

# THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

## PERSONNEL PREPARATION GRANT

Dr. Kelly Anderson (Department of Special Education & Child Development) and Dr. Sejal Parikh Foxx (Department of Counseling) received funding in the amount of \$881,858, for an OSEP US Department of Education Personnel Preparation Grant for their project entitled, Project Intensive Needs Teacher and Counselor Training (INTACT). The goal of the project is to prepare scholars at the University of North Carolina at Charlotte to become highly qualified special education teachers and school counselors to effectively work on multidisciplinary teams to provide evidence-based (EB) interventions with students with intensive behavior and trauma challenges within K-12 schools. Graduates of the project will be trained in evidence-based practices of applied behavior analysis and trauma-informed practices. This goal will be accomplished through four primary project objectives: (a) participation in shared coursework and clinical experiences within the master's degree programs (b) recruitment of 48 high quality scholars to complete the shared coursework (c) implementation of the project across four cohorts of scholars (d) disseminate data regarding the effectiveness of the shared coursework and the work of graduating scholars.



Dr. Kelly Anderson



Dr. Sejal Parikh Foxx

## OUTSTANDING CONTRIBUTION TO EDUCATOR PREPARATION

Congratulations to Dr. Misty Hathcock for receiving the 2023 NCACTE Outstanding Contributions to Educator Preparation Award at the 2023 Fall Forum of the North Carolina Association of Colleges for Teacher Education (NCACTE). Dr. Hathcock's contributions to teacher education throughout her career have been numerous and impactful. She was the first Teaching Fellows Director at UNC Charlotte and served in that role for 17 years. In her role of university supervisor, Dr. Hathcock has supervised a total of 320 elementary education student teachers. She personally supervised and nominated seven NCACTE Student Teacher of the Year recipients for the Cato College of Education, one state winner, and two state top 5 nominees. Dr. Hathcock has served as Regional Director of the North Carolina New Teacher Support Program (NC NTSP) since 2016. Currently, the Charlotte region supports 375 teachers in 20 districts and employs 12 instructional coaches. Dr. Hathcock is also a UNC Charlotte alumnus. She has served on the Alumni Board of Directors since 1995, and was the recipient of the Bonnie E. Cone Lifetime Achievement Award in 2012. Dr. Hathcock has also served NCACTE through her sustained service since 2015 as co-chair of the planning committee. Dr. Hathcock is most deserving of this prestigious award.



Dr. Misty Hathcock

## WOMEN + GIRLS RESEARCH ALLIANCE

Dr. Ya-yu Lo and Dr. Charlie Wood (Department of Special Education & Child Development) received a Leadership Grant from the US Department of Education's Office of Special Education Programs to support doctoral students in special education who have a research, teaching, and leadership focus on culturally responsive multitiered interventions. Total funding is \$1.25 million across five years.



Dr. Ya-yu Lo



Dr. Charlie Wood

**Get paid to earn a teaching license and master's degree!  
Make a difference in Charlotte-Mecklenburg Schools.**



**Earn teacher licensure and a Master of Arts in Teaching in less than 18 months.**



**Receive a living wage stipend that covers the full cost of tuition, textbooks and supplies, and additional expenses.**



**Candidates commit to teaching in Charlotte-Mecklenburg Schools for at least three years.**

UNC Charlotte's Online Grad Programs Ranked in the **Top 10% Nationally** by US News & World Report

**TQP.charlotte.edu**

## RECRUITING COHORT 2

The Cato College of Education is currently recruiting its second cohort of 12 candidates for its Teacher Quality Partnership Grant project with Charlotte-Mecklenburg Schools (CMS). Eligible candidates must complete both the initial (Graduate Certificate) and advanced (MAT) licensure programs in one of five high-needs licensure areas (English language arts, mathematics, science, CTE, and Spanish) and commit to teaching in one of 12

identified CMS middle or high schools for a minimum of 3 years. Selected candidates receive a living wage stipend (\$39,000), a textbook allowance (\$500), tuition support, and two years of induction support from a North Carolina New Teacher Support Coach. More information about the program can be [found here](#). Interested candidates are encouraged to email [spkissau@charlotte.edu](mailto:spkissau@charlotte.edu) with any related questions. Please share this amazing opportunity.

