



AIEA

**2024
Annual Conference**

Leading
International
Education
at a Crossroads



100,000 Strong in the Americas Innovation Fund: Leveraging Innovation Grants for Mobility Programs

February 19, 2024



Agenda & Speakers



- What is the 100K Innovation Fund?
- Current & Upcoming Grant Opportunities
- General Requirements
- Reflections from 100K Strong Grantees
- Q&A

Penelope Kim

*Director, 100,000 Strong in the Americas Innovation Fund
Partners of the Americas*

Carolina Coronado-Park

*Director of International Engagement
Fundación Universitaria Juan N. Corpas*

Dr. Susana Vegas

*Vicerrector, Academics
Universidad de Piura*



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Background: 100,000 Strong in the Americas Innovation Fund



The **100,000 Strong in the Americas (100K Strong) Innovation Fund** is the decade-long, **public-private sector partnership and collaboration** between the Bureau of Western Hemisphere Affairs at the U.S. Department of State (WHA/DOS), U.S. Embassies, and Partners of the Americas, working with companies, foundations, regional government entities, and academic networks throughout the United States, Latin America, and the Caribbean to increase access to inclusive education opportunities, stimulate economic prosperity, and contribute to **workforce development**.

The 100K Strong Innovation Fund provides **seed grants to higher education institutions** to build **institutional partnerships**, strengthen **institutional capacity**, and increase access to innovative, **inclusive exchange and training programs** for students and faculty in the Americas.



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100K INNOVATION FUND DONOR-PARTNERS



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100K Strong Highlights



315 grants awarded
to teams of **578** HEIs



25 countries and **49**
U.S. states reached



Nearly 8,000
students benefitted



Over **1,200** grant
proposals received



2,300 HEIs in Innovation
Network—and counting



\$18 million from public/private sectors to
support the Innovation Fund since 2013



The 100K Strong Alliance for **CLIMATE ACTION**

— (100K CLIMA)

100K CLIMA will catalyze climate action and regional collaboration among higher education institutions in the U.S. and Latin America and the Caribbean to equip students with technical skill to lead in a climate-positive, 21st century green economy.

JOIN



JOIN



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The 100K Inclusive Education Initiative

The 100K Strong Inclusive Education Initiative will expand partnerships between a diversity of U.S. colleges and universities with regional education institutions in Latin America and the Caribbean to provide critical access to new models of inclusive education exchange.

100k cohorts include racial minority student at a rate that is 52 percentage points higher than U.S. average study abroad programs.

- 2021 Inter-American Dialogue 100K Impact Study



OPEN GRANT COMPETITION



100K Strong North America



Expanding Trilateral Higher Education Cooperation and Inclusive, Climate Action-Focused Education Exchange Programs Across the United States, Mexico, and Canada

This competition will provide approx 9 grants of \$25,000 to teams of U.S., Mexican, and Canadian HEIs to create innovative, inclusive, student exchanges focused on **climate action, clean energy, green technology, sustainability**, and related areas.

Note: See Request for Proposals (RFP) for requirements and themes.

Application Deadline:

March 17, 2024

APPLY NOW: www.100kstrongamericas.org

#100KStrongAmericas
www.100kstrongamericas.org



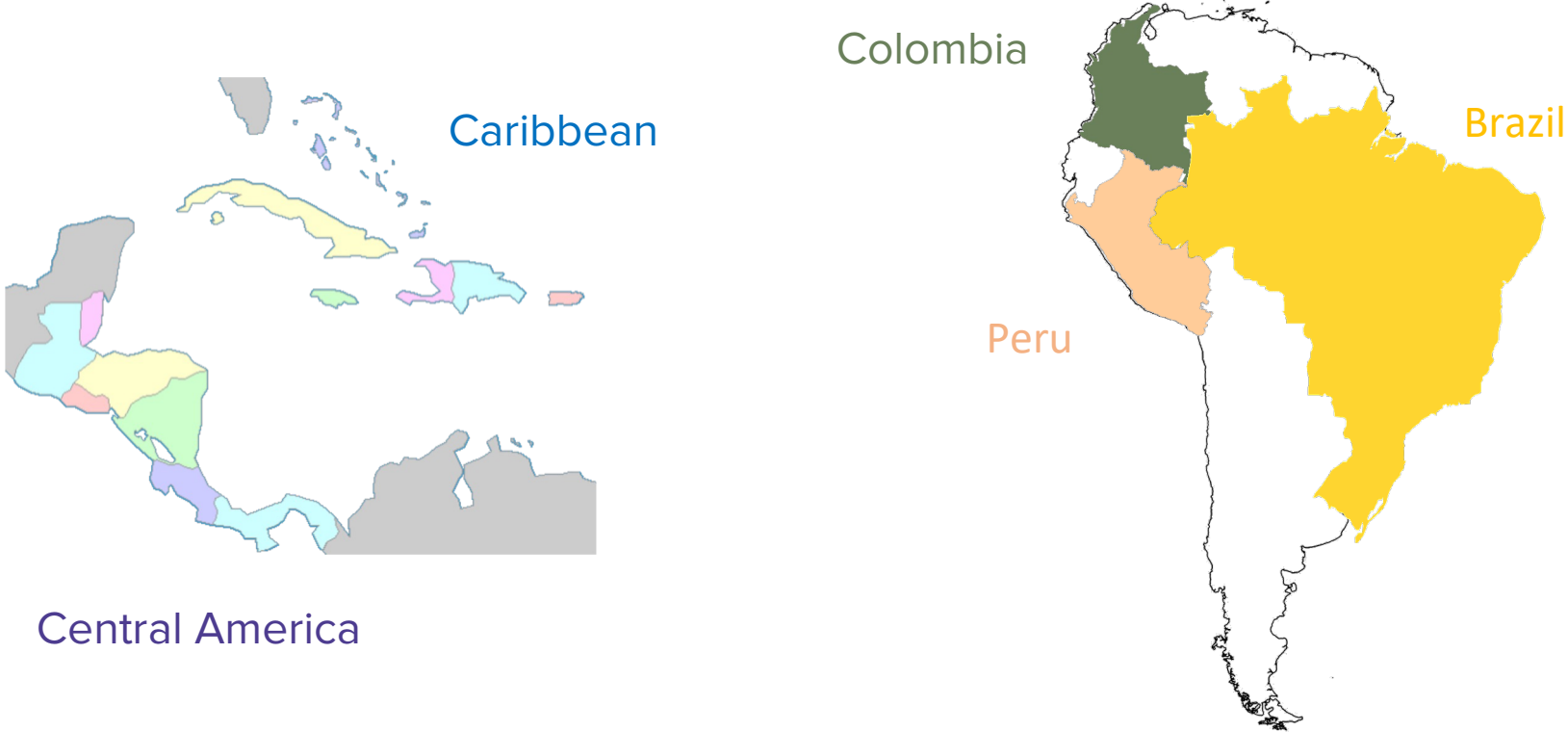
Global Affairs
Canada
Affaires mondiales
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Upcoming Grant Competition




