



NASA CONNECTICUT SPACE GRANT CONSORTIUM (CTSGC)

Request For Proposals (RFP)

FACULTY FUNDING PROGRAMS

Academic Year 2026-2027

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1. PROGRAM OVERVIEW

About the NASA Connecticut Space Grant Consortium (CTSGC)

The NASA Connecticut Space Grant Consortium (CTSGC) is one of 52 university-led Space Grant Consortia funded through NASA's Office of STEM Engagement (OSTEM). Established in 1991, CTSGC is a statewide partnership of colleges, universities, industry, government agencies, research organizations, and educational institutions working together to strengthen Connecticut's aerospace, science, engineering, technology, and STEM education workforce.

The Consortium supports NASA's mission by investing in research, education, workforce development, public engagement, and collaborative initiatives that inspire and prepare the next generation of scientists, engineers, educators, researchers, and technical professionals.

CTSGC operates at the intersection of NASA priorities and Connecticut's academic, research, and workforce development needs by supporting programs that foster innovation, expand participation in STEM, strengthen research capacity, and promote the development of a highly skilled STEM workforce.

Program Purpose

The purpose of the NASA Connecticut Space Grant Consortium is to:

- Support research and educational activities that contribute to NASA's mission.
- Develop and retain a highly skilled STEM workforce.
- Encourage student participation in aerospace, engineering, science, technology, and mathematics disciplines.
- Strengthen research and educational infrastructure within Connecticut.
- Facilitate collaboration among higher education institutions, industry, government, and community partners.
- Expand opportunities for experiential learning, research, internships, outreach, and professional development.
- Increase awareness of NASA's contributions to science, technology, exploration, and innovation.

NASA Mission Directorate Alignment

All proposals submitted to CTSGC must clearly demonstrate alignment with one or more NASA Mission Directorates. Applicants must explicitly identify the applicable directorate(s) and explain how the

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proposed activity, project, research effort, educational initiative, travel opportunity, or workforce development activity supports NASA's mission.

Current NASA Mission Directorates include:

Human Spaceflight Mission Directorate (HSMD)

Leads NASA's human spaceflight and space-enabling activities, providing unified leadership for the systems, operations, and architectures that support missions in low Earth orbit, the Moon, and beyond. **NOTE:** *This Mission Directorate combines NASA's former exploration development (ESDMD) and space operations (SOMD) activities into a single organization responsible for human spaceflight across low Earth orbit, the Moon, and beyond.*

Mission Support Directorate (MSD)

Provides the workforce, infrastructure, business systems, and institutional capabilities necessary to support NASA's programs, missions, and operations.

Research and Technology Mission Directorate (RTMD)

Develops and delivers innovative technologies in aeronautics, space systems, nuclear power and propulsion, and mission-critical communications and navigation capabilities to advance NASA's missions and maintain U.S. leadership in aerospace. **NOTE:** *This Mission Directorate merges NASA's former aeronautics (ARMD) and space technology (STMD) activities and includes communications and navigation capabilities to accelerate technology development and mission-enabling innovation.*

Science Mission Directorate (SMD)

Advances scientific understanding of Earth, the solar system, the universe, and the search for life beyond Earth.

CTSGC Funding Priorities

CTSGC seeks to support activities that advance one or more of the following priorities:

Research and Innovation

Projects that contribute to scientific discovery, engineering advancement, technological innovation, or the development of new knowledge related to NASA's mission.

Workforce Development

Programs that prepare students and emerging professionals for careers in aerospace, engineering, science, technology, research, education, and related STEM fields.

Student Success

Activities that increase student engagement, persistence, academic achievement, research participation, and career readiness.

STEM Education and Outreach

Programs that improve STEM teaching, learning, awareness, participation, and public engagement across formal and informal educational settings.

Institutional Capacity Building

Projects that strengthen research infrastructure, educational programming, collaborative partnerships, and institutional competitiveness for future external funding opportunities.

Collaboration and Partnership Development

Proposals involving partnerships among Connecticut institutions, industry, government agencies, NASA centers, community organizations, museums, and other educational partners are strongly encouraged.

Federal Compliance Statement

CTSGC awards are supported through federal funding provided by NASA and administered through the University of Hartford as the Consortium's lead institution.

All funded activities must comply with:

- Applicable federal laws and regulations.
- [NASA grant](#) and cooperative agreement requirements.
- Uniform Guidance ([2 CFR 200](#) and NASA supplements).
- Executive Orders and federal directives in effect at the time of award.
- [NASA policies](#) related to grants management, research security, intellectual property, and participant reporting.

Recipients are responsible for ensuring that all proposed activities, expenditures, reporting requirements, and program outcomes remain compliant with current federal and NASA requirements throughout the award period.

NASA and CTSGC reserve the right to modify program requirements, funding conditions, reporting obligations, or award activities in response to changes in federal law, regulation, policy, or agency guidance.

Who Should Apply?

Faculty Programs

Faculty funding opportunities are intended for eligible faculty members, research staff, postdoctoral scholars, and academic professionals seeking to advance NASA-relevant research, STEM education, curriculum development, outreach, workforce development, and student engagement initiatives.

Commitment to Student Engagement

CTSGC strongly encourages meaningful student participation across all funding programs. Competitive proposals demonstrate clear plans for mentoring, experiential learning, workforce development, research training, professional growth, and pathways into NASA-related careers.

Projects that provide substantial opportunities for undergraduate students, graduate students, community college students, and emerging STEM professionals are particularly encouraged.

2. AVAILABLE FUNDING PROGRAMS

The following funding opportunities are available to faculty annually.

Program	Purpose	See Section for Details	Proposals Accepted
Faculty Research Grant	Support original research that advances NASA-related science, engineering, aerospace, technology development, or interdisciplinary STEM initiatives.	8	Spring only
Faculty Project Grant	Supports acquisition of research supplies and materials needed to conduct NASA-related research.	9	Fall / Spring
STEM Education Research Grant	Supports scholarly research related to STEM teaching, learning, assessment, participation, persistence, workforce development, and educational outcomes.	10	Spring only
STEM Education Programming Grant	Supports implementation of STEM outreach, engagement, workforce development, public education, and informal learning initiatives.	11	Fall / Spring
Curriculum Development Grant	Supports development, revision, enhancement, or modernization of undergraduate or graduate STEM curriculum.	12	Fall / Spring
Travel Grants (including group)	Supports domestic travel for professional and NASA-related collaboration.	13	Fall / Spring
Faculty-Undergraduate Student Research Grant	Provide immersive research experiences for undergraduate students while advancing NASA-relevant faculty research.	14	Fall only

3. BEFORE YOU APPLY

Eligibility Requirements

Applicants must:

- ✓ Be a full-time faculty member at a CTSGC affiliate institution.

OR

- ✓ Be a full-time research staff member, research associate, or postdoctoral scholar sponsored by a full-time faculty member.

Faculty applicants are not required to be U.S. citizens.

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To promote broader participation, faculty who receive a CTSGC grant in two consecutive academic years are ineligible to receive the same award for the next two academic years. Faculty-Student Research proposals are exempt from this requirement as these awards focus more on student outcomes than faculty.

Students receiving direct NASA-funded support must be U.S. citizens. Recipient institutions' Campus Directors must provide proof of citizenship for all students receiving direct funds. Acceptable forms of proof include:

- U.S. Passport (valid or expired)
- Naturalization Certificate
- U.S. Birth Certificate
- Military ID Card

Students who are non-citizens may be supported through their institutions' matching funds.

All funded activities involving research stipends must occur in person and on-site.

Research Security Training Requirement

Consistent with federal research security requirements, all Principal Investigators (PIs), Co-Principal Investigators (Co-PIs), and other Investigators who commit 10% or more effort to a proposed project must complete an approved Research Security Training (RST) program. Training must be completed within 12 months prior to proposal submission or prior to participation in an active award.

Applicants may fulfill this requirement through one of the following approved options:

- **NSF Research Security Training Modules:** Completion of the four online modules available through the National Science Foundation (NSF), covering cybersecurity, foreign influence and interference, international collaboration, and disclosure requirements.
- **SECURE Center Research Security Training:** Completion of the NSF-funded SECURE Center condensed training program, which incorporates the same core content in an abbreviated format.
- **Institutional Equivalent Training:** Completion of a research security training program approved by the applicant's institution that satisfies federal research security requirements (e.g., designated CITI Program courses or institutionally developed training modules).

The SECURE Center training requires approximately one hour to complete and is recognized as meeting federal research security training requirements.