## GRANT DEVELOPMENT WORKSHOP SERIES

The Cato College of Education is pleased to continue offering the following grant development workshop series in 2023-2024 for all faculty, staff, and doctoral students. Please [register here](#) for the sessions you are interested in attending, and share this opportunity with your doctoral students. A calendar invitation with Zoom link will be sent to everyone who expresses interest.

**Finding Funding Opportunities Using Pivot (11/7/23, 3:30-4:30pm)** - Pivot is a comprehensive resource that allows faculty, staff, and graduate students to search for funding opportunities in their field and to receive email alerts when an opportunity becomes available. In this 60-minute workshop, Kailey Hess, with the UNC Charlotte Center for Research Excellence, will familiarize participants with the resource, help them to create a personalized account, and provide time to conduct a customized search of funding opportunities.

**Keys to Writing Effective Proposals (2/28/2024 3:30-5 pm)** - This 90-minute webinar will focus on the key steps for planning a fundable research project and writing a competitive proposal, best practices, and common mistakes to avoid. The webinar will also cover how to interpret and respond to reviews.

## PRESTIGIOUS ENGLISH LANGUAGE SPECIALIST PROJECT

The U.S. Department of State announced the selection of Dr. Spencer Salas (Department of Middle, Secondary & K-12 Education) for a two-week English Language Specialist project this October focusing on national literacy education capacity-building with the Kuwaiti Ministry of Education. Dr. Salas is part of a select group that the English Language Specialist Program supports each year. The English Language Specialist Program is the premier opportunity for leaders in the field of teaching English to speakers of other languages (TESOL) to enact meaningful and sustainable changes in the way that English is taught abroad.



Dr. Spencer Salas

## AJE EDITORIAL BOARD APPOINTMENT

Dr. Xiaoxia Newton was recently selected to serve as a member of the editorial board of the American Journal of Evaluation (AJE). AJE is the flagship journal of the American Evaluation Association (AEA).



Dr. Xiaoxia Newton

AEA is devoted to the application and exploration of evaluation as a profession. It prioritizes the advancement of evaluation best practices in multiple types of evaluation, including program evaluation, personnel evaluation, evaluation in education, evaluation in government, independent consulting, and more. AEA has over 5,000 members representing all 50 states in the United States as well as more than 80 foreign countries.

## TRAILBLAZING GRADUATES

Creator/Co-Founder and Executive Director of Black Girls Film Camp, Dr. Jimmeka Anderson, delivered a keynote speech during the Mind the Gap Summit at this year's Mill Valley Film Festival in San Rafael, California on Sat. Oct 7, 2023. Dr. Anderson, a graduate of the Ph.D. in Curriculum and Instruction, was also honored with the Mind The Gap Award for Vision in Film Education for her work with Black Girls Film Camp and in the field of media literacy for over 15 years. Black Girls Film Camp is entering its fourth year in furthering its mission of creating spaces for Black girls to tell their stories through film.



Dr. Jimmeka Anderson

Congratulations to Dr. Cassie Bryson-Evans, a May 2023 graduate of the Superintendency concentration of the Ed.D. program, who presented her research at the 2023 International Women in Leadership (WEIL) Virtual Conference with Dr. Rebecca Shore. The purpose of their session entitled, "Learning from Testimonios about Equity in Educational Leadership: Experiences of Latina Public School Administrators" was to use an equity lens to explore the experiences/testimonios of 4 female Latina public-school administrators in North Carolina in order to foster an understanding of the importance of racial and ethnic representation among teachers and school administrators for all students.



Dr. Cassie Bryson-Evans

Two authorship courses (products of NSF-funded work on authorship practices) are now live and ready for you to use as appropriate. The graduate student course, designed to take 1-1.5 hours, discusses basic requirements and standards for authorship, some frequent dilemmas, and the UNC Charlotte resources on authorship. The faculty course is designed to take 20-30 minutes, mainly spent on the Charlotte resources. Faculty will be automatically enrolled in the course. They can take it by going to "Courses" in their Canvas profile and selecting "Training - Faculty Charlotte Authorship Course." Please consider completing the short refresher course for faculty, and recommending or requiring your graduate students involved in collaborative research to take the student course. If you have any questions or comments, please reach out to Katherine Hall-Hertel ([KHall-Hertel@Charlotte.edu](mailto:KHall-Hertel@Charlotte.edu)).