General Info & Requirements

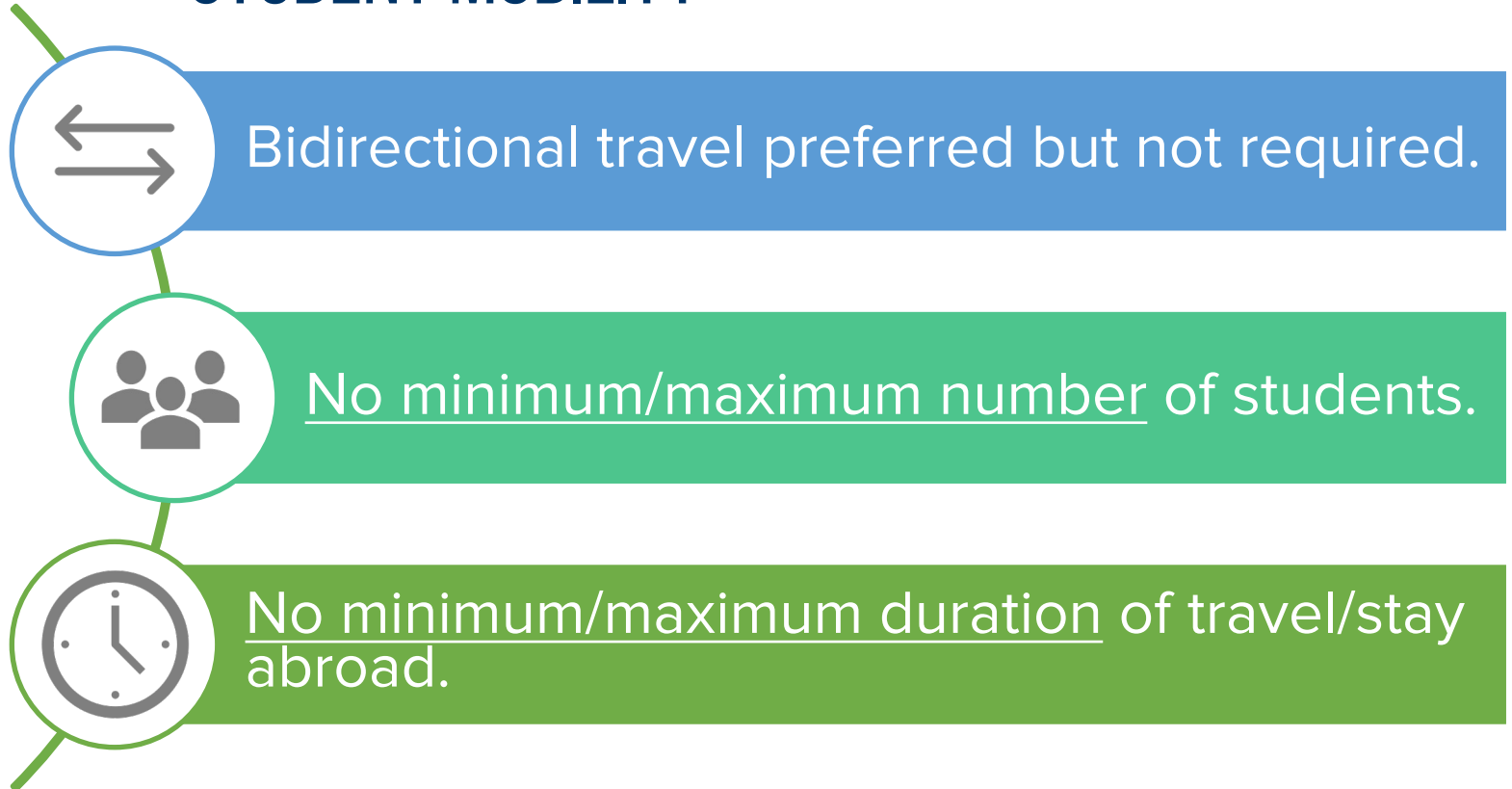


AVAILABLE AWARDS

 At least 8 grants

 \$25,000-\$50,000

STUDENT MOBILITY



Program Design



Level of Study

Students can be at any level of post-secondary education.

- ✓ Undergraduate
- ✓ Graduate
- ✓ Doctoral



Student Credit

Required: Students must receive some level of credit from their home institution during or as a result of the proposed program.



Diverse Students

Consider designing a program that includes/benefits underserved, non-traditional, and/or diverse student populations.

Partnerships



How many institutions can be involved in my proposed project?



Is an MOU required?

No, but you will be required to submit letters of support from all involved institutions.



Can I include companies, local government, or NGO partners in the project?

Yes, other non-HEI/community partners can participate in and support the project. They may not apply for a grant.



How many proposals can my institution submit?

There is no limit to the number of proposals that an institution can submit, however, it is unlikely that a single institution will receive more than one grant award in a single grant competition.