Investigator Certification

As part of the proposal submission process, the Principal Investigator must certify that:

1. The PI has completed an approved Research Security Training program.
2. All Co-PIs have completed an approved Research Security Training program.
3. Any Investigator committing 10% or more effort to the project has completed, or will complete prior to award activation, an approved Research Security Training program.

Applicants are responsible for maintaining documentation of training completion and may be asked to provide certificates as part of the proposal review process or upon request by the institution's Office of Sponsored Programs (OSP) or equivalent research administration office.

Proposal Development Timeline

Before beginning an application, applicants should:

Step 1: Meet with their Office of Sponsored Programs (OSP) or Grants Office.

Step 2: Confirm institutional support and cost-sharing commitments.

Step 3: Consult their CTS GC Campus Director.

Step 4: Identify NASA Mission Directorate alignment.

Step 5: Gather supporting documentation required for the proposal.

4. FACULTY COST-SHARE REQUIREMENT

Unless otherwise specified in an individual funding opportunity, all faculty programs require a minimum **1:1 non-federal cost share**.

Definition of Cost Share

Cost share must be provided from non-federal sources and directly support the proposed project. Allowable contributions may include personnel effort, facilities, equipment, materials, or cash contributions. All cost share must comply with NASA requirements and Uniform Guidance (2 CFR 200), be reasonable, allocable, and necessary to the project, and be fully documented and verifiable through institutional records. Cost share contributions may not be used to satisfy cost-sharing requirements for any other federally funded award.

Cost share represents institutional, partner, industry, or other non-federal resources contributed in support of the proposed project.

Cost share demonstrates institutional commitment and increases the overall impact and sustainability of the project.

Minimum Cost Share Examples

CTSGC Request	Required Match	Total Project Budget
\$2,500	\$2,500	\$5,000
\$5,000	\$5,000	\$10,000
\$10,000	\$10,000	\$20,000

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The required match must equal or exceed the CTSGC funding request unless otherwise stated in the specific award description.

Allowable Cost Share

Examples may include:

- Faculty effort
- Staff effort
- Supplies and materials
- Institutional support
- Industry contributions
- State funding
- Non-federal grants

Unallowable Cost Share

The following may not be used:

- Federal grants
 - Federal contracts
 - NASA awards
 - Federal pass-through funds
 - Any other federally sourced funding
-

5. FUNDING INFORMATION, LIMITATIONS AND RESTRICTIONS

The following restrictions apply across all faculty programs.

Fund Distribution

Awarded funds will be made available upon completion and execution of a subaward agreement between the awardee's institution and the University of Hartford. Award funds will be distributed to the recipient institution, which shall administer the award in accordance with its internal policies governing grants and sponsored programs.

All requests for payment must be accompanied by a detailed, itemized invoice. CTSGC reserves the right to withhold final payment until all required reports, deliverables, and post-award documentation have been submitted and approved.

Funding Limitations

Equipment and Capital Purchases

NASA CTSGC funds may not be used to purchase equipment.

For CTSGC purposes:

Equipment is defined as tangible property with a useful life greater than one year and an acquisition cost of \$10,000 or greater per unit.

Examples include:

- Research instrumentation
- Laboratory systems
- Specialized measurement systems

Such costs are unallowable unless specifically approved by NASA and CTSGC.

Computers, Tablets, and Mobile Devices

CTSGC funds may not be used to purchase:

- Desktop computers
- Laptop computers
- Tablets
- Smartphones
- General-purpose computing devices

Applicants should utilize existing institutional resources whenever possible.

Software, Computing, and Artificial Intelligence Resources

Software licenses, cloud services, high-performance computing, AI platforms, specialized software, and other computing-related expenses are strongly discouraged and require substantial justification.

Requests for:

- Software licenses

- Cloud computing services
- Specialized computational resources
- Machine learning platforms
- Artificial intelligence services
- Data storage systems
- 3D printing
- Other similar computing or data resources

will be reviewed on an exception basis.

Applicants must demonstrate:

- Existing institutional resources are insufficient
- Necessity of requested resources
- Relationship to project success

Applicants should utilize existing institutional resources whenever possible.

Travel

Travel is only allowable under designated travel programs unless specifically authorized.

When permitted, travel must:

- Support project objectives.
- Be directly related to NASA activities.
- Follow institutional travel policies.
- Comply with federal travel regulations.

Travel budgets must include:

- Registration (when applicable)
- Transportation
- Lodging*
- Meals and incidentals *
- Justification

** Travel budgets should reflect reasonable and customary expenses. Actual allowable costs are based on applicable U.S. General Services Administration (GSA) per diem and travel guidelines. Please consult <https://www.gsa.gov/travel/plan-book/per-diem-rates> for reasonable and customary rates. Please use the Daily Lodging Rates (as best as possible) and Meals and incidental expenses (M&IE) as a guideline when planning travel budgets. CTS GC will not provide additional*

funding to cover cost overruns, upgrades, premium travel options, excessive meal expenses, or other expenses that exceed approved or allowable limits.

International Activities

CTSGC funds may not support:

- International travel
- Foreign vendors
- Foreign organizations
- Foreign participants
- International project activities
- International shipping

All funded activities must occur within the United States unless specifically approved in writing.

Unallowable Costs

CTSGC funds may not be used for:

Personal Expenses

- Personal travel
- Personal memberships
- Personal subscriptions
- Personal electronics
- Personal care items

Entertainment

- Social events
- Recreational activities
- Banquets
- Receptions
- Hospitality expenses

Alcohol

Alcohol is never allowable under CTSGC awards.

Promotional Items

Examples include:

- T-shirts and other apparel
- Water bottles
- Giveaways
- Branded merchandise

Limited NASA-approved outreach materials may be allowable only with prior approval.

Indirect Costs

Indirect costs (Facilities & Administrative Costs) may not be charged to CTSGC awards unless specifically authorized.

Indirect costs may be used as part of institutional matching contributions where permitted by institutional policy.

Budget Narrative Requirements

Every proposal requiring a budget must include a budget narrative.

The narrative should explain:

What Is Being Purchased

Describe each budget line item.

Why It Is Needed

Explain how the item supports project goals.

How Costs Were Calculated

Provide calculations whenever possible.

Example:

Undergraduate Research Assistant: 200 hours × \$18/hour = \$3,600

Cost Share Explanation

Identify:

- Source of match
- Amount of match
- Type of contribution

- Institutional commitment

Budget Checklist

As part of proposal submission, applicants should verify that:

- ☐ All requested costs are necessary and reasonable.
 - ☐ No prohibited expenses are included.
 - ☐ Cost-share commitments have been verified.
 - ☐ Budget calculations are accurate.
 - ☐ All costs comply with CTSGC and institutional requirements.
 - ☐ Budget and matching funds can be documented upon request.
-

Period of Performance

The Period of Performance (PoP) is the approved timeframe during which an award recipient may conduct grant activities, incur allowable expenses, and utilize awarded NASA Connecticut Space Grant Consortium (CTSGC) funds.

The PoP begins on the official start date approved by CTSGC and ends on the approved end date specified within the award agreement. Proposed Periods of Performance cannot begin before the Award Activation Date (see section 6).

CTSGC does not wish to fund research or project grants that are 6 weeks or less in duration.

Spring Proposal Cycles

- The PoP must begin **no earlier than June 10** of the award year and end **no later than June 9** of the following year.
- Example: **June 10, 20XX to June 9, 20XX+1**

Fall Proposal Cycles

- The PoP must end **no later than June 9** of the following year.
- Example: **+December 15, 20XX to June 9, 20XX+1**
- **Exception:** Faculty/Undergraduate Student Research awards are typically announced during the Fall cycle but support research conducted during the following summer. These awards follow the PoP requirements described below.

Faculty/Undergraduate Student Research Awards

- Faculty/Undergraduate Student Research awards are made during the Fall cycle to provide Principal Investigators sufficient time to recruit and select student researchers.
- For these awards, the PoP should begin **no earlier than June 10 of the following year**.
- Example: **June 10, 20XX+1 to August 31, 20XX+1**

Completion of Award Activities

All project activities, expenditures, deliverables, reporting requirements, and project objectives must be completed within the approved PoP unless CTSGC has approved a formal **No-Cost Extension (NCE)**.

Recipients may incur allowable costs up to 90 days before the approved PoP start date **at their own risk**. Reimbursement of such costs is not guaranteed and is contingent upon award issuance and compliance with all applicable grant requirements. **No costs may be incurred after the PoP end date unless an NCE has been approved.**

All supplies, materials, and project-related purchases must:

1. Be ordered during the PoP.
2. Be received during the PoP.
3. Be utilized in support of the approved project during the PoP.