Now live!  
let's talk about  
authorship.  
Authorship Training Course  
for graduate students

### To take this course...

1. Scan or click the QR code to access the course in Canvas.
2. Click the "Join This Course" button on the course homepage to enroll.
3. Download your completion certificate when you've finished!



Educational Leadership	Middle School	ELED & ECE	Special Populations	Counseling
<ul style="list-style-type: none"> <li>Principal-Teacher Conference</li> <li>Family Conference - ECE Behavioral Issues</li> <li>Family Conference – ECE Data</li> <li>Family Conference – K-5 Data</li> <li>Family Conference – Middle School Data</li> <li>Family Conference – Middle School Behavioral Issues</li> <li>Family Conference – Concerns with IEP</li> <li>Family Conference – Introducing Need for IEP</li> </ul>	<ul style="list-style-type: none"> <li>Establishing Rapport (Meet &amp; Greet)</li> <li>Classroom Management</li> <li>Introducing Content</li> <li>Eliciting Student Thinking</li> <li>Comprehending Personification</li> <li>Understanding Exponents</li> <li>Welcoming a New Student</li> <li>Defining Science Vocabulary</li> <li>Understanding Angles</li> <li>Understanding Instructions</li> <li>Comprehending Nonfiction Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Establishing Rapport (Meet &amp; Greet)</li> <li>Classroom Management</li> <li>Introducing Content</li> <li>Eliciting Student Thinking – Long Division</li> <li>Leading a Morning Circle</li> <li>Read Aloud</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Exponents (ASD)</li> <li>Comprehending Personification (ASD)</li> <li>Comprehending Nonfiction Vocabulary (LD)</li> <li>Understanding Instructions (LD)</li> <li>Welcoming a New Student (EL)</li> <li>Defining Science Vocabulary (EL)</li> <li>Understanding Angles (EL)</li> </ul>	<ul style="list-style-type: none"> <li>Conducting a Counseling Session</li> <li>Checking-in New Patient Behavioral Health</li> <li>Interviewing Pediatric Guardian</li> <li>Delivering News to a Minor</li> </ul>

Consider using Mursion software in your classes this fall (2023) or spring (2024). Our subscription provides access to ready-to-use 50-minute simulation sessions that address a lot of skills relevant not only to teacher preparation programs, but also educational leadership and counseling (see above Library of Sessions). To schedule a session, please complete the sign-up [form here](#). Maddison will schedule your session and send you the link to share with your students.