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Budget

Are there any directions on how the grant funds can/cannot be spent?

- Personnel, fringe, consultants
- Travel (e.g., flights, hotels, transportation, meals, etc.)
- Student stipends/scholarships
- Communications, marketing materials, translation, etc.
- Use/rental of equipment/facilities
- Purchase of course materials, software, etc.
- Program monitoring/evaluation tools
- Conference fees
- Indirect (*no more than 20% of grant*)



Is cost-share required?

Yes, but there is no required minimum; however, proposals that can match the grant 1:1 are viewed more favorably by the Review Committee and have a higher chance of being selected for funding, as it demonstrates institutional commitment.

What can I count as cost-share?

- Personnel
- Faculty travel
- Student scholarships
- Course supplies
- Welcome/closing events
- 3rd party providers/ community partners
- Labs/facilities
- Remaining or all indirect

Recommendation: Include contributions from all involved HEIs to match the grant.



Join the Innovation Network

www.100kstrongamericas.org/join/



Attend a Webinar/Workshop

<https://www.100kstrongamericas.org/events/>



Apply for a Grant

www.100kstrongamericas.org/grants/

★★☆ Participate as a Proposal Reviewer

www.100kstrongamericas.org/apply-to-be-a-reviewer/



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*Language, Culture & Sustainability
(Costa Rica, 2017)*

*It Isn't Easy Being Green: Peruvian and U.S.
Students Tackle Local Environmental
Sustainability in a Transnational Context (2016)*

*Immersion in Environmental Education
(Peru, 2018)*

*Immersion in Environmental Education
(2018)*

*Language, Cross-Culture and Anthropology
Study Abroad Program
(Mexico, 2019)*

*Let's Design and Evaluate Environmental and
Education Policy in the Field: Insights from
Behavioral Economics, Field Experiments and
Randomized Control Trials (2018)*



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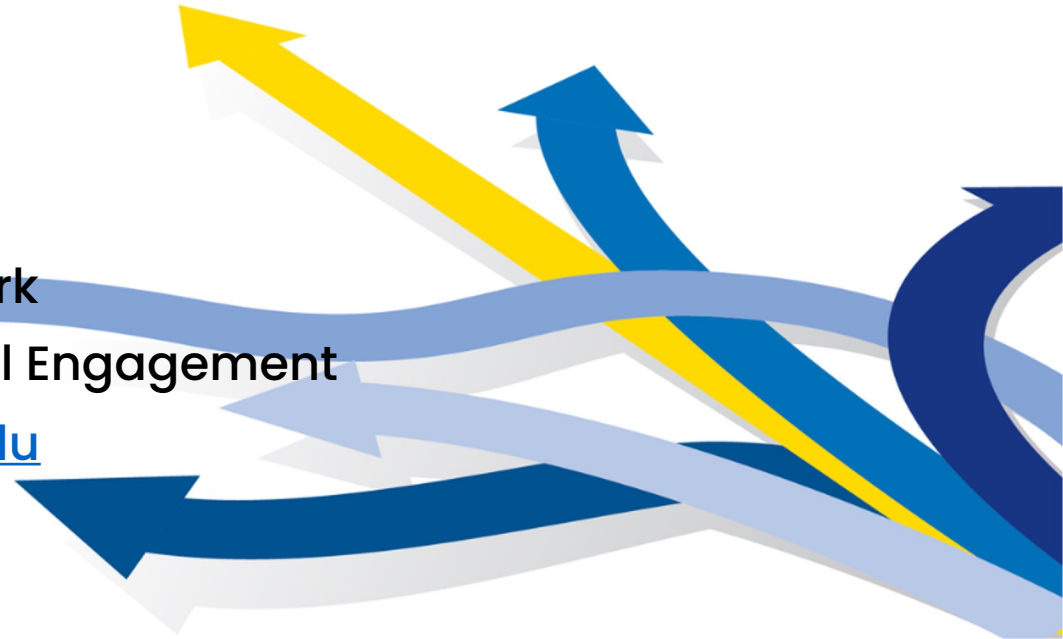
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UNI

University of
Northern Iowa

The Transformational Impact of Small Grant Funds

Carolina Coronado-Park
Director of International Engagement
carol.coronado@uni.edu



Overview

- Background Information
- Small Grant Funds
- Benefits & Impacts
- Lesson Learned



Background Information

Vision and Inspiration (Why)

- Open the Door to a Non-Traditional Region for our Institution
- Change Institutional Practice and Culture
- Increase Support for Internationalization Efforts
- The Promise of a New Resource, Partner, and Funding



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Connect • Serve • Change Lives