Purchases made near the end of the project solely to expend remaining funds are strongly discouraged and may be disallowed if sufficient project justification is not provided.

Awardees should ensure procurement activities occur early enough to allow delivery, implementation, and use before the PoP ends.

Failure to comply with PoP requirements may result in disallowed costs, delayed reimbursement, forfeiture of remaining award funds, or future funding ineligibility.

No-Cost Extensions (NCE)

Definition

A No-Cost Extension allows additional time to complete approved project activities without providing additional funding.

No-Cost Extensions are intended for situations where:

- Significant progress has been made.

- Legitimate delays occurred.
- Additional time is needed to complete approved objectives.

Extensions may not be used to:

- Increase funding.
- Support new project activities.
- Correct poor project management.
- Spend unused balances without justification.

Extension requests must be submitted via email to the CTSGC Office at least 30 calendar days before the PoP end date.

Extension Eligibility

Award recipients may request:

- One No-Cost Extension per award.

Extensions are subject to CTSGC approval.

Approval is not guaranteed.

Financial Management and Award Administration

Award recipients are responsible for:

- Maintaining financial documentation.
- Retaining receipts and invoices.
- Tracking expenditures.
- Providing supporting documentation upon request.
- Complying with institutional financial procedures.

All CTSGC awards are subject to review, monitoring, and desk audit.

Failure to provide adequate financial documentation may result in:

- Withholding of reimbursement.
- Reduction of funding.
- Termination of award.
- Forfeiture of unpaid balances.

- Ineligibility for future CTSGC funding opportunities.

Tax Consequences of Awards

Award recipients should familiarize themselves with tax laws to determine the tax status of their grants. **NASA CTSGC does not give tax advice.**

Project Closeout

The PoP ends when:

- Project activities have concluded.
- Deliverables have been completed.
- Final expenditures have occurred.
- Reporting requirements have been submitted to CTSGC Office.

Closeout activities generally include:

Technical Closeout (with CTSGC office)

- Final report submitted to CTSGC Office.
- Grant/Award poster included with submitted report.
- Student participant data.
- STEM Gateway compliance.

Financial Closeout (with Affiliate institution)

- Final invoices.
- Expense documentation.
- Cost-share verification (faculty awards).
- Budget reconciliation.

Program Closeout (with CTSGC office)

- Expo participation requirements.
 - Poster submission.
 - Publication reporting.
 - New Technology Reporting (if applicable).
-

Late Completion and Unexpended Funds

Funds not properly expended during the approved PoP may be deobligated by CTSGC.

Projects that fail to complete required work or reporting may:

- Forfeit remaining award balances.
- Become ineligible for future CTSGC funding.
- Have costs disallowed during financial review.
- Be subject to additional oversight requirements.

Award recipients are strongly encouraged to maintain regular communication with CTSGC regarding project status throughout the Period of Performance.

6. APPLICATION TIMELINE

All competitive proposals for the 2026-2027 academic year are planned for the following timeline:

Activity	Fall Cycle	Spring Cycle
Applications Open	September 1	January 25
Applications Close	October 13	March 24
Institutional Approvals Due	October 21	April 2
Award Announcement	November 19	May 7
Award Activation	December 15	June 10

Dates may be subject to change. Check our website for most current information.

7. APPLICATION REQUIREMENTS

All faculty proposals must include:

Required Submission Components

- Applicant Information Form
- Proposal Abstract

- Proposal Narrative
- Budget Worksheet
- Budget Narrative
 - Facilities, Equipment, and Other Resources, if applicable
- Cost Share Documentation
- Curriculum Vitae
- Institutional Approvals
- Proposal Abstract

Maximum: 100 words

Must describe:

- Project purpose
- NASA relevance
- Expected outcomes

Abstracts from awarded proposals will be published on our website.

Proposal Narrative

Maximum: 6 pages unless otherwise specified.

Narratives should address:

Project Goals and Objectives

What will be accomplished?

NASA Relevance

How does the project support at least one NASA Mission Directorate?

Methodology

Describe technical, educational, or programmatic approaches.

Timeline

Define major milestones.

Student Participation

Describe undergraduate and graduate student involvement.

Expected Outcomes

Describe:

- Publications

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- Presentations
- New proposals
- Research products
- Educational impacts

Assessment Plan

Explain project evaluation methods.

Facilities, Equipment, and Other Resources

Applicants must describe the facilities, equipment, instrumentation, software, laboratory space, field sites, computing resources, supplies, and other institutional resources available to support the proposed project. The description should demonstrate that adequate resources are available to successfully complete the proposed work within the project period. If access to specific equipment, facilities, or resources is pending or limited, applicants should clearly explain how those needs will be addressed.

Other Uploads

All uploaded attachments should be standard formats (PDF preferred, MS Word or Excel accepted, PNG or JPG) and unencrypted or otherwise protected. Please do not provide CSV or non-standard file formats.

8. FACULTY RESEARCH GRANT

Purpose

Supports faculty-led research projects that advance NASA's mission areas and encourage research collaboration, innovation, and student participation. The program is designed to help faculty develop new research initiatives, generate preliminary data, pursue external funding opportunities, and strengthen interdisciplinary partnerships.

Eligibility

- Full-time faculty at CTS GC Member Institutions.
- Full-time research staff, research associates, and postdoctoral fellows.
- Preference is given to:
 - Early-career and pre-tenure faculty.

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- Applicants using the grant as seed funding.
 - Collaborative projects involving other Connecticut Space Grant member institutions.
 - Projects that actively engage students.
- Research must be conducted in person and on-site.

Eligible Expenses

- Faculty and staff salaries (including summer).
- Student stipends.
- Technician and support staff salaries.
- Fringe benefits.
- Research supplies and materials.
- Other project-related research costs consistent with NASA guidance.

Restrictions

- Faculty/staff salary and fringe benefits may not exceed 50% of the award amount.
- A 1:1 cost-share match is required.
- Travel expenses are not allowed.
- Indirect costs cannot be charged to NASA funds.
- Equipment purchases of \$10,000 or more are prohibited.
- Computers and tablets are not allowable expenses.

Application Requirements

Applicants must submit:

- Applicant contact and demographic information.
- 100-word project abstract.
- Six-page project narrative including:
 - Goals and objectives.
 - NASA mission relevance.
 - Methods and procedures.
 - Timeline.
 - Student involvement.
 - Expected outcomes and assessment plan.
- Budget worksheet.
- Budget Narrative
 - Facilities, Equipment, and Other Resources (if applicable)
- One-page curriculum vitae.
- Supporting documentation, if applicable.

Faculty Research Grant Rubric

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Recent Award	5 Pts = No prev. award	4 Pts = 5 or more years	3 Pts = 4 years;	2 Pts = 3 years	1 Pts = 2 years; 0 Pts = 1 year or less
Early Career	Applicant is in the earliest stage of their career (e.g., postdoctoral researcher, first faculty appointment, first 3 years in independent position, or equivalent).				Applicant is establishing an independent research, education, or outreach program but has more than 3 years of experience in their current career stage.
Abstract	Clear, concise, and compelling summary of project scope and significance.	Clear and concise summary with minor omissions.	Adequate summary of project scope.	Limited clarity or important details missing.	Unclear, incomplete, or difficult to understand.
Goals and Objectives	Goals and objectives are exceptionally clear, measurable, and compelling. The importance and potential impact of the work are clearly established.	Goals are specific, measurable, and achievable. Objectives are well aligned with project activities.	Goals are generally clear and achievable but may lack complete specificity or assessment measures.	Goals are identified but lack clarity, specificity, or measurable outcomes.	Goals are vague, unrealistic, or poorly defined.
NASA Relevance	NASA relevance is central to the project. The proposed work directly supports NASA priorities and demonstrates a clear potential contribution to NASA-related research, technology, education, or workforce development.	Strong and explicit connection to one or more NASA Mission Directorates, priorities, or research areas.	NASA relevance is evident and connected to project activities, though alignment could be more explicitly developed.	Some NASA connection is mentioned, but relevance is limited, indirect, or not well integrated into the project.	NASA relevance is weak, unclear, or missing.
Methodology	The proposal presents a rigorous, innovative, and exceptionally well-developed research design. Methods, procedures, and technical approaches are clearly described, justified, and strongly aligned with project objectives.	The proposal includes a detailed and well-developed research plan with appropriate methods, procedures, and resources. The methodology is clearly aligned with the project goals.	The proposal provides an adequate description of the research methods and procedures. The methodology is generally appropriate for achieving the stated goals, although additional detail, justification, or technical rigor would strengthen the proposal.	The proposal describes a research approach, but significant gaps exist in the methods, procedures, resources, or overall research design. The connection between the methodology and project objectives is weak or unclear.	The proposal provides little or no meaningful description of the research approach. Methods are poorly developed, lack scientific or technical rigor, and do not demonstrate a clear path toward achieving the stated goals.