## CALL FOR NOMINATIONS

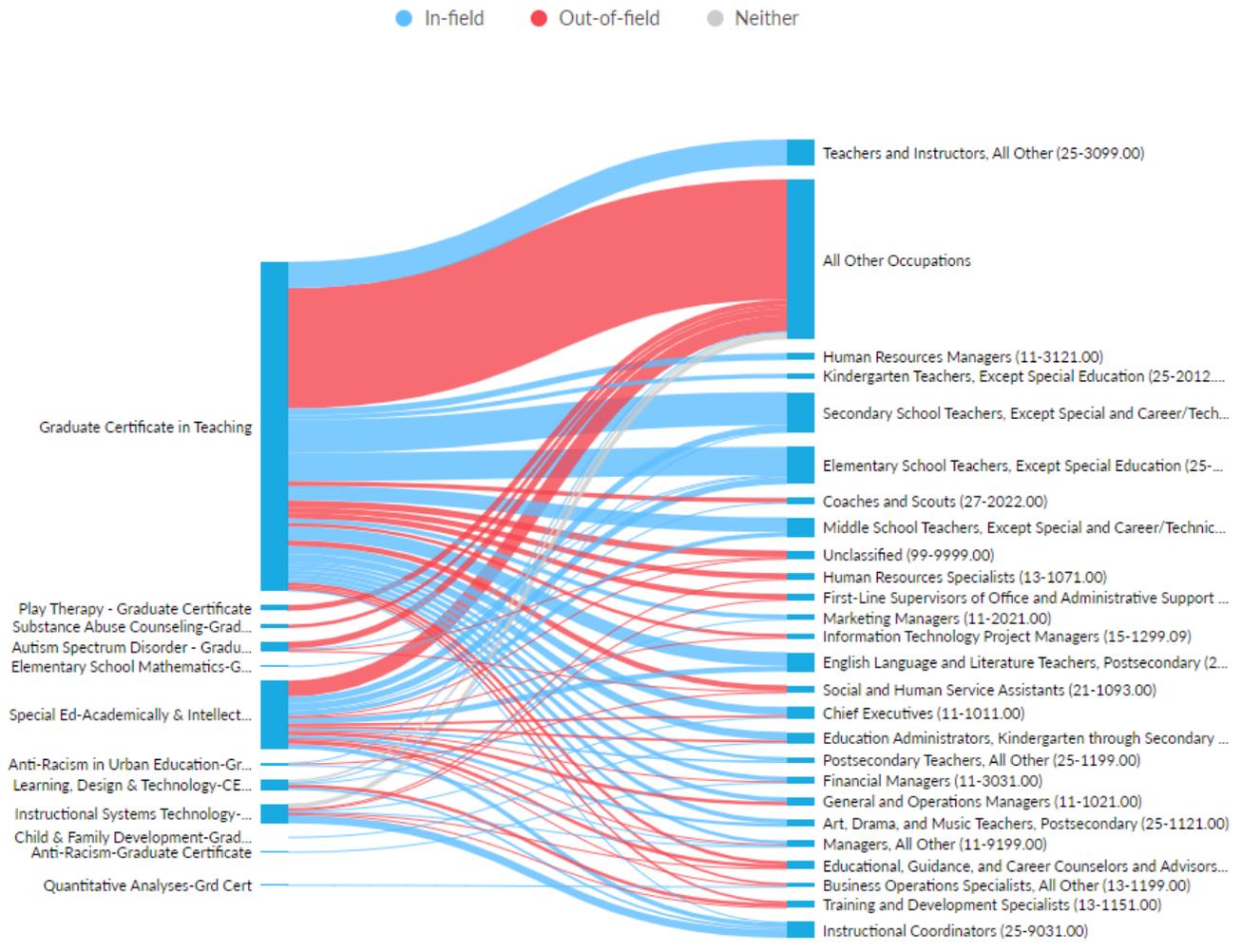
The Bank of America Award for Teaching Excellence (tenured faculty) and the UNC Charlotte Award for Teaching Excellence (non-tenure track faculty) are the most important and prestigious awards at UNC Charlotte that honor teaching. Both awards will be presented at an award ceremony in Fall 2024. Please consider honoring colleagues you respect as outstanding teachers and mentors by nominating them for these awards. In order to be eligible for the awards, a faculty member must be teaching this academic year; they cannot be a previous recipient and must not have been a finalist in the previous two years. To be eligible for the Bank of America Award for Teaching Excellence, a faculty member must be tenured and a member of the UNC Charlotte faculty for at least seven years; to be eligible for the UNC Charlotte Award for Excellence in Teaching, the faculty member must be in a non-tenure track position and have five years of teaching service to UNC Charlotte. You do not have to provide extensive documentation for the nominee. Simply complete the [online nomination form](#) describing how, from your perspective, the person is an excellent teacher (please note that attachments cannot be included in the nomination form). A faculty member cannot be considered unless nominated within the year of the award; therefore, you may re-nominate someone you have nominated before. The deadline for nominations is Thursday, November 16, 2023. Thank you very much for taking the time to honor deserving candidates.

## UPCOMING ANNUAL PAYROLL CERTIFICATIONS

The University requires an annual payroll certification to verify payroll expenditures on Office of Research Services (ORS)-managed grants. If you are a PI on an ORS-managed grant, you will be receiving an email requesting verifications for your grant for the 2022-2023 fiscal year. Please keep an eye out for these email requests over the next two weeks. They will be reviewed and approved by either Sarah Johnson or Jennifer Jones prior to you receiving them for certification. A link to instructions and FAQs in Canvas is provided below. The directions will also be available at the top of the ImageNow form when you use the [Payroll Certification link](#) in the Certification email.

Feel free to reach out to [Sarah Johnson](#) if you have any questions.

This visual displays the education-to-career outcomes of your alumni based on their program of study and current occupation.  
 Note: This diagram includes up to the top 25 occupations with all remaining occupations grouped under All Other Occupations.