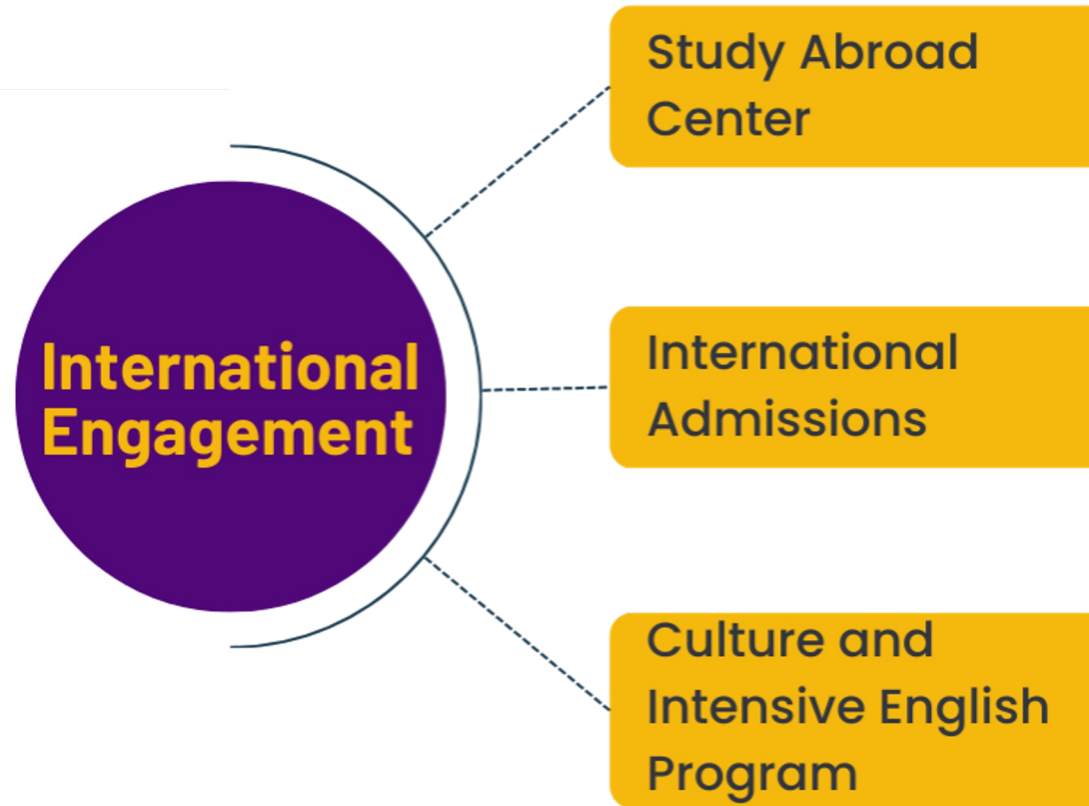


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Small Grant Funds: An Opportunity

UNI International Programs



Winning Awards

UNI

University of
Northern Iowa

❖ **Competition #16: Sustainability**

The Marlene M. Johnson Innovation Challenge for U.S.- Cuba, Caribbean, and Central American Academic Mobility (May 31, 2017)

UNI CIEP – Universidad Latina de Costa Rica



**UNIVERSIDAD LATINA
DE COSTA RICA**
LAUREATE INTERNATIONAL UNIVERSITIES®

❖ **Competition #18: Environmental Education**

The Perú - U.S. Innovation Competition (February 21, 2018)

UNI CIEP – Universidad de Piura, Peru



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❖ **Competition #24: Language, History and Anthropology**

Mary Street Jenkins Foundation and U.S. Department of State (June 29, 2019)

UNI CIEP – Universidad Maristas, Yucatan, Mexico



Universidad Marista de Mérida



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Benefits & Impact



“The Innovation Fund supports dynamic higher education partnerships, increases student training and exchange opportunities, and strengthens regional education cooperation and competitiveness throughout the Americas”

Benefits: Collaborations and Partnerships

- Enable New Ways Of Offering or Creating Programs: From Online to Dual Degrees
- Host Various Sponsored students
- Customize Immersion Programs for partner institutions

Collaborations:

- **47+** International Faculty on Campus
- **30** on Campus Partners
- **17** Community Partnerships
- **58** Active International Partners



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Impact: Small Grant Funds



- Provide Student and Faculty Mobility
- Enable Knowledge Exchange
- Foster a Diverse Campus Environment
- Enrich the Learning Environment with Cultural Perspectives
- Attracts the Best of the Best without Resources
- Create New Professional Goals
- Significant Alumni Contributions - Their success is our success
- Represent UNI around the world
- Foster Long Lasting Friendships with Classmates, Conversation Partners, Host Families, and Professors

Campus Internationalization

UNI Mission:

The University of Northern Iowa creates, empowers, and innovates to enrich Iowa and beyond

- INCORPORATING GLOBAL PERSPECTIVE INTO TEACHING, LEARNING AND RESEARCH
- BUILDING INTERNATIONAL AND INTERCULTURAL COMPETENCE AMONG STUDENTS, FACULTY AND STAFF
- ESTABLISHING EDUCATION AND RESEARCH RELATIONSHIP AND **COLLABORATIONS** WITH INTERNATIONAL PARTNERS FOR KNOWLEDGE EXCHANGE



Lesson Learned

Without Challenges, You Can't Feel the Taste of Success

Challenges or Opportunities

- Communicate effectively and on time
- Develop program outcomes in a short period
- Create a high-quality program with a tight budget
- Meet monthly report deadlines for the UNI and sponsor organization
- Create a plan B due to a global pandemic





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100,000 Strong in the Americas Experience

AIEA Conference 2024

Dra. Susana Vegas
Vicerrector Academics
Universidad de Piura



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[2024]