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Feasibility	Timeline is comprehensive, well organized, and highly feasible. Milestones, resources, and contingencies demonstrate strong project planning and management.	Timeline is realistic and well aligned with project activities. Resources and facilities are clearly available.	Timeline is generally reasonable but lacks some detail regarding milestones, resources, or project management.	Timeline or feasibility plan is incomplete, and important milestones or resources are not sufficiently addressed.	Timeline is unrealistic or project feasibility is questionable. No evidence of institutional support or equipment/resources (when appropriate).
Expected Outcomes	Outcomes are highly significant and measurable. Strong potential exists for publication, presentation, future funding, educational impact, or advancement of NASA-related objectives. A clear, and well defined assessment plan is included.	Deliverables and measures of success are clearly defined and appropriate. There is good potential for innovation, publications, or future funding. The proposal includes a plan for disseminating findings, and an assessment plan.	There is potential for innovation, publications, or future funding. Outcomes are identified and generally measurable, though assessment plans may lack detail.	There is some potential for innovation, publications, or future funding. Outcomes are identified, but assessment methods are weak or incomplete.	There is little/no potential for innovation, publications, or future funding. The proposal does not include a plan for disseminating findings. The assessment plan is missing.
Collaboration	Exceptional collaboration across disciplines, institutions, and/or external partners that significantly strengthens the project.	Strong collaboration with clearly defined roles and contributions.	Meaningful collaboration contributes positively to project success.	Limited collaboration with unclear roles or benefits.	No meaningful collaboration identified.
Student Involvement	Student engagement is central to the project and strongly supported by the budget.	Students have substantial roles supported by mentoring and budget resources.	Students participate meaningfully and receive educational benefit.	Student roles or budget support are limited.	Student involvement is minimal or absent.
Budget	Budget is detailed, cost-effective, and fully justified. A complete budget schedule is provided, expenditures are clearly aligned with project objectives, and salary/stipend support is appropriate for the proposed effort and period of performance.	Budget is reasonable, detailed, and well justified. Costs support project objectives, and a budget schedule is provided with only minor omissions or concerns.	Budget is generally appropriate and allowable. Most expenditures are justified, but additional detail, clarification, or refinement of the budget schedule is needed.	Budget includes questionable expenses, limited justification, or an incomplete budget schedule. Some costs may not align well with the project scope, effort, or period of performance.	Budget is missing, lacks a budget schedule, or contains significant deficiencies. Expenditures are poorly justified, unrealistic, excessive, potentially unallowable, or not aligned with project objectives.

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9. FACULTY PROJECT GRANT

Purpose

Provides modest funding for research-related supplies and materials that support ongoing faculty research activities, expand project capabilities, or increase student participation in research.

Eligibility

- Full-time faculty at CTSGC Member Institutions.
- Full-time research staff and associates.

Eligible Expenses

- Consumable supplies.
- Research materials.
- Laboratory supplies used by faculty or student researchers.
- Materials necessary to expand existing research efforts or launch new research directions.

Restrictions

- Funding is limited to supplies and materials only.
- Maximum funding request of \$5,000.
- A 1:1 cost-share match is required.
- No travel, equipment, computers, stipends, salaries, fringe benefits, tuition, entertainment, entry fees, or indirect costs.
- Equipment purchases are prohibited.
- Computers and tablets are prohibited.
- Reimbursement is based on submitted receipts.

Application Requirements

Applicants must submit:

- Applicant information.
- 100-word abstract.
- Four-page narrative.
- Budget worksheet.
- Budget Narrative
 - Facilities, Equipment, and Other Resources (if applicable)

- One-page CV.
- Supporting documentation, if applicable.

Project Grant Rubric

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Recent Award	5 Pts = No prev. award	4 Pts = 5 or more years	3 Pts = 4 years;	2 Pts = 3 years	1 Pts = 2 years; 0 Pts = 1 year or less
Early Career	Applicant is in the earliest stage of their career (e.g., postdoctoral researcher, first faculty appointment, first 3 years in independent position, or equivalent).				Applicant is establishing an independent research, education, or outreach program but has more than 3 years of experience in their current career stage.
Abstract	Clear, concise, and compelling summary of project scope and significance.	Clear and concise summary with minor omissions.	Adequate summary of project scope.	Limited clarity or important details missing.	Unclear, incomplete, or difficult to understand.
Goals and Objectives	Goals and objectives are exceptionally clear, measurable, and compelling. The importance and potential impact of the work are clearly established.	Goals are specific, measurable, and achievable. Objectives are well aligned with project activities.	Goals are generally clear and achievable but may lack complete specificity or assessment measures.	Goals are identified but lack clarity, specificity, or measurable outcomes.	Goals are vague, unrealistic, or poorly defined.
NASA Relevance	NASA relevance is central to the project. The proposed work directly supports NASA priorities and demonstrates a clear potential contribution to NASA-related research, technology, education, or workforce development.	Strong and explicit connection to one or more NASA Mission Directorates, priorities, or research areas.	NASA relevance is evident and connected to project activities, though alignment could be more explicitly developed.	Some NASA connection is mentioned, but relevance is limited, indirect, or not well integrated into the project.	NASA relevance is weak, unclear, or missing.

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Methodology	The proposal presents a clear, compelling, and well-justified plan for using requested materials and supplies to significantly advance research activities, expand research capabilities, and/or increase meaningful student participation. The connection between requested resources, project goals, and anticipated outcomes is exceptionally strong.	The proposal includes a detailed and well-developed plan for utilizing requested materials and supplies. The requested resources clearly support project objectives and are likely to enhance research productivity, capabilities, or student involvement.	The proposal provides an adequate plan for using requested materials and supplies. The connection between the requested resources and project goals is evident, although additional detail or justification would strengthen the proposal.	The proposal identifies a need for materials and supplies, but the intended use, anticipated benefits, or link to project goals is not fully developed. The impact on research activities or student participation is uncertain.	The proposal provides little or no justification for the requested materials and supplies, or the methodology section is missing. The proposed use of resources is unclear, poorly aligned with project goals, or unlikely to meaningfully advance research activities, research capacity, or student involvement.
Expected Outcomes	Outcomes are highly significant and measurable. Strong potential exists for publication, presentation, future funding, educational impact, or advancement of NASA-related objectives. A clear, and well defined assessment plan is included.	Deliverables and measures of success are clearly defined and appropriate. There is good potential for innovation, publications, or future funding. The proposal includes a plan for disseminating findings, and an assessment plan.	There is potential for innovation, publications, or future funding. Outcomes are identified and generally measurable, though assessment plans may lack detail.	There is some potential for innovation, publications, or future funding. Outcomes are identified, but assessment methods are weak or incomplete.	There is little/no potential for innovation, publications, or future funding. The proposal does not include a plan for disseminating findings. The assessment plan is missing.
Collaboration	Exceptional collaboration across disciplines, institutions, and/or external partners that significantly strengthen the project.	Strong collaboration with clearly defined roles and contributions.	Meaningful collaboration contributes positively to project success.	Limited collaboration with unclear roles or benefits.	No meaningful collaboration is identified.
Student Involvement	Student engagement is central to the project and strongly supported by the budget.	Students have substantial roles supported by mentoring and budget resources.	Students participate meaningfully and receive educational benefits.	Student roles or budget support are limited.	Student involvement is minimal or absent.

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Budget	Budget is detailed, cost-effective, and fully justified. A complete budget schedule is provided; expenditures are clearly aligned with project objectives, and salary/stipend support is appropriate for the proposed effort and period of performance.	Budget is reasonable, detailed, and well justified. Costs support project objectives, and a budget schedule is provided with only minor omissions or concerns.	Budget is generally appropriate and allowable. Most expenditures are justified, but additional details, clarification, or refinement of the budget schedule is needed.	Budget includes questionable expenses, limited justification, or an incomplete budget schedule. Some costs may not align well with the project's scope, effort, or period of performance.	Budget is missing, lacks a budget schedule, or contains significant deficiencies. Expenditures are poorly justified, unrealistic, excessive, potentially unallowable, or not aligned with project objectives.

10. STEM EDUCATION RESEARCH GRANT

Purpose

Supports research that advances knowledge and understanding in STEM education, including higher education, K-12 education, curriculum development, outreach, and STEM participation.