## AERA UNDERGRADUATE STUDENT EDUCATION RESEARCH TRAINING WORKSHOP

The American Educational Research Association ([AERA](http://aera.net)) invites applications for an Undergraduate Student Education Research Training Workshop to be held Wednesday, April 10 through Saturday, April 13 during the 2024 AERA Annual Meeting in Philadelphia. This workshop is for undergraduate students who are interested in pursuing a graduate or professional degree that can lend itself to education research areas such as children and youth, school and schooling issues, higher education, education policy, student achievement, curriculum and instruction, education psychology, or education leadership. Students must have current or ongoing research that can be presented in a poster session. The workshop

will give undergraduate fellows an overview of how education research is designed across fields, how quantitative and qualitative research methods are used in studies, and how research is applied to education policy and practice. Senior researchers and faculty from both academic institutions and applied research will introduce education research as a field and share their area of expertise and knowledge with the fellows. AERA is seeking your assistance in sharing this announcement and identifying potential undergraduate candidates. The application deadline is Thursday, November 30, 2023. Please contact [fellowships@aera.net](mailto:fellowships@aera.net) if you have any questions or concerns.



# CATO COLLEGE OF EDUCATION

FALL 2023 PROFESSIONAL DEVELOPMENT SERIES



To support our current teacher candidates in their effort to pass the PRAXIS II, as well as other licensure tests (e.g., Foundations of Reading), and to remove barriers for those hoping to use a passing PRAXIS II score to meet admission requirements, the Cato College of Education at the University of North Carolina at Charlotte is pleased to offer a variety of free online workshops to support current and aspiring teachers as well as members of the UNC Charlotte community.

These free workshops will be held virtually (via Zoom) and conducted from October through November. The dates of the specific workshops that will be offered are indicated below.

To attend any of the workshops, please complete the online registration form via the link below. Once you have submitted the form, you should immediately receive email confirmation. Note that the confirmation also provides the links to all of the online Zoom workshops. Please make note of the link(s) for the workshop(s) that you plan to attend, as you may not receive an individual invitation from the presenter. Please email [recruitment@charlotte.edu](mailto:recruitment@charlotte.edu) with any related questions.

Sign up for the following workshops via our google form:

<https://forms.gle/csLcrr8HdfUGw6f46>

TOPIC	PRESENTERS	DATE & TIME
Foundations of Reading	Paola Pilonieta & Jean Vintinner	Wednesday, 11/8 6:00 - 9:00 p.m.
SPED General Curriculum (5543)	Darey Fredriek	Saturday, 10/21 9:00 a.m. - 3:00 p.m.
SPED Adapted Curriculum (5545)	Leslie Bross	Wednesday, 10/25 6:00 - 9:00 p.m.
Middle (5440 or 5442) & Secondary (5495) Comprehensive Science	Christine Ward	Saturday, 10/21 9:00 a.m. - 12:00 p.m.
Middle Grades & Secondary English	Adam Myers	Tuesday, 10/17 6:00 - 8:30 p.m.
Middle School (5089) & High School (5081) Social Studies	Oscar Larsen	Tuesday, 10/17 6:30 - 9:00 p.m.
Praxis Elementary Math CKT (7813)	Allison Elowson	Saturday, 10/14 9:00 a.m. - 3:00 p.m.
Praxis - Middle Grades Math	Allison Elowson	Saturday, 11/18 9:00 a.m. - 3:00 p.m.
Praxis - Secondary Math	Allison Elowson	Saturday, 11/11 9:00 a.m. - 3:00 p.m.
English as a Second Language (5362)	Cornelia Okraski	Monday, 11/6 6:00 - 9:00 p.m.
CTE: Business/IT (5101) & Marketing (5561)	Nakesha Dawson	Wednesday, 10/4 6:00 - 9:00 p.m.

# FUNDING OPPORTUNITIES TO CONSIDER

## AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

### Research Grants Program

The AERA Grants Program provides Research Grants to faculty at institutions of higher education, postdoctoral researchers, and other doctoral-level scholars. The aim of the program is to advance fundamental knowledge of relevance to STEM education policy, foster significant science using education data, promote equity in STEM, and build research capacity in education and learning. The program supports highly competitive studies using rigorous quantitative methods to examine large-scale, education-related data.