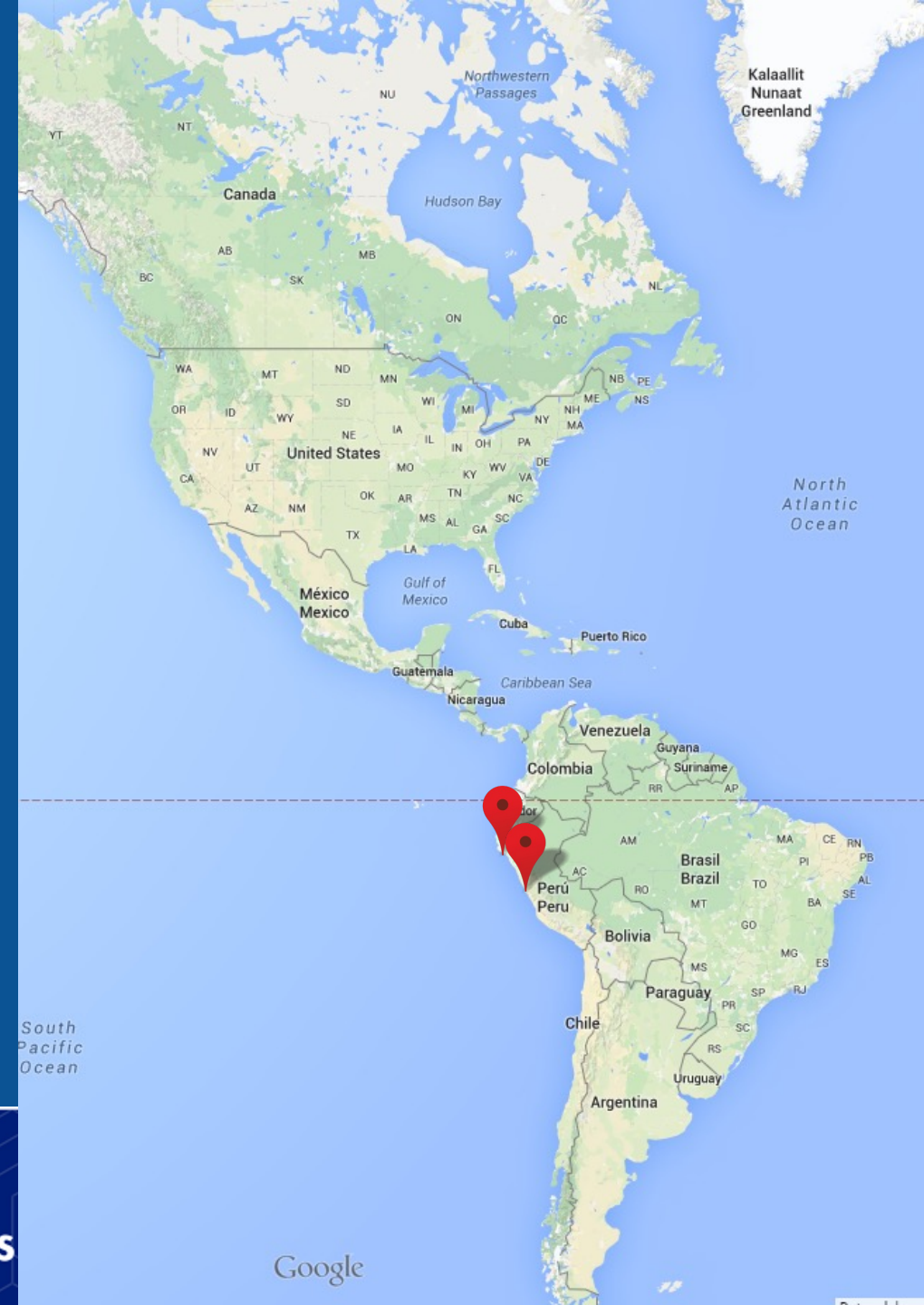
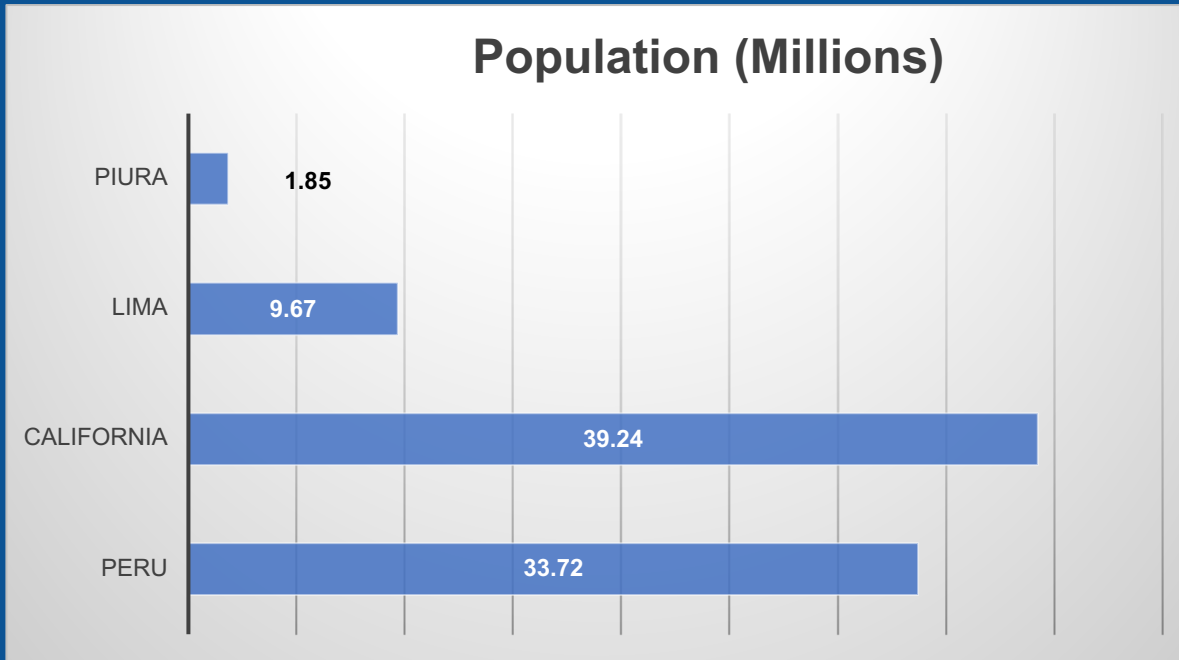
The University of Piura is an answer for the citizens that want to increase the social and cultural level of the people. Thus it was founded for vocational service, **and open to everyone**.



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Where are we?





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LIMA: Graduate Business School (Surco)



LIMA: Campus Lima (Miraflores)



PIURA: Main Campus



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PIURA: Main Campus



UNIVERSIDAD
DE PIURA

“Better persons, better professionals”



+9,500 undergraduate students



+900 graduate students



634 professors



7 faculties



18 academic programs



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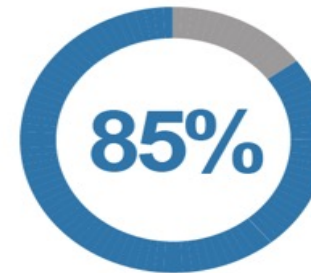


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Education for everyone Educate the whole person



Our University facilitate enrollment of talented students through its own scholarships.



85% of students pay less than US\$ 1200 per semester.

Almost 80% of its students receive some sort of financial aid.



