

THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

NCDPI MENTAL HEALTH GRANT

The North Carolina Department of Public Instruction (NCDPI) was awarded nearly \$17 million in grant funding to increase school-based mental health providers, specifically focusing on school counselors and social workers to address school staff



DR. TARYNE MINGO

shortages. One of two federal grants received is referred to as Project Adding Direct Support (Project ADS) where NCDPI partnered with three institutions of higher education, including UNC Charlotte. Each institution will receive \$5.54 million across five years to recruit and train school counselors and social workers. In coordination with NCDPI, Dr. Taryne Mingo (Department of Counseling) was awarded \$62,376 in Project ADS funding for year 1 (2023), and another \$50,000 for year 2 implementation. In her role, Dr. Mingo will be responsible for not only the recruitment of school counselors, but also supporting current school counseling students through tuition assistance, internship stipends, and professional development training.

THE EVALUATION TEAM



Stella Kim, Ph.D.
Key Personnel



Lan Kolano, Ph.D.
Principal Investigator



Emilia Olivera
Undergraduate Research Assistant



Katie Wagner, Ph.D.
External Consultant



Kristen Cruz
Graduate Research Assistant



Michele Falla
Graduate Research Assistant



Jue Wang
Graduate Research Assistant

OURBRIDGE FOR KIDS STUDY

Dr. Lan Kolano (Middle, Secondary & K-12 Education) received a total of \$61,800 to complete a 2-year program evaluation of ourBRIDGE for KIDS. Her research team includes doctoral students in the Ph.D. in C & I program (Kristin Cruz, Michelle Falla, and Jue Wang) and undergraduate research assistant, Emilia Olivera (Data Science). Key personnel working on this project includes Dr. Stella Kim (Educational Leadership) and Dr. Katie Wagner. This project is exploring the impact of ourBRIDGE for KIDS programming on English Language Acquisition, Socio-Emotional Well Being, and Cultural Identity of 150+ (K-8) immigrant and newly arrived refugee students in Charlotte. ourBRIDGE for Kids is a Charlotte-based community organization that fosters the education, acculturation, and well-being of refugee and immigrant families through out-of-school programs and comprehensive, culturally-responsive support. Dr. Kolano also received a Community-Faculty Southeast Asia Partnership Award (\$6,800) with Dr. Taryn Greene from UNC-Chapel Hill to explore the experiences of newly arrived Burmese families in Charlotte. This award is funded by Bringing Southeast Asia Home, an initiative sponsored by the Henry Luce Foundation Initiative on Southeast Asia, and designed to sponsor activities that benefit both theoretical inquiry and community needs.

NEXUS: NETWORKING ACROSS DISCIPLINES 2024

Nexus: Networking Across Disciplines fosters the emergence of interdisciplinary research teams by providing faculty with structured opportunities to learn about one another's research and brainstorm areas of mutual interest. Through a series of summer workshops, Nexus supports the initial stages of project development as faculty formulate shared research questions, consider analytical strategies, and identify potential funding sources.

Nexus 2024 targets faculty in two research areas of focus and distinction: 1) Artificial Intelligence (including uses and social impact); and 2) Online Misinformation and Deception. Workshops will be held on May 21-22 and August 14, 2024, with working groups expected to brainstorm ideas over the summer. Applications are due by 5 p.m. on Monday, April 8 ([see this page](#) for information and application). Each faculty member in Nexus will receive a \$1,000 stipend for participating fully in the workshops.



For more information, please join us on Tuesday, March 12, from 4:30-6:00 p.m. in the Lambla Gallery of the Storrs Building ([RSVP here](#)). We will celebrate the successes of interdisciplinary working groups formed through Nexus 2022 and 2023 and discuss target areas for Nexus 2024.

Nexus 2024 is organized by the College of Humanities & Earth and Social Sciences and the Division of Research with support from the Cato College of Education, the College of Health and Human Services, and the College of Computing and Informatics. Questions can be directed to CHES Interim Associate Dean Beth Whitaker (bwhitaker@charlotte.edu).

US NEWS - 2024 BEST ONLINE EDUCATION PROGRAMS

The US News online education master's rankings for 2024 were recently released. Below is a summary of our results:

- Our overall online master's in education ranking is 23, tied with the University of Iowa and the University of South Carolina. This ranking is unchanged from 2023. We are the top ranked NC program.
- Our master's in special education is ranked 16, tied with CUNY - Hunter College and the University of North Texas. It was not ranked in 2023. We are the only NC special education program that made the list.
- Our master's in curriculum and instruction was ranked 17 in 2023. It is not ranked in 2024. Our educational/instructional media design master's was ranked 10 in 2022. It was not ranked in 2023 and is not ranked again in 2024.