**Deadline: 20 Nov 2023; 10 Jan 2024; 15 June 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

## AMERICAN PHILOSOPHICAL SOCIETY

### Phillips Fund for Native American Research

The Phillips Fund of the American Philosophical Society provides grants for research in Native American linguistics, ethnohistory, and the history of studies of Native Americans, in the continental United States and Canada. The grants are intended for such costs as travel, audio and video recordings, and consultants' fees. Grants are not made for projects in archaeology, ethnography, or psycholinguistics; for the purchase of permanent equipment; or for the preparation of pedagogical materials. The committee distinguishes ethnohistory from contemporary ethnography as the study of cultures and cultural change through time. The committee prefers to support the work of younger scholars who have received the doctorate. Applications are also accepted from graduate students for research on master's theses or doctoral dissertations.

**Deadline: 01 March 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

## BRADY FOUNDATION

### Existing Educational Program Evaluation Grants

The Foundation is currently accepting Existing Program Evaluation (EPE) proposals that have the potential to provide data that will inform how to address disparities in educational opportunities associated with race, ethnicity, and family income. The primary aim must concern evaluating the effectiveness of programs designed to promote positive cognitive and/or achievement outcomes for children (birth through 18 years) with the goal of informing ways to close the educational opportunity gaps associated with race, ethnicity, and income.

**Deadline: Stage 1 Applications are accepted throughout the year. If invited to Continue, Stage 2 Proposal Due Dates are listed on the funder website.**

[CLICK HERE FOR MORE INFORMATION](#)

## FOUNDATION FOR CHILD DEVELOPMENT

### FCD Young Scholars Program (YSP)

The Foundation believes that a deeper understanding of the role of ECE professionals in enhancing young children's early learning experiences can ultimately improve the chances for all children to reach their full potential. All proposed research must have primary questions that are relevant to the ECE workforce. All supported research questions must support scientific inquiry into the implementation of specific ECE programs, policies, or practices. While substantial research has focused on examining what constitutes high-quality early learning experiences and the impact of policies and programs to identify "what works," implementation research is needed to better understand how to bring about high-quality experiences for different groups of children, across different settings and contexts. Finally, all supported research must have a clear connection to programs, policies, and practices that have the potential to result in a positive impact on the ECE workforce and on the young children in the YSP priority populations. For proposed research projects involving either primary data collection or a combination of primary data collection and secondary data analysis, the maximum grant award, including indirect costs, is \$225,000 to be used over a two- to three-year period. Eligible researchers must have received their doctoral degrees (e.g., Ph.D., Ed.D., Psy.D., J.D., etc.) between January 1, 2014 and June 30, 2022.

**Deadline: 13 June 2024 (Letter of Intent); 13 October 2024 (Application).**

[CLICK HERE FOR MORE INFORMATION](#)

## INTERNATIONAL LITERACY ASSOCIATION

### Jerry Johns Outstanding Teacher Educator in Reading Award

The International Literacy Association (ILA) Jerry Johns Outstanding Teacher Educator in Reading Award is a US\$1,000 award honoring an outstanding college or university teacher of reading methods or reading-related courses. Nominees must be leaders in the field of reading who serve the profession and assume leadership positions in appropriate college, school, community, and/or professional organizations. To be eligible, a candidate must be an ILA member in good standing and maintain active membership through June 30, 2024.

**Deadline: March 15, 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

# FUNDING OPPORTUNITIES TO CONSIDER

## NATIONAL INSTITUTE OF HEALTH

### Education Activities for Responsible Analyses of Complex, Large-Scale Data

The NIH Research Education Program (R25) supports research education activities in the mission areas of the NIH. The overarching goal of this NIDA R25 program is to support training and educational activities for responsible analyses of complex large-scale data involving brain, behavioral, genomic, and socioenvironmental data that complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral, and clinical research needs.

**Deadline: 08 Jan 2024 (Letter of Intent); 08 Feb 2024 (Application).**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### Advancing Informal STEM Learning (AISL)

Program is committed to funding research and practice, with continued focus on investigating a range of informal STEM learning (ISL) experiences and environments that make lifelong learning a reality. This Program seeks proposals that center equity and belonging, and further the well-being of individuals and communities who have historically been and continue to be excluded, under-served, or underrepresented, due to gender, race, ethnicity, sexual orientation, disability status, neurodiversity, geographic location, and economic status, among others, as well as their intersections. The current solicitation encourages proposals from institutions and organizations that serve public audiences, and specifically focus on public engagement with and understanding of STEM, including community STEM; public participation in scientific research (PPSR); science communication; intergenerational STEM engagement; and STEM media.