Eligibility

- Full-time faculty at CTSGC Member Institutions.
- Full-time staff and associates.
- Collaborations with K-12 schools and informal education organizations are encouraged.
- Principal Investigator must be affiliated with an academic CTSGC institution.

Eligible Expenses

- Faculty/staff salaries and stipends.
- Student stipends.
- Technician and support staff salaries.
- Fringe benefits.
- Supplies and materials.

Restrictions

- Faculty/staff salary and fringe benefits may not exceed 50% of the award amount.
- A 1:1 cost-share match is required.

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- No travel expenses.
- No equipment purchases.
- No computers or tablets.
- No entertainment, entry fees, or indirect costs.

Application Requirements

Applicants must submit:

- Applicant information.
- 100-word abstract.
- Six-page narrative.
- Budget worksheet.
- Budget Narrative
 - Facilities, Equipment, and Other Resources (if applicable)
- One-page CV.
- Evidence of collaboration, if applicable.

STEM Education Research Rubric

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Recent Award	5 Pts = No prev. award	4 Pts = 5 or more years	3 Pts = 4 years;	2 Pts = 3 years	1 Pts = 2 years; 0 Pts = 1 year or less
Early Career	Applicant is in the earliest stage of their career (e.g., postdoctoral researcher, first faculty appointment, first 3 years in independent position, or equivalent).				Applicant is establishing an independent research, education, or outreach program but has more than 3 years of experience in their current career stage.
Abstract	Clear, concise, and compelling summary of project scope and significance.	Clear and concise summary with minor omissions.	Adequate summary of project scope.	Limited clarity or important details missing.	Unclear, incomplete, or difficult to understand.
Goals and Objectives	Goals and objectives are exceptionally clear, measurable, and compelling. The importance and potential impact of the work are clearly established.	Goals are specific, measurable, and achievable. Objectives are well aligned with project activities.	Goals are generally clear and achievable but may lack complete specificity or assessment measures.	Goals are identified but lack clarity, specificity, or measurable outcomes.	Goals are vague, unrealistic, or poorly defined.

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
NASA Relevance	NASA relevance is central to the project. The proposed work directly supports NASA priorities and demonstrates a clear potential contribution to NASA-related research, technology, education, or workforce development.	Strong and explicit connection to one or more NASA Mission Directorates, priorities, or research areas.	NASA relevance is evident and connected to project activities, though alignment could be more explicitly developed.	Some NASA connection is mentioned, but relevance is limited, indirect, or not well integrated into the project.	NASA relevance is weak, unclear, or missing.
Methodology	The proposal presents a rigorous, innovative, and well-developed STEM education research design. Methods, assessment strategies, and data collection plans are clearly described and strongly aligned with project goals and intended educational outcomes. The project has significant potential to advance STEM education through activities such as K-12 curriculum development, K-12 or higher education STEM education outcomes research, STEM education outreach programs, or related educational initiatives.	The proposal includes a detailed and well-organized STEM education research plan. Methods and assessment approaches are clearly described and appropriately aligned with project goals. The project has some potential to advance STEM education through activities such as K-12 curriculum development, K-12 or higher education STEM education outcomes research, STEM education outreach programs, or related educational initiatives.	The proposal provides an adequate STEM education research plan. Methods are appropriate and linked to project goals, though additional detail, justification, or assessment measures would strengthen the proposal.	The proposal includes a STEM education research plan, but important details regarding methodology, assessment, data collection, or implementation are limited or unclear. The connection between methods and project goals is weak.	The proposal does not include a STEM education research plan, or the methodology is insufficiently developed to evaluate. Methods are poorly described, lack necessary detail, or are not aligned with project goals.
Feasibility	Timeline is comprehensive, well organized, and highly feasible. Milestones, resources, and contingencies demonstrate strong project planning and management.	Timeline is realistic and well aligned with project activities. Resources and facilities are clearly available.	Timeline is generally reasonable but lacks some detail regarding milestones, resources, or project management.	Timeline or feasibility plan is incomplete, and important milestones or resources are not sufficiently addressed.	Timeline is unrealistic or project feasibility is questionable. No evidence of institutional support or equipment/resources (when appropriate).

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Expected Outcomes	Outcomes are highly significant and measurable. Strong potential exists for publication, presentation, future funding, educational impact, or advancement of NASA-related objectives. A clear, and well defined assessment plan is included.	Deliverables and measures of success are clearly defined and appropriate. There is good potential for innovation, publications, or future funding. The proposal includes a plan for disseminating findings, and an assessment plan.	There is potential for innovation, publications, or future funding. Outcomes are identified and generally measurable, though assessment plans may lack detail.	There is some potential for innovation, publications, or future funding. Outcomes are identified, but assessment methods are weak or incomplete.	There is little/no potential for innovation, publications, or future funding. The proposal does not include a plan for disseminating findings. The assessment plan is missing.
Collaboration	Exceptional collaboration across disciplines, institutions, and/or external partners that significantly strengthen the project.	Strong collaboration with clearly defined roles and contributions.	Meaningful collaboration contributes positively to project success.	Limited collaboration with unclear roles or benefits.	No meaningful collaboration is identified.
Budget	Budget is detailed, cost-effective, and fully justified. A complete budget schedule is provided; expenditures are clearly aligned with project objectives, and salary/stipend support is appropriate for the proposed effort and period of performance.	Budget is reasonable, detailed, and well justified. Costs support project objectives, and a budget schedule is provided with only minor omissions or concerns.	Budget is generally appropriate and allowable. Most expenditures are justified, but additional details, clarification, or refinement of the budget schedule is needed.	Budget includes questionable expenses, limited justification, or an incomplete budget schedule. Some costs may not align well with the project's scope, effort, or period of performance.	Budget is missing, lacks a budget schedule, or contains significant deficiencies. Expenditures are poorly justified, unrealistic, excessive, potentially unallowable, or not aligned with project objectives.

11. STEM EDUCATION PROGRAMMING GRANT

Purpose

Supports STEM education programs and outreach initiatives designed to increase STEM awareness, participation, diversity, and engagement among K-12, college, and informal education audiences.

Eligibility

- Full-time faculty at CTSGC Member Institutions.

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- Full-time staff and associates.
- Collaborative partnerships with K-12 schools, museums, science centers, and industry partners are encouraged.

Eligible Expenses

- Faculty/staff salaries and stipends.
- Student stipends.
- Technician and support staff salaries.
- Fringe benefits.
- Program materials and supplies.

Restrictions

- Faculty/staff salary and fringe benefits may not exceed 50% of the award amount.
- A 1:1 cost-share match is required.
- No travel expenses.
- No equipment purchases.
- No computers or tablets.
- No alcohol, entertainment, entry fees, or indirect costs.

Application Requirements

Applicants must submit:

- Applicant information.
- 100-word abstract.
- Six-page narrative describing programming activities, timeline, partnerships, assessment methods, and expected outcomes.
- Budget worksheet.
- Budget narrative.
- One-page CV.
- Facilities, equipment, and other resources (if applicable)
- Documentation of partner support when applicable.

STEM Education Programming Rubric

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Recent Award	5 Pts = No prev. award	4 Pts = 5 or more years	3 Pts = 4 years;	2 Pts = 3 years	1 Pts = 2 years; 0 Pts = 1 year or less

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Early Career	Applicant is in the earliest stage of their career (e.g., postdoctoral researcher, first faculty appointment, first 3 years in independent position, or equivalent).				Applicant is establishing an independent research, education, or outreach program but has more than 3 years of experience in their current career stage.
Abstract	Clear, concise, and compelling summary of project scope and significance.	Clear and concise summary with minor omissions.	Adequate summary of project scope.	Limited clarity or important details missing.	Unclear, incomplete, or difficult to understand.
Goals and Objectives	Goals and objectives are exceptionally clear, measurable, and compelling. The importance and potential impact of the work are clearly established.	Goals are specific, measurable, and achievable. Objectives are well aligned with project activities.	Goals are generally clear and achievable but may lack complete specificity or assessment measures.	Goals are identified but lack clarity, specificity, or measurable outcomes.	Goals are vague, unrealistic, or poorly defined.
NASA Relevance	NASA relevance is central to the project. The proposed work directly supports NASA priorities and demonstrates a clear potential contribution to NASA-related research, technology, education, or workforce development.	Strong and explicit connection to one or more NASA Mission Directorates, priorities, or research areas.	NASA relevance is evident and connected to project activities, though alignment could be more explicitly developed.	Some NASA connection is mentioned, but relevance is limited, indirect, or not well integrated into the project.	NASA relevance is weak, unclear, or missing.
Methodology	The proposal presents a comprehensive, innovative, and well-defined implementation plan for STEM education programming or outreach. Activities, partnerships, and assessment methods are clearly described and strongly aligned with the goal of increasing STEM awareness, participation, engagement, and interest among K-12, college, and/or informal education audiences.	The proposal includes a detailed and feasible implementation plan with appropriate partner support and assessment methods. Programming activities are clearly connected to project goals and are likely to increase STEM awareness and engagement among the intended audience.	The proposal provides an adequate implementation plan and assessment approach. Programming activities generally support project goals, though additional detail, justification, or evaluation measures would strengthen the proposal.	The proposal includes a programming plan, but important details regarding implementation, partnerships, assessment, or participant outcomes are limited or unclear. The connection between project activities and goals is weak.	The proposal does not include a clear plan for implementation or assessment, or the methodology section is missing. Programming activities are poorly described, lack sufficient detail, or are not aligned with project goals and intended participant outcomes.