The 2025-26 Fulbright U.S. Scholar Competition opens in February 2024. [Learn more](#) about applying for prestigious teaching and research opportunities.

MENTOR TRAINING

The Graduate School is offering Mentor Training for graduate faculty on May 16, 9:00-4:00. The session will be held in the Halton Reading Room. The curriculum comes from the Center for the Improvement of the Mentored Experience in Research (CIMER) at the University of Wisconsin. It is highly interactive and includes a variety of useful resources and tools. Join the more than 240 faculty members who have already participated in this training. You will leave with tools and best practices to help you effectively mentor graduate students. Attendance is limited, so please sign-up early for the [May 16 Session](#).

CHARLOTTE HOLMES SCHOLARS

UNC Charlotte's Holme Scholars Program is now accepting applications for doctoral students to join the 2024-2025 program cohort.

The Holmes Scholars Program is a national university-based program that supports doctoral students who self-identify as racially and ethnically diverse and are pursuing graduate degrees in education. UNC Charlotte's Holmes Scholars Program has recently been expanded and revitalized, with plans for at least three immediate cohorts with 4-5 doctoral students in each cohort. The first cohort began in 2023, and recruitment is now open for the second cohort (beginning in August 2024).

Who is eligible to apply? The Holmes Scholars Program supports doctoral students (EdD and PhD) who identify as racially and ethnically diverse and intend to work in faculty positions in higher education upon graduation. Holmes Scholars must participate in the program for at least three years, therefore we are accepting applications

from new doctoral students (who start in Fall 2024) or doctoral students with at least three years remaining in their programs of study.

What do Holmes Scholars receive? UNC Charlotte Holmes Scholars receive on-going mentoring, peer support, and professional development. They also receive funding to attend the AACTE annual Holmes Scholars pre-conference, a Washington Week advocacy experience, and a writing retreat. The Holmes Scholars program does not provide funding for tuition, graduate assistantships, scholarships, or travel external to the Holmes Scholars program.

How can I apply? Eligible doctoral students and doctoral applicants can apply for the program now! [The application link is here and is due April 1.](#)

How can I learn more? Please visit <https://education.charlotte.edu/resources/holmes-scholar-program/> to read more about the program.



