizing the knowledge and work of non-university contributors. CIPs will be created by individuals or groups, who may be faculty, members of the community, or professional staff (e.g., Tribal employees or industry employees), and can partner with the communities engaged in ICREWS (Coeur d'Alene Tribe, Shoshone-Bannock Tribes, Treasure Valley) and/or programs like the Tribal Nation Research Network (TNRN), College Assistance Migrant Program (CAMP), and College of Southern Idaho, a newly designated Hispanic Serving Institution. Partnerships are not limited to these communities and programs – these are simply listed as examples.

To learn more about what has been done or envisioned for CIPs in the past, please reach out to one of the ICREWS working group team, who can be contacted by first reaching out to Karla Eitel ([keitel@uidaho.edu](mailto:keitel@uidaho.edu)).

## **Evaluation Criteria:**

A CIP Committee comprised of EPSCoR leadership and community partners will evaluate and rank applications using the following criteria:

- Equitably shared leadership and community partnerships (see guidelines above)
- Community and I-CREWS relevance
- Value to community
- Value to participants
- Potential for course longevity or long-term impacts
- Collaboration plan and distribution of resources

## **Eligibility:**

I-CREWS Tribal citizens and staff, community members, and staff and faculty at Idaho's institutions of higher education (including primarily undergraduate institutions) are eligible to apply for this CIP funding. Prior or current involvement in the NSF EPSCoR RII Track-1 I-CREWS project is NOT a prerequisite for participation in this CIP Funding program; however, applicants not yet involved in I-CREWS are strongly encouraged to contact I-CREWS leads at the respective institutions to explore alignment and synergies. All proposers should discuss creation of a CIP course with their supervisors and other members of their team prior to submitting a proposal.

## **Award and Budget:**

Several \$10,000 direct-cost awards will be granted under this request for applications. Funding may be used as supplies and/or salary for the faculty/community partner or their CIP participants to create a CIP course related to I-CREWS research areas. Please provide the name(s) of the people or persons receiving salary support and estimated amounts of salary/fringe to each, if split, and/or the breakdown of supplies.

Each successful CIP course award will receive up to \$10,000 direct cost. F&A will also be provided to recipient institutions in the awards by the Idaho EPSCoR Office.

*\*\*Please note that this application is for statewide funding. Each Tribal partner and public research institution also has similar CIP funding to be utilized based on their own criteria.*

## **Expectations:**

- The CIP course funds will be applied for the first time no later than Fall 2025. Ideally, course implementation will take place by Fall 2025. Funds may be used at the planning and implementation stages and plans for expending funds should be discussed with institution leads.
- The proposing Principal Investigator (PI) will be responsible for managing the activities of the award including logistics, gathering participant information, overseeing finances, providing information for evaluation and assessment, and submitting the final report. Awarded funds must be expended during the specific performance period of the CIP Funding project.

- PIs of CIP Funding awards must be willing to provide a brief report of the CIP Funding efforts and outcomes for quarterly internal I-CREWS meetings and for each annual report to NSF (normally prepared ~May).

### **Application Procedures:**

To apply for a CIP, please visit the I-CREWS CIP website **HERE**.

- PI's at Idaho State University are expected to route applications through their Office of Sponsored Programs and obtain approval to submit prior to submission to the Idaho EPSCoR Office.
- The priority deadline to apply is December 5, 2024 at 12pm Pacific Time. \*\*with additional Spring semester rolling deadlines