**Deadline: 10 Jan 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### Alliances for Graduate Education and the Professoriate (AGEP)

The NSF seeks to build on prior AGEP work, and other research and literature concerning racial and ethnic equity, in order to address the AGEP program goal to increase the number of historically underrepresented minority faculty in STEM. This solicitation includes three funding tracks that all support the AGEP program goal. All tracks require collaborative IHE teams to use an intersectional lens as they address systemic and institutional change strategies at IHEs to promote equity for AGEP populations.

**Deadline: 13 Feb 2024 (Preliminary Proposal); 26 March 2024 (Full Proposal).**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### EHR Core Research: Building Capacity in STEM Education Research

EHR's Building Capacity in STEM Education Research supports projects that build investigators' capacity to carry out high-quality STEM education research that will enhance the nation's STEM education enterprise. In addition, the program seeks to broaden the pool of researchers who can advance knowledge regarding STEM learning and learning environments, broadening participation in STEM fields, and STEM workforce development. ECR: BCSER supports activities that enable researchers to expand their areas of expertise and acquire the requisite knowledge and skills to conduct rigorous research in STEM education. Career development may be accomplished through investigator-initiated professional development and research projects or through institutes that enable researchers to integrate methodological strategies with theoretical and practical issues in STEM education.

**Deadline: 23 Feb 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### Ethical and Responsible Research (ER2)

ER2 research projects use fundamental research to produce knowledge about what constitutes or promotes responsible or irresponsible conduct of research and why, as well as how to best instill this knowledge into researchers, practitioners, and educators at all career stages. In some cases, projects will include the development of interventions or applications to ensure ethical and responsible research conduct. The program funds research projects that identify: 1) factors that are effective in the formation of ethical science, technology, engineering, and mathematics (STEM) researchers; 2) approaches to developing those factors in all STEM fields that NSF supports; and 3) why and how those factors and approaches increase responsibly conducted research.

**Deadline: 25 Jan 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

# FUNDING OPPORTUNITIES TO CONSIDER

## NATIONAL SCIENCE FOUNDATION

### **Growing Research Access for Nationally Transformative Equity and Diversity (GRANTED)**

The National Science Foundation (NSF) seeks to encourage nationally transformative ideas and scalable models to strengthen the Nation's research enterprise, particularly at emerging research and minority-serving institutions. Broadly defined, the research enterprise includes human capital, practices and processes related to research development, research administration, technology transfer and commercialization, corporate relation/public-private partnerships, research integrity, compliance and security, research policy, student research training, and research leadership.

**Deadline: You can apply for this opportunity at any time.**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### **Improving Undergraduate STEM Education (IUSE)**

The IUSE seeks to promote novel, creative, and transformative approaches to generating and using new knowledge about STEM teaching and learning to improve STEM education for undergraduate students. It supports projects that seek to bring recent advances in STEM knowledge into undergraduate education, that adapt, improve, and incorporate evidence-based practices into STEM teaching and learning, and that lay the groundwork for institutional improvement in STEM education.

**Deadline: 17 January 2024; 17 July 2024.**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### **Research Coordination Networks (RCN)**

The goal of the RCN program is to advance a field or create new directions in research or education by supporting groups of investigators to communicate and coordinate their research, training and educational activities across disciplinary, organizational, geographic, and international boundaries. The RCN program provides opportunities to foster new collaborations, including international partnerships where appropriate, and address interdisciplinary topics. Innovative ideas for implementing novel networking strategies, collaborative technologies, training, broadening participation, and development of community standards for data and meta-data are especially encouraged. RCN awards are not meant to support existing networks; nor are they meant to support the activities of established collaborations.