TEACHER QUALITY PARTNERSHIP



**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*

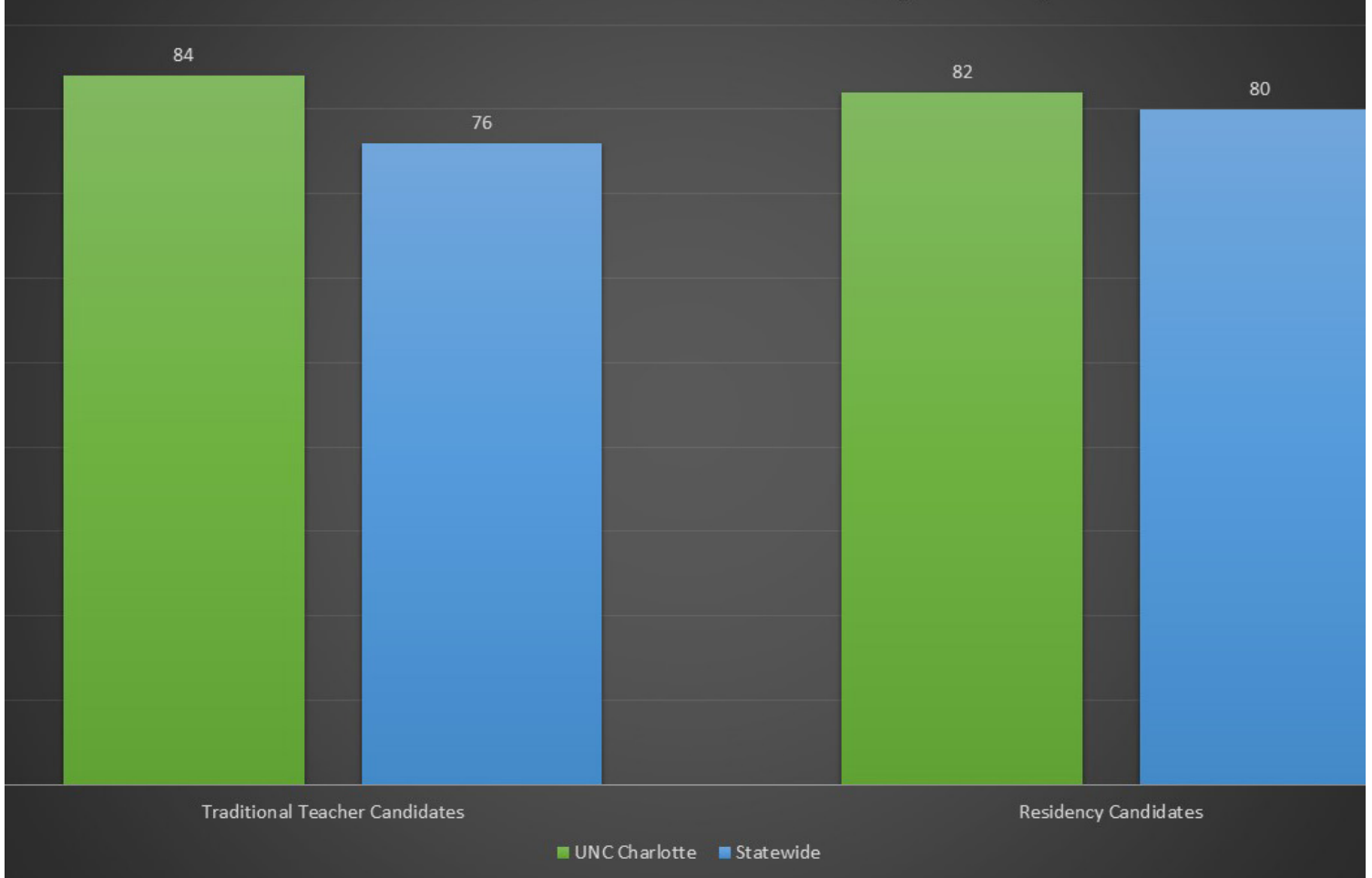
TQP.charlotte.edu

RECRUITING COHORT 2

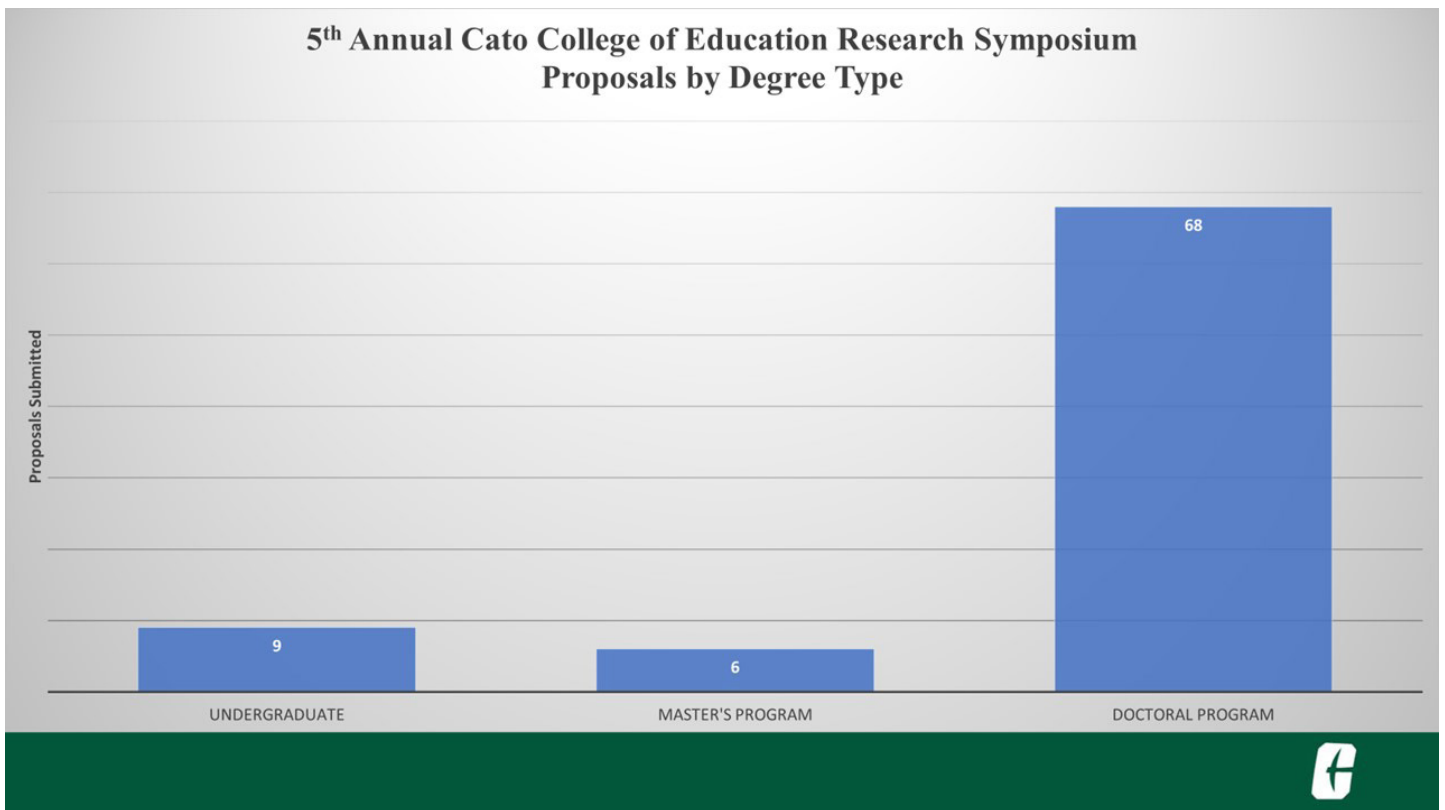
The Cato College of Education is currently recruiting its second cohort of 12 candidates for its Teacher Quality Partnership Grant project with Charlotte-Mecklenburg Schools (CMS). Eligible candidates must complete both the initial (Graduate Certificate) and advanced (MAT) licensure programs in one of 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 with any related questions. Please share this amazing opportunity.