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Feasibility	Timeline is comprehensive, well organized, and highly feasible. Milestones, resources, and contingencies demonstrate strong project planning and management.	Timeline is realistic and well aligned with project activities. Resources and facilities are clearly available.	Timeline is generally reasonable but lacks some detail regarding milestones, resources, or project management.	Timeline or feasibility plan is incomplete, and important milestones or resources are not sufficiently addressed.	Timeline is unrealistic, or project feasibility is questionable. No evidence of institutional support or equipment/resources (when appropriate).
Expected Outcomes	Outcomes are highly significant and measurable. Strong potential exists for publication, presentation, future funding, educational impact, or advancement of NASA-related objectives. A clear, and well defined assessment plan is included.	Deliverables and measures of success are clearly defined and appropriate. There is good potential for innovation, publications, or future funding. The proposal includes a plan for disseminating findings, and an assessment plan.	There is potential for innovation, publications, or future funding. Outcomes are identified and generally measurable, though assessment plans may lack detail.	There is some potential for innovation, publications, or future funding. Outcomes are identified, but assessment methods are weak or incomplete.	There is little/no potential for innovation, publications, or future funding. The proposal does not include a plan for disseminating findings. The assessment plan is missing.
Collaboration	Exceptional collaboration across disciplines, institutions, and/or external partners that significantly strengthen the project.	Strong collaboration with clearly defined roles and contributions.	Meaningful collaboration contributes positively to project success.	Limited collaboration with unclear roles or benefits.	No meaningful collaboration is identified.
Student Involvement	Student engagement is central to the project and strongly supported by the budget.	Students have substantial roles supported by mentoring and budget resources.	Students participate meaningfully and receive educational benefits.	Student roles or budget support are limited.	Student involvement is minimal or absent.
Budget	Budget is detailed, cost-effective, and fully justified. A complete budget schedule is provided; expenditures are clearly aligned with project objectives, and salary/stipend support is appropriate for the proposed effort and period of performance.	Budget is reasonable, detailed, and well justified. Costs support project objectives, and a budget schedule is provided with only minor omissions or concerns.	Budget is appropriate and allowable. Most expenditures are justified, but additional details, clarification, or refinement of the budget schedule is needed.	Budget includes questionable expenses, limited justification, or an incomplete budget schedule. Some costs may not align well with the project's scope, effort, or period of performance.	Budget is missing, lacks a budget schedule, or contains significant deficiencies. Expenditures are poorly justified, unrealistic, excessive, potentially unallowable, or not aligned with project objectives.

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12. CURRICULUM DEVELOPMENT GRANT

Purpose

Supports the creation of new undergraduate or graduate STEM courses or the enhancement and revision of existing courses that strengthen NASA-related STEM education and workforce preparation.

Eligibility

- Full-time faculty at CTSGC Member Institutions.
- Full-time research staff or associates when partnering with a faculty collaborator or Co-PI.

Eligible Expenses

- Faculty and staff salaries/stipends.
- Student stipends.
- Fringe benefits.
- Supplies and materials.
- Other curriculum development expenses consistent with NASA guidance.

Restrictions

- New course development awards may receive up to \$4,000.
- Course revision/enhancement awards may receive up to \$2,000.
- Faculty/staff salary and fringe benefits may not exceed 50% of the award amount.
- A 1:1 cost-share match is required.
- Travel is not allowed.
- Equipment purchases are prohibited.
- Computers and tablets are prohibited.
- Institutional approval for new or revised courses is required.

Application Requirements

Applicants must submit:

- Applicant information.
- 100-word abstract.
- Two-page narrative.
- Budget worksheet.

- Budget narrative.
- One-page CV.
- Facilities, equipment, and other resources (if applicable)
- Institutional approval documentation and other supporting materials, as appropriate.

Curriculum Development Rubric

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Recent Award	5 Pts = No prev. award	4 Pts = 5 or more years	3 Pts = 4 years;	2 Pts = 3 years	1 Pts = 2 years; 0 Pts = 1 year or less
Early Career	Applicant is in the earliest stage of their career (e.g., postdoctoral researcher, first faculty appointment, first 3 years in independent position, or equivalent).				Applicant is establishing an independent research, education, or outreach program but has more than 3 years of experience in their current career stage.
Abstract	Clear, concise, and compelling summary of project scope and significance.	Clear and concise summary with minor omissions.	Adequate summary of project scope.	Limited clarity or important details missing.	Unclear, incomplete, or difficult to understand.
Goals and Objectives	Goals and objectives are exceptionally clear, measurable, and compelling. The importance and potential impact of the work are clearly established.	Goals are specific, measurable, and achievable. Objectives are well aligned with project activities.	Goals are generally clear and achievable but may lack complete specificity or assessment measures.	Goals are identified but lack clarity, specificity, or measurable outcomes.	Goals are vague, unrealistic, or poorly defined.
NASA Relevance	NASA relevance is central to the project. The proposed work directly supports NASA priorities and demonstrates a clear potential contribution to NASA-related research, technology, education, or workforce development.	Strong and explicit connection to one or more NASA Mission Directorates, priorities, or research areas.	NASA relevance is evident and connected to project activities, though alignment could be more explicitly developed.	Some NASA connection is mentioned, but relevance is limited, indirect, or not well integrated into the project.	NASA relevance is weak, unclear, or missing.

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Methodology	The proposal presents a comprehensive and innovative plan for developing a new undergraduate or graduate course, or substantially enhancing an existing course. Curriculum design, instructional strategies, learning outcomes, assessment methods, and implementation plans are clearly described and strongly aligned with project goals. The project has significant potential to strengthen NASA-related STEM education and workforce preparation.	The proposal includes a detailed and well-organized curriculum development plan. Course content, learning outcomes, implementation strategies, and assessment methods are clearly described and aligned with project goals.	The proposal provides an adequate plan for course development or revision. The curriculum approach is generally appropriate and linked to project goals, though additional detail or assessment planning would strengthen the proposal.	The proposal includes a curriculum development plan, but important details regarding course design, implementation, assessment, or expected educational outcomes are limited or unclear. The connection between activities and project goals is weak.	The proposal does not include a clear curriculum development plan, or the methodology section is missing. Course design, implementation, assessment, or expected outcomes are poorly developed, making the impact of the proposed curriculum difficult to evaluate.
Expected Outcomes	Exceptional collaboration across disciplines, institutions, and/or external partners that significantly strengthen the project.	Strong collaboration with clearly defined roles and contributions.	Meaningful collaboration contributes positively to project success.	Limited collaboration with unclear roles or benefits.	No meaningful collaboration is identified.
Collaboration	Student engagement is central to the project and strongly supported by the budget.	Students have substantial roles supported by mentoring and budget resources.	Students participate meaningfully and receive educational benefits.	Student roles or budget support are limited.	Student involvement is minimal or absent.
Budget	Budget is detailed, cost-effective, and fully justified. A complete budget schedule is provided; expenditures are clearly aligned with project objectives, and salary/stipend support is appropriate for the proposed effort and period of performance.	Budget is reasonable, detailed, and well justified. Costs support project objectives, and a budget schedule is provided with only minor omissions or concerns.	Budget is generally appropriate and allowable. Most expenditures are justified, but additional details, clarification, or refinement of the budget schedule is needed.	Budget includes questionable expenses, limited justification, or an incomplete budget schedule. Some costs may not align well with the project's scope, effort, or period of performance.	Budget is missing, lacks a budget schedule, or contains significant deficiencies. Expenditures are poorly justified, unrealistic, excessive, potentially unallowable, or not aligned with project objectives.