**Deadline: Proposals are accepted at any time.**

[CLICK HERE FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### **Research on Innovative Technologies for Enhanced Learning (RITEL)**

The RITEL program is to support early-stage research in emerging technologies for teaching and learning that respond to pressing needs in authentic (real-world) educational environments. RITEL supports future-oriented exploratory and synergistic research in emerging technologies (including, but not limited to, artificial intelligence (AI), robotics, and immersive or augmenting technologies) for teaching and learning. The program accepts proposals that focus on learning, teaching, or a combination of both. The scope of the program is broad and includes teaching and learning in science, technology, engineering, and mathematics (STEM) and in foundational areas that enable STEM (e.g., self-regulation, literacy, communication, collaboration, creativity, and socio-emotional skills). RITEL supports research in all learning contexts (e.g., formal, informal, workplace) and for all learner populations. RITEL has a special interest in diverse learner/educator populations and in developing new educational technologies that are cost-effective for budget-limited school districts, colleges and universities. Research in this program should be informed by the convergence (synthesis) of multiple disciplines.

**Deadline: 24 Jan 2024**

[CLICK HERE FOR MORE INFORMATION](#)

## ROBERT WOODS JOHNSON FOUNDATION

### **Evidence for Action: Innovative Research to Advance Racial Equity**

Evidence for Action prioritizes research to evaluate specific interventions (e.g., policies, programs, practices) that have the potential to counteract the harms of structural and systemic racism and improve health, well-being, and equity outcomes. We are concerned both with the direct impacts of structural racism on the health and well-being of people and communities of color (e.g., Black, Latina/o/x, Indigenous, Asian, Pacific Islander people, and other races and ethnicities)—as well as the ways in which racism intersects with other forms of marginalization, such as having low income, being an immigrant, having a disability, or identifying as LGBTQ+ or a gender minority.

**Deadline: Continuous.**

[CLICK HERE FOR MORE INFORMATION](#)

# FUNDING OPPORTUNITIES TO CONSIDER

## SCHMIDT FUTURES

### Futures Forum on Learning - Tools Competition

The Tools Competition is a multi-million-dollar competition for edtech tools tackling the most pressing issues for learners worldwide and catalyzing learning science research at scale. The 2023-24 Tools Competition is thrilled to introduce a focus on artificial intelligence, including through a new partnership with OpenAI to launch the OpenAI Learning Impact Prize. We aim to increase interest in and understanding of the possibilities of advanced computational methods in learning platforms. The Learning Engineering Tools Competition aims to spur the development and deployment of technologies that address pressing education issues from early childhood to secondary education while advancing the field of learning engineering.

**Deadline: 10 Nov 2023 (Concept Paper); 02 Feb 2024 (Proposal).**

[CLICK HERE FOR MORE INFORMATION](#)

## TEAGLE FOUNDATION

### Education for American Civic Life

The Education for American Civic Life initiative supports efforts to prepare students to become informed and engaged participants in the civic life of their local and national communities. Grants of varying amounts, ranging from \$100,000-\$300,000 over a 24-36 month period, will be made to each funded project participating in this initiative.

**Deadline: Continuous.**

[CLICK HERE FOR MORE INFORMATION](#)

For a more comprehensive list of funding opportunities that align with areas of research interest and expertise in the Cato College of Education, please visit the curated list created in Pivot at the link provided below. You may be prompted to log in to Pivot to access these results. If you do not have a Pivot account set up, you can use your UNC Charlotte NinerNet credentials as the shibboleth login when prompted. [CLICK HERE.](#)

## RESEARCH/FUNDING SUPPORT

### Finding Funding Opportunities

Kailey Hess, Social Research Assistant,  
Center for Research Excellence

[khess10@charlotte.edu](mailto:khess10@charlotte.edu)

### Proposal Development & Submission

Kristen Morse, Proposal Development  
Officer, Office of Research Services,

[kmorse1@charlotte.edu](mailto:kmorse1@charlotte.edu)

### IRB Questions

Cat Runden, Research & Economic  
Development,

[CatRunden@charlotte.edu](mailto:CatRunden@charlotte.edu)

### Post-Award Support

Sarah Johnson, Post-Award Specialist,  
Office of Research Services,

[sjohns10@charlotte.edu](mailto:sjohns10@charlotte.edu)

Jennifer Jones, Business Services  
Coordinator,

[jennifer.jones@charlotte.edu](mailto:jennifer.jones@charlotte.edu)

**Have content related to graduate education, research, or grant writing that you would like to share with COED faculty and staff in a future issue? Please contact**

**Scott Kissau:**  
[spkissau@charlotte.edu](mailto:spkissau@charlotte.edu)