Title II Licensure Exam Pass Rates (2022-23)



5th Annual Cato College of Education Research Symposium Proposals by Degree Type



2024-25 GRADUATE SCHOOL FELLOWSHIPS - NOMINATIONS REQUIRED

Wayland H. Cato Jr. First-Year Doctoral Fellowship

This Fellowship was established in 2004 by the Wayland H. Cato Jr. Foundation to recruit exceptionally talented newly admitted graduate students into doctoral programs at UNC Charlotte.

- Award: \$18,500 service-free stipend for first year, full tuition support and health insurance for up to 5 years
- Department must provide a qualifying graduate assistantship years 2-5
- Newly admitted doctoral student for summer or fall 2024
- Preference will be given to domestic students who show evidence of the potential to make a significant contribution to society by completing their terminal degree their chosen discipline
- Preference give to first generation graduate students
- Minimum GPA of 3.0-4.0
- Must enroll full-time (9 or more graduate credit hours) fall and spring semesters
- Open to both domestic and international students

William F. Kennedy Graduate Fellowship

This Scholarship was established by Dr. William F. Kennedy, a former professor in the College of Business, for UNC Charlotte students who have financial need and demonstrate academic promise.

- Award: \$18,500 service-free stipend for first year, full tuition support and health insurance for up to 5 years
- Department must provide a qualifying graduate assistantship years 2-5

- Newly admitted doctoral student for summer or fall 2024
- Preference will be given to domestic students who show evidence of the potential to make a significant contribution to society by completing their terminal degree their chosen discipline
- Preference give to first generation graduate students
- Minimum GPA of 3.0-4.0
- Must enroll full-time (9 or more graduate credit hours) fall and spring semesters
- Open to both domestic and international students

Students will need to log in to the NinerScholars site at <https://scholarships.charlotte.edu/apply/> and complete an applicant profile before they can be matched to any awards or see the awards they are nominated for. All application materials will be submitted through the NinerScholars portal.

Nominations Required - Due Friday, March 15, 2024

Deadline for completed applications is Monday, April 1, 2024

Only admitted students can submit an application profile and apply for awards in the Ninerscholars Portal. After students are notified of their admission, they can then submit their profile, be matched to the award they are nominated for, and submit their applications through the Portal. Nominations take 24 hours before the student will see the award in their list of matches. For additional information on these awards and others for continuing students, please visit <https://graduateschool.charlotte.edu/funding/graduate-school-fellowships>.

NCIMHA LOVES OUR CERTIFICATE PROGRAM FOR EARLY CHILDHOOD MENTAL HEALTH PROFESSIONALS!

Over the last year, with support from the North Carolina Infant and Early Childhood Mental Health Association (NCIMHA) and funding from the North Carolina Division of Child Development and Early Education, the UNC Charlotte's Early Childhood Mental Health Graduate Certificate underwent an initial alignment process with the Infant and Early Childhood Mental Health Endorsement competencies. After receiving feedback, instructors and program chairs from both programs worked to create greater

alignment with the knowledge and skill areas of the Endorsement, a process that involved collaborative learning, course revisions, and reassessment. In doing so, each program demonstrated a robust commitment to supporting and preparing professionals to meet the mental health needs of young children by ensuring the students engaging in their programs have access to coursework that is aligned with the knowledge and skill areas of the Infant/Early Childhood Mental Health Endorsement!