13. TRAVEL GRANT

Purpose

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Provides travel opportunities that seek to increase the impact, visibility, and competitiveness of CTSGC and NASA-related research and education activities conducted at member institutions by supporting professional engagement opportunities that:

- Promote dissemination of CTSGC-funded research results and educational innovations.
- Advance NASA-relevant research and scholarship.
- Foster new collaborations with NASA, industry, government, and academic partners.
- Enhance opportunities for student participation in NASA-related activities.
- Increase institutional capacity in NASA-aligned STEM disciplines.

Travel must advance scholarship, research, teaching, or NASA workforce goals. International travel is prohibited.

Within the reporting period, award recipients must:

- Complete the approved travel activity.
- Submit a final report to the CTSGC office describing outcomes and impacts of this travel activity.
- Document presentations, collaborations, and other deliverables resulting from travel.

Application Requirements

Applicants must submit:

- Applicant information.
- 100-word abstract.
- Two-page narrative, including: Purpose of travel, NASA mission relevance, feasibility, and timeline, and expected outcomes.
- Budget worksheet.
- Budget narrative.
- One-page CV.
- Invitation/other supporting materials.
- Institutional approval documentation and other supporting materials, as appropriate.

Alternative Funding Plan

Applicants must describe how the proposed travel activity will be supported if the full amount of requested CTSGC funding is not awarded. The narrative should identify any additional funding sources, institutional support, personal contributions, departmental funding, or other resources that will be used to cover remaining expenses and ensure successful completion of the travel activity.

- *Example:* If the total travel cost is \$1,500 and the applicant requests \$1,000 from CTSGC, the applicant should explain how the remaining \$500 will be funded.

Group Travel Proposals:

Proposals requesting support for faculty-led group travel must include a narrative that identifies all proposed travelers and their respective roles. The narrative should describe each individual's contribution to the project or activity, explain the relationship between those contributions and the proposed travel, and justify the necessity of each traveler's participation. Applicants must clearly designate each traveler as either *essential* or *optional* (funding permitting) for the completion of the proposed activity.

Travel Grant Rubric

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Recent Award	5 Pts = No prev. award	4 Pts = 5 or more years	3 Pts = 4 years;	2 Pts = 3 years	1 Pts = 2 years; 0 Pts = 1 year or less
Early Career	Applicant is in the earliest stage of their career (e.g., postdoctoral researcher, first faculty appointment, first 3 years in independent position, or equivalent).				Applicant is establishing an independent research, education, or outreach program but has more than 3 years of experience in their current career stage.
Abstract	Clear, concise, and compelling summary of the scope of travel.	Clear and concise summary with minor omissions.	Adequate summary of project scope.	Limited clarity or important details missing.	Unclear, incomplete, or difficult to understand.
Goals and Objectives	The proposed travel is relevant to one or more of NASA's Mission Directorates.	The proposed travel is relevant to one or more of NASA's strategic goals.		The proposed travel is somewhat relevant to one or more of NASA's strategic goals.	The proposed travel is not relevant to NASA's strategic goals.
NASA Relevance	The goals and objectives of the travel are clearly stated. There are compelling reasons offered to pursue the travel.	The goals and objectives of the travel are clearly stated. There is some evidence to support the importance of this travel.		The goals and objectives are unclear. There is little evidence to support the importance of this travel.	The goals and objectives are not clearly stated. There is no evidence to support the importance of this travel

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Purpose of Travel	The purpose of travel is exceptionally well justified and clearly aligned with CTSGC and NASA-related research, education, or workforce development objectives. The travel offers significant potential to increase project impact, visibility, collaboration, dissemination of results, future funding opportunities, or professional engagement. Strong supporting documentation is provided.	The purpose of travel is clearly described and well justified. The proposed travel is likely to support meaningful professional engagement, collaboration, dissemination, or advancement of NASA-related activities. Supporting documentation is provided.	The purpose of travel is adequately described and generally aligned with project goals. Expected benefits are reasonable, though additional detail regarding outcomes, impact, or supporting documentation would strengthen the proposal.	The purpose of travel is described, but the rationale, anticipated outcomes, or relevance to CTSGC and NASA-related activities is limited or unclear. Supporting documentation is weak, incomplete, or absent.	The proposal provides little or no justification for the proposed travel, or the purpose of travel section is missing. Expected benefits, outcomes, or relevance to CTSGC and NASA-related activities are unclear, and supporting documentation is absent or insufficient.
Feasibility	The proposal includes a clear, detailed, and highly feasible travel plan. The timeline is well organized and demonstrates a strong likelihood of achieving research, teaching, professional engagement, collaboration, dissemination, and/or future funding outcomes.	The proposal includes a realistic and well-developed travel timeline. Activities and anticipated outcomes are clearly connected, and the proposed schedule is likely to achieve the stated objectives.	The proposal includes an adequate timeline and plan for achieving intended outcomes. The schedule appears generally feasible, though additional detail or planning would strengthen the proposal.	The proposal includes a travel timeline, but important details regarding scheduling, activities, or anticipated outcomes are limited or unclear. The feasibility of achieving the stated outcomes is uncertain.	The proposal does not include a clear timeline or feasible plan for achieving research, teaching, professional engagement, dissemination, or future funding outcomes. The timeline section is missing or inadequately developed.
Expected Outcomes	The proposed travel has exceptional potential to increase the impact, visibility, competitiveness, or reach of NASA-related research and education activities. Expected outcomes are clearly defined, highly achievable, and supported by a strong record of prior accomplishment.	The proposed travel has strong potential to positively impact research, teaching, professional engagement, collaboration, dissemination, or future funding. Expected outcomes are clearly defined and achievable.	The proposed travel has reasonable potential to contribute to research, teaching, professional engagement, or future funding opportunities. Outcomes are identified but may require additional detail or supporting evidence.	The proposed travel may provide some benefit, but expected outcomes are limited, poorly defined, or difficult to evaluate. The likelihood of achieving meaningful impact is unclear.	The proposal provides little evidence that the travel will result in meaningful research, teaching, professional engagement, dissemination, or future funding outcomes. Expected outcomes are poorly defined or missing.

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Budget	Budget is detailed, cost-effective, and fully justified. A complete budget schedule is provided; expenditures are clearly aligned with travel objectives, and costs represent an efficient use of CTSGC funds to maximize impact.	Budget is reasonable, detailed, and well justified. Travel costs are appropriate for the proposed activities and period of performance, with only minor omissions or concerns.	Budget is generally appropriate and allowable. Most expenditures are justified, but additional detail, clarification, or refinement of the budget schedule would strengthen the proposal.	Budget includes questionable expenses, limited justification, or an incomplete budget schedule. Some costs may not be fully aligned with the proposed travel activities or expected outcomes.	Budget is missing, lacks sufficient detail or justification, or contains excessive, unrealistic, or potentially unallowable costs. A viable budget schedule is not provided.

14. FACULTY-UNDERGRADUATE STUDENT RESEARCH PROGRAM

Purpose

Provides meaningful undergraduate research experiences in NASA-relevant disciplines by supporting research partnerships between faculty mentors and students at both a 4-year affiliate and a community college.

This program is considered CTSGC's premier workforce development initiative.

Required Components

Applicants must include:

- Research Plan
- Student Training Plan
- Mentorship Plan
- Student Recruitment Plan
- Community College Partnership Strategy
- NASA Workforce Development Strategy

Eligibility

Faculty

- Full-time faculty or research staff at CTSGC Member Institutions.

Students

- U.S. citizens.
- Full-time undergraduate students at CTSGC member institutions.
 - One student must be enrolled at a participating 2-year community college affiliate
- Strong academic standing.

All research must be conducted in person and on-site.

Eligible Expenses

- Two student stipends (\$6,000 per student).
 - One student must be enrolled at a participating 2-year community college affiliate
- Faculty stipend (\$2,000, including fringe and benefits).

Restrictions

- Budget is limited to student and faculty stipends.
- Faculty must provide a minimum \$8,000 cost match.
- Research period should be at least eight weeks.
- Students and faculty should plan for approximately 320 hours of project participation.
- No indirect costs may be charged to NASA funds.

Application Requirements

Faculty applicants must submit:

- Applicant information.
- 100-word abstract.
- Six-page project narrative.
- Budget worksheet.
- Budget narrative.
- Facilities, equipment, and other resources (if applicable)
- One-page CV.

Following award selection, student participants must submit:

- One-page student narrative.
- Transcript.
- One-page résumé or CV.