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TOWSON UNIVERSITY - UDEP
"It isn't easy being green"

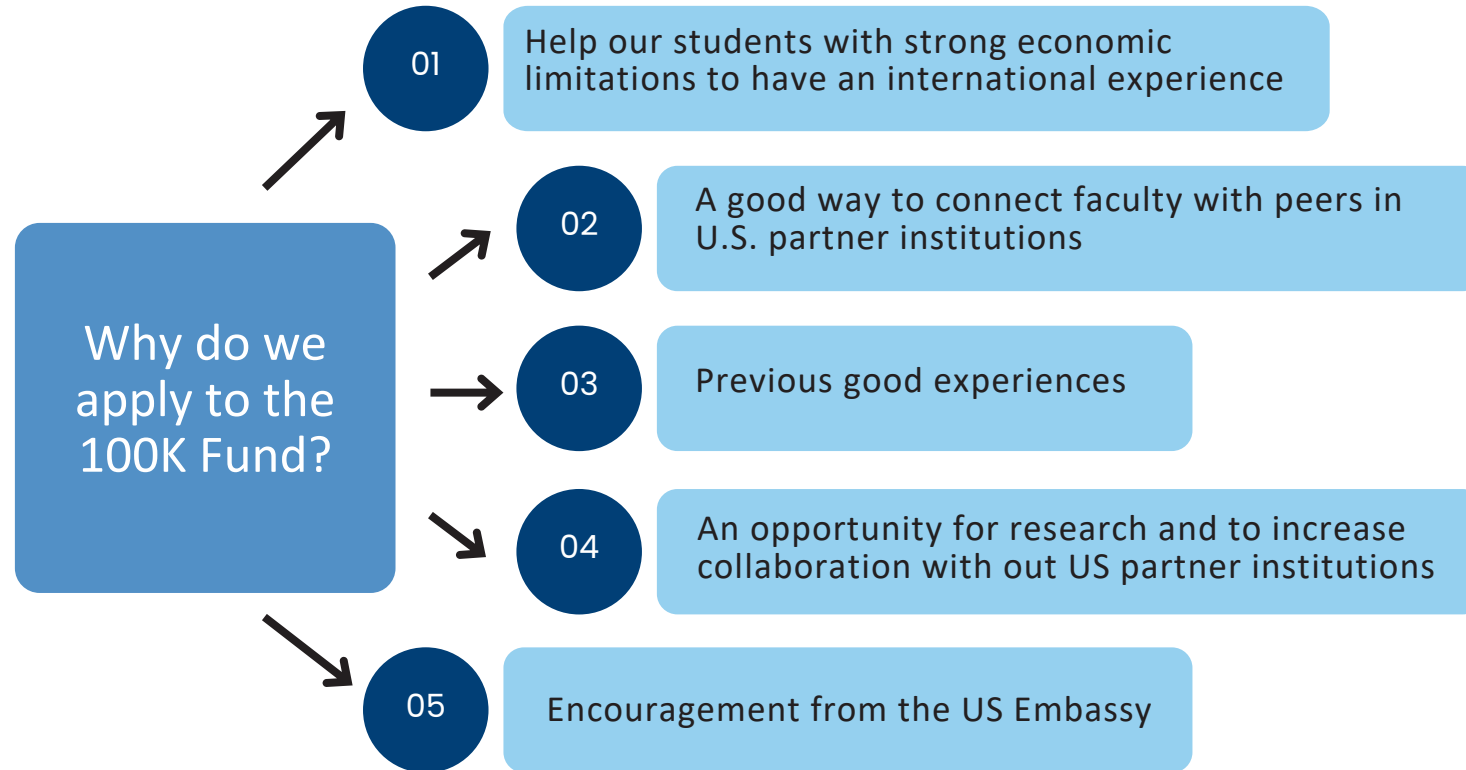


VIRGINIA TECH - UDEP
Policy Design in the field:
Lesson from behavioral and
experimental Economics".

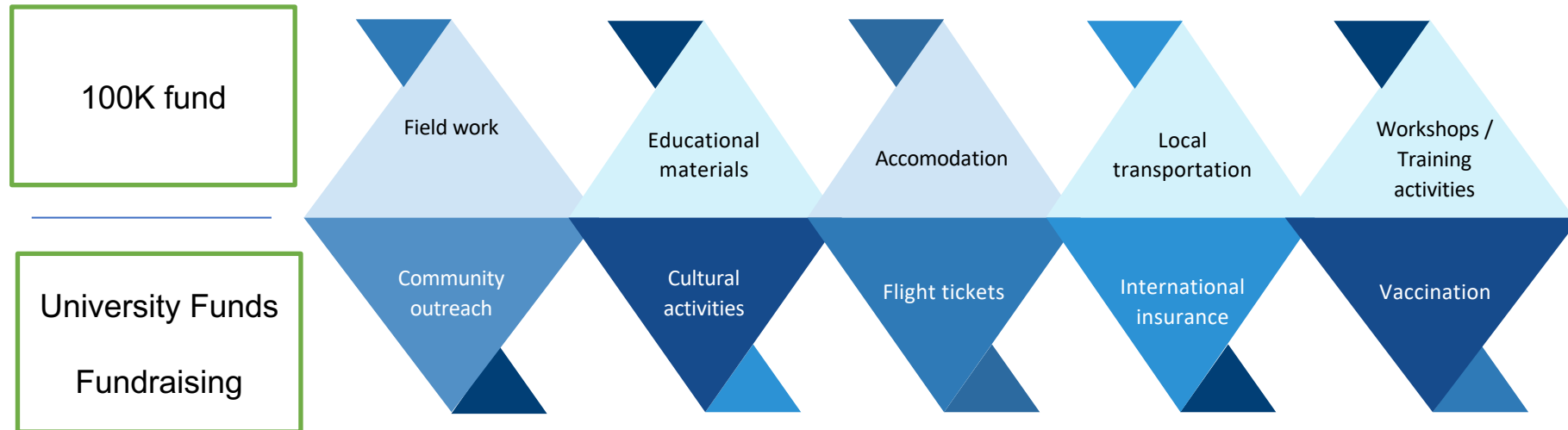


UNIVERSITY OF NORTHERN
IOWA - UDEP
"Immersion in Environmental
Education"

UDEP promotes the strengthening of programs that not only promote the inclusion of students with limited resources, but also have a positive impact on society.