Faculty-Undergraduate Research Rubric

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Early Career	Applicant is in the earliest stage of their career (e.g., postdoctoral researcher, first faculty appointment, first 3 years in independent position, or equivalent).				Applicant is establishing an independent research, education, or outreach program but has more than 3 years of experience in their current career stage.
Abstract	Clear, concise, and compelling summary of project scope and significance.	Clear and concise summary with minor omissions.	Adequate summary of project scope.	Limited clarity or important details missing.	Unclear, incomplete, or difficult to understand.
Goals and Objectives	Goals and objectives are exceptionally clear, measurable, and compelling. The importance and potential impact of the work are clearly established.	Goals are specific, measurable, and achievable. Objectives are well aligned with project activities.	Goals are generally clear and achievable but may lack complete specificity or assessment measures.	Goals are identified but lack clarity, specificity, or measurable outcomes.	Goals are vague, unrealistic, or poorly defined.
NASA Relevance	NASA relevance is central to the project. The proposed work directly supports NASA priorities and demonstrates a clear potential contribution to NASA-related research, technology, education, or workforce development.	Strong and explicit connection to one or more NASA Mission Directorates, priorities, or research areas.	NASA relevance is evident and connected to project activities, though alignment could be more explicitly developed.	Some NASA connection is mentioned, but relevance is limited, indirect, or not well integrated into the project.	NASA relevance is weak, unclear, or missing.
Methodology	The proposal presents a rigorous, well-developed research plan with clearly defined methods, procedures, and expected outcomes. The methodology is strongly aligned with project goals and provides a meaningful undergraduate research experience through a well-integrated partnership between a 4-year affiliate institution and a community college, with clearly defined roles for faculty mentors and students.	The proposal includes a detailed and well-organized research plan. Methods are clearly linked to project goals, and undergraduate students are meaningfully engaged in the proposed research activities.	The proposal provides an adequate research plan. Methods are appropriate and support the stated goals, though additional detail, justification, or student engagement activities would strengthen the proposal.	The proposal includes a research plan, but important details regarding methods, implementation, institutional collaboration, or student involvement are limited or unclear. The connection between methodology and project goals is weak.	The proposal does not include a clear research plan, or the methodology section is missing. Methods are poorly described, lack sufficient detail, or are not aligned with project goals. Opportunities for meaningful undergraduate research participation are not evident.

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Feasibility	Timeline is comprehensive, well organized, and highly feasible. Milestones, resources, and contingencies demonstrate strong project planning and management.	Timeline is realistic and well aligned with project activities. Resources and facilities are clearly available.	Timeline is reasonable but lacks some detail regarding milestones, resources, or project management.	Timeline or feasibility plan is incomplete, and important milestones or resources are not sufficiently addressed.	Timeline is unrealistic or project feasibility is questionable. No evidence of institutional support or equipment/resources (when appropriate).
Expected Outcomes	Outcomes are highly significant and measurable. Strong potential exists for publication, presentation, future funding, educational impact, or advancement of NASA-related objectives. A clear, and well defined assessment plan is included.	Deliverables and measures of success are clearly defined and appropriate. There is good potential for innovation, publications, or future funding. The proposal includes a plan for disseminating findings, and an assessment plan.	There is potential for innovation, publications, or future funding. Outcomes are identified and generally measurable, though assessment plans may lack detail.	There is some potential for innovation, publications, or future funding. Outcomes are identified but assessment methods are weak or incomplete.	There is little/no potential for innovation, publications, or future funding. The proposal does not include a plan for disseminating findings. The assessment plan is missing.
Collaboration	Exceptional collaboration across disciplines, institutions, and/or external partners that significantly strengthen the project.	Strong collaboration with clearly defined roles and contributions.	Meaningful collaboration contributes positively to project success.	Limited collaboration with unclear roles or benefits.	No meaningful collaboration is identified.
Student Involvement	Student involvement is central to the project and strongly supported by the budget. Undergraduate students play substantial and meaningful roles in all phases of the research experience and receive significant mentorship, skill development, and hands-on research opportunities. The project demonstrates meaningful engagement between students at a 4-year affiliate institution and a community college.	Students have substantial research roles supported by mentoring and budget resources. Students are actively engaged in major project activities and receive clear educational and professional development benefits.	Students participate meaningfully in the project and receive educational and research benefits. Roles and responsibilities are defined but may be limited in scope or duration.	Student involvement is present but limited. Research responsibilities, mentoring opportunities, educational benefits, or budget support are not fully developed or clearly described.	Student involvement is minimal, poorly defined, or absent. Limited evidence is provided that students will receive meaningful research, mentoring, or professional development opportunities.

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	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Budget	Budget is detailed, cost-effective, and fully justified. A complete budget schedule is provided, expenditures are clearly aligned with project objectives, and salary/stipend support is appropriate for the proposed effort and period of performance.	Budget is reasonable, detailed, and well justified. Costs support project objectives, and a budget schedule is provided with only minor omissions or concerns.	Budget is generally appropriate and allowable. Most expenditures are justified, but additional detail, clarification, or refinement of the budget schedule is needed.	Budget includes questionable expenses, limited justification, or an incomplete budget schedule. Some costs may not align well with the project scope, effort, or period of performance.	Budget is missing, lacks a budget schedule, or contains significant deficiencies. Expenditures are poorly justified, unrealistic, excessive, potentially unallowable, or not aligned with project objectives.

15. FACULTY WORKSHOPS

Purpose

Provides meaningful faculty-led undergraduate programming experience in NASA-relevant disciplines by supporting partnerships between faculty mentors and students. These programs are typically our annual Community College Drone Challenge or RockOn/RockSat programs, but may include additional programs sponsored by NASA.

Required Components

Applicants must include:

- Research or Programming Plan
- Student Training Plan
- Mentorship Plan
- Student Recruitment Plan
- Community College Partnership Strategy
- NASA Workforce Development Strategy

Eligibility

Faculty

- Full-time faculty or research staff at CTS GC Member Institutions.

Students

- U.S. citizens.
- Full-time students at CTS GC member institutions.
- Strong academic standing.
- All programming must be conducted in person and on-site.

Additional requirements and eligibility may be outlined in specific programming RFPs (see Community College Drone Challenge or refer to Faculty Project or Faculty Travel sections as relevant for additional reference).

16. POST-AWARD RESPONSIBILITIES

All award recipients must:

Project Reporting

Submit final project report, including project poster.

Financial Reporting

Submit required financial documentation, including match, to affiliate grant/OSP office.

NASA STEM Gateway

Create and maintain NASA STEM Gateway profiles.

Participant Tracking

Aid in collection of CTS GC participant (Direct Participant) information (where applicable).

Publications

Acknowledge CTS GC and NASA support in publications, presentations, and related products (where applicable).

Additionally, NASA's terms and conditions require: "All information disseminated as a result of the award shall contain a statement which acknowledges NASA's support and identifies the award by number (e.g., "the material is based upon work supported by NASA under award No. 80NSSC25M7127.)"

CTSGC Expo

Participate in the annual CTSGC Expo, including printing/display of poster.

New Technology Reporting

Comply with NASA New Technology Reporting requirements (where applicable).

17. COMPLIANCE CHECKLIST

Applicant Certification

Before submitting, confirm:

Eligibility

- ☐ I meet eligibility requirements for this funding opportunity.
- ☐ I am affiliated with a CTSGC member institution.

Institutional Coordination

- ☐ I have consulted my Campus Director.
- ☐ I have consulted my OSP/Grants Office.
- ☐ Institutional approvals have been obtained.

NASA Requirements

- ☐ My proposal aligns with a NASA Mission Directorate.
- ☐ Required Research Security Training has been completed.

Budget Compliance

- ☐ A complete budget worksheet is included.
- ☐ Cost-share requirements have been documented.
- ☐ No prohibited expenses are included.
- ☐ No international activities are proposed.

Post-Award Compliance

- ☐ I understand reporting requirements.
 - ☐ I understand NASA STEM Gateway requirements.
 - ☐ I will comply with participant tracking requirements.
 - ☐ I will acknowledge CTS GC support in publications and presentations.
-

18. CONTACT INFORMATION

Applicants are strongly encouraged to contact their Campus Director and institutional grants office before preparing a proposal. Questions regarding eligibility, compliance, budgeting, or proposal preparation should be directed to the NASA Connecticut Space Grant Consortium Office.

NASA Connecticut Space Grant Consortium

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West Hartford, Connecticut

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Each Consortium Member institution has a Campus Director (listed below). Questions should be directed to that person. If you are unable to contact the appropriate Campus Director, inquiries may be directed to the NASA CTS GC Office.

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