Expenses



COMMON CHALLENGES



- Capture attention and find common points of interest
- Be fast enough to answer our project partners (bureaucracy, approvals, lack of administrative support, work cultural differences, etc).
- Trust

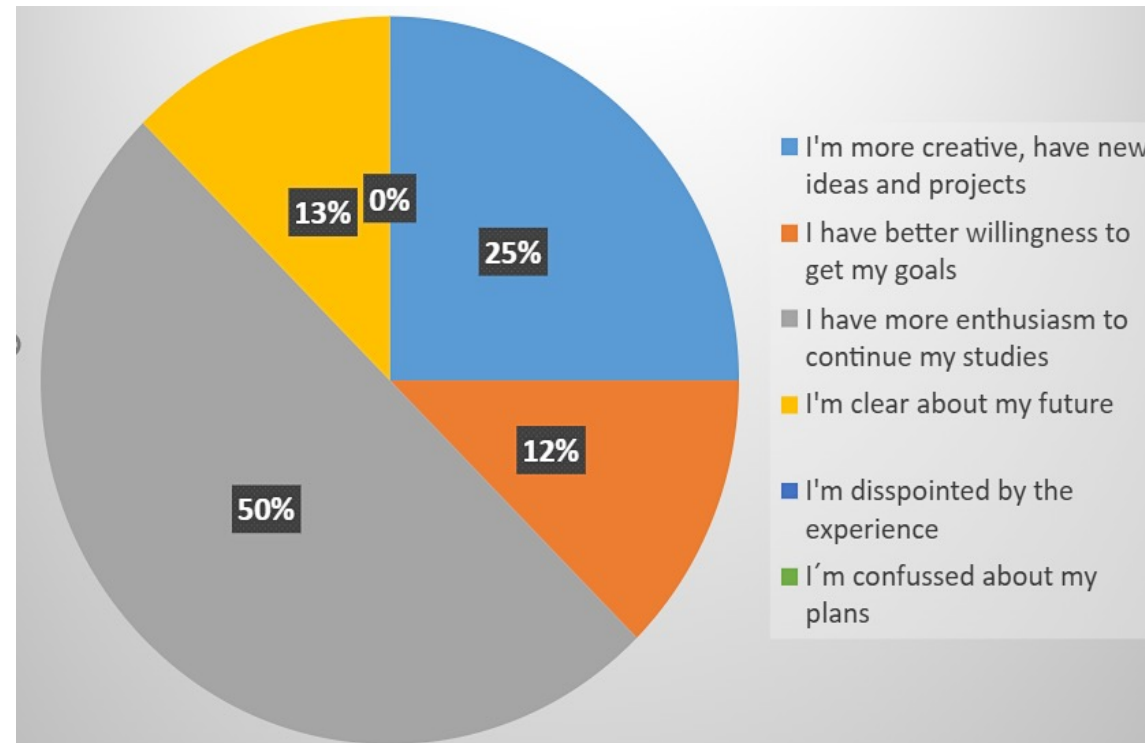
- Associated costs.
- Co – financing.
- External resources.
- Fundraising

- Academic, administrative and logistic leadership.
- Engagement with local community
- Profile of Students’s participants.
- Language barrier

- Support prior and during the project
- Maintain the partnership
- Development of new projects

Keywords: Communication and Trust

IMPACT ON STUDENTS



IMPACT ON STUDENTS

“It was a great joy because I am the first of my family and my school to leave the country; I am sure that this course will help me a lot in my professional and personal development, but I also feel committed to my family and the people who support me”.



“Obtain a scholarship to study abroad for the second time was a source of great pride for the whole family”.

“It was wonderful news to have achieved something that was always in my dreams, to go to a university abroad before finishing my undergraduate studies at UDEP”.

“My English has improved, and I have deepened my basic knowledge of environmental education such as cloud studies, air and water quality”.

“About apps and platform that I can use during class sessions to educate on environmental care”.



“To write sentences in English properly, using the necessary connectors to make sense of a paragraph. To learn more about clouds and what they mean for the environment, weather, etc...”.



IMPACT ON STUDENTS RESEARCH

University of Northern Iowa

STEM

Does the soil temperature depend on the snow level?

Cotrina, Carlos; Tello, Dimer; Tello, Doroty

Question/Background
Developed a question about the soil temperature? Hypothesis: When there is more snow over the grass, the surface temperature is colder.

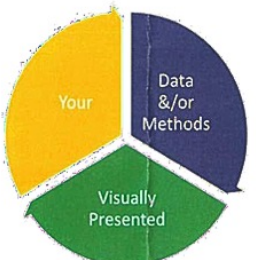
Type: Research
Include your question, hypothesis or prediction. Also, background. What do you already know about the topic? Why is this topic important?

Methods
First, our group identified the potential areas where we would collect the data. Next, we dug three holes in order to measure the temperature of the grass. In order to avoid any error in the data collection, we made the width of the hole the same for all measurements. Then we took the temperature three times to obtain an average.

Results & Discussion
Type here... Describe the data... stated what your results mean.

Conclusions
Type here... Explain what your data means... How your findings are related? Your hypothesis is correct? What did you learn? What new questions do you have? What should you do next time?

References & Acknowledgement
Cite any sources you used. Acknowledge sources of funding or assistance.



University of Northern Iowa

UNIVERSIDAD DE PIURA

STEM

Analysis of the influence that the snow's height has on the surface temperature.

Guerrero Lopez Amabela, Guevara Herrera Elser and Rivas Yarleque Mirelly Fabiola. Universidad de Piura (UDEP) and University of Northern Iowa (UNI).

Question/Background
How the snow's height affects at 25, 50 and 75 cm in the temperature surface?

Hypothesis
The coldest surface temperature is on the highest measure of snow deep which is 75cm.

Measurements of surface temperature according to the height of the snow

HEIGHT	TEMPERATURE					Average
	T1	T2	T3	T4	T5	
25cm	-4	-4	-4.2	-3.8	-4.4	-4.05
50cm	-2.6	-2.8	-3	-3.1	-3.4	-3.18
75cm	-3.8	-3.8	-3.8	-3.8	-4.2	-3.8

Results & Discussion
We notice that our hypothesis was wrong because the height of the snow is not directly proportional to the surface temperature.
At the beginning we found some difficulties because we only have collected data one time per place and the variations were many, so we had to take the temperature again.

References & Acknowledgement
• GLOBE Program Teacher's Guide, 2005, Surface Temperature. Available at: <https://www.globe.gov/docs/globe-teachers-guide>
• GLOBE Observer App. Available at: <https://observer.globe.gov/about/get-the-app>

Our acknowledgement to Marcy and Jaime professors for your help and patience. Marcy gave us all the instruments and suggestions to collect data. Also to the Universities and the 100k strong in the Americas program to allow us stay here.

“To carry out research on science”.



IMPACT ON FACULTY



The Provision of Information on Mobile Banking Using Local Ambassadors : Evidence on Adoption from Peru *

M. Agurto¹, H. Djebbar², S. Sarangi³, B. Silupá¹, C. Trivelli⁴, J. Torres⁵,

¹ Universidad de Piura

² Aix Marseille University

³ Virginia Tech

⁴ Institutos de Estudios Peruanos

⁵ Universidad del Pacifico

PRELIMINARY DRAFT: May 16th 2019

Abstract

Using data from a randomized experiment in Northern Peru, we study the influence of social networks on adoption of electronic wallets through information provision. In our experiment, information on the product is provided to selected members of poor peri-urban and rural communities. We randomly assign these groups to either receive the information from a local ambassador (treated group) or from an external agent (control group). Local ambassadors self-selected from the population of students attending an elite university and benefiting from a merit-based scholarship targeted to the economically disadvantaged. The treated and control groups are randomly selected from the list of network members of the local ambassadors. We find that treated network's members are twice more likely to attend information sessions, as well as twice more likely to sign up for the e-wallet than the control group. Our results are consistent with a mechanism in which the credibility of the provider of information matters for adoption.

JEL Classification: D91, G23, I22, I31, O33

Keywords: Financial Education, Technology Adoption

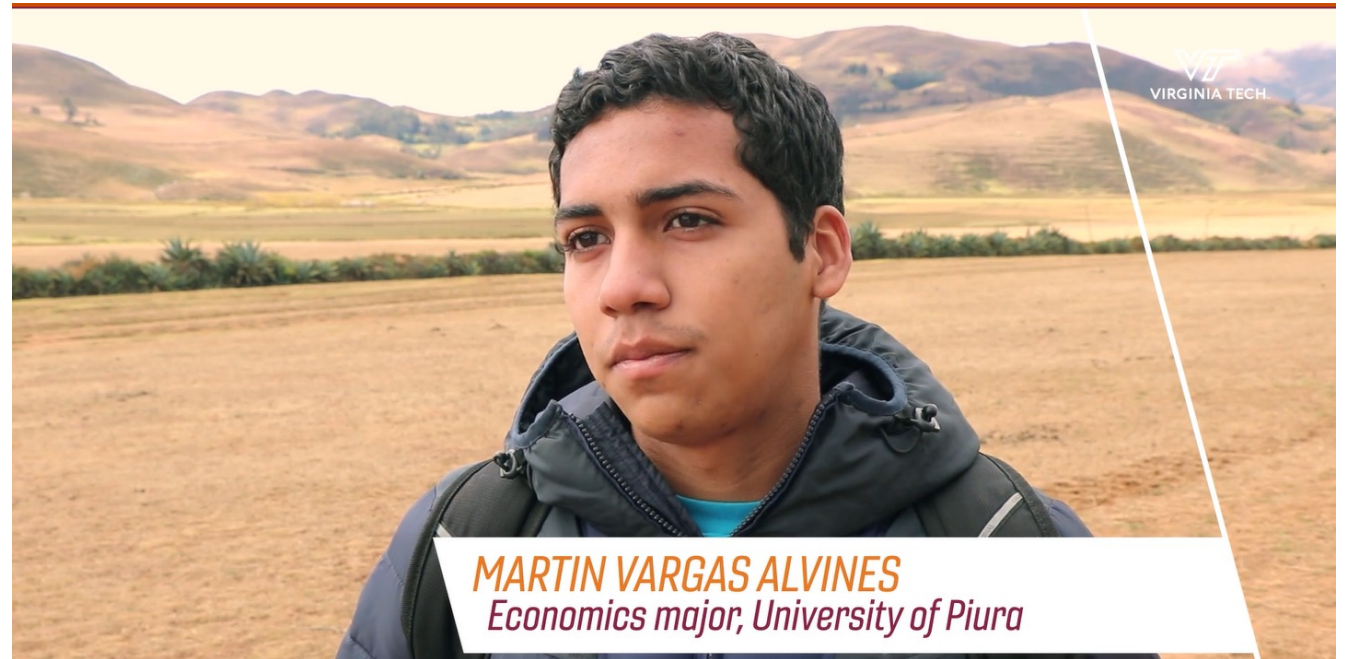
*This study was generously funded by the PEP - PIERU award.
We would like to thank Rodrigo Chang for his valuable research assistance.

IMPACT ON PARTNER INSTITUTIONS



CHANGING LIVES

 Edin Jhony Davila Burga
6 de septiembre de 2023 · 🌐



MARTIN VARGAS ALVINES
Economics major, University of Piura

https://news.vt.edu/videos/k/2019/01/1_ebbig9rz.html



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Questions?



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