NSF NCAR'S INNOVATOR PROGRAM!

The application period for the fourth cohort of the NSF NCAR Early Career Faculty Innovator Program has officially opened. We are accepting applications from faculty with degrees or demonstrated research experience in social, behavioral, or policy sciences to co-develop and collaborate on projects with NSF NCAR scientists at the intersection of social science and STEM research. Please visit our Innovators webpage for details on eligibility and application instructions. Letters of Intent

will be accepted now through May 1st, 2024. The Innovator Program will award two-year grants up to \$250K in total, starting in Fall 2025. Competitive proposals will demonstrate interdisciplinary and actionable research projects that respond to societal needs. More details can be found on our [website](#). Two [Virtual Q&A sessions](#) will be held on March 6th (3pm MDT) and on April 4th (9am MDT). Registration is required. Email ecinnovators@ucar.edu with any questions.

NEW WRITING GROUPS OFFER ASSISTANCE

The Center for Graduate Life & Learning has recently launched the following new writing groups especially for graduate students. Please share these opportunities with any interested students. Related questions should be directed to Dr. Russell-Pinson (lpinson@charlotte.edu).

THE DISSERTATION WRITING GROUP (DWG) is a VIRTUAL writing group that helps dissertation writers to...

- Form or refine productive writing habits important to success in the dissertation process
- Break isolation commonly felt during the dissertation stage
- Take advantage of structured writing time

To be eligible, writers must be registered UNC Charlotte doctoral students who are actively working on their dissertations, and able to commit to attending each VIRTUAL 2-hour session for six weeks. The DWG begins Wednesday, February 21. To learn more about the DWG and to register for the group, [please click here](#).

THE STUDENTS OF COLOR WRITING GROUP (SCWG) is a supportive writing group that helps graduate writers to...

- Make connections with fellow graduate students of color
- Navigate the graduate writing process with confidence
- Join a collaborative space for developing and refining your writing skills
- Take advantage of structured writing time

This group is tailored to graduate students who identify as belonging to a historically underrepresented group and commit to attending each IN-PERSON 2-hour session for six weeks. The SCWG begins Wednesday, February 21. To learn more about the SCWG and to register for the group, [please click here](#).

THE MULTILINGUAL WRITING GROUP (MWG) is a supportive writing group that helps graduate writers to...

- Make connections with fellow multilingual graduate students
- Navigate the graduate writing process with confidence
- Join a collaborative space for developing and refining your writing skills
- Take advantage of structured writing time

This group is tailored to graduate students whose first language is not English and who commit to attending each IN-PERSON 2-hour session for six weeks. The MWG begins Tuesday, February 20. To learn more about the MWG and to register for the group, [please click here](#).



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), to remove barriers for those hoping to use a passing PRAXIS II score to meet admission requirements, and to provide professional development for teachers, the Cato College of Education at the University of North Carolina at Charlotte is pleased to offer a variety of free online workshops.

These free workshops will be held virtually (via Zoom) and conducted from February through May. 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 trecruitment@charlotte.edu with any related questions.

Sign up for the following workshop via our google form:

https://forms.gle/csL_crr8HdfUGw6f46

Topic	Presenters	Date & Time
Foundations of Reading	Paola Pilonieta & Jean Vintinner	Wednesday, 03/27 6:00 - 9:00 p.m.
SPED General Curriculum (5543)	Darcy Fredrick	Saturday, 02/24 9:00 a.m. - 3:00 p.m.
SPED Adapted Curriculum (5545)	Leslie Bross	Wednesday, 04/17 6:00 - 9:00 p.m.
Middle (5440 or 5442) & Secondary (5435) Comprehensive Science	Christine Ward	Saturday, 03/23 9:00 a.m. - 12:00 p.m.
Middle Grades & Secondary English Language Arts	Adam Myers	Tuesday, 02/20 6:00 - 8:30 p.m.
Middle School (5089) & High School (5081) Social Studies	Oscar Larsen	Wednesday, 03/20 6:30 - 9:00 p.m.
Praxis Elementary Math CKT (7813)	Allison Elowson	Saturday, 03/16 9:00 a.m. - 3:00 p.m.
Praxis - Middle Grades Math	Allison Elowson	Saturday, 03/30 9:00 a.m. - 3:00 p.m.
Praxis - Secondary Math	Allison Elowson	Saturday, 04/06 9:00 a.m. - 3:00 p.m.
English as a Second Language (5362)	Cornelia Okraski	Wednesday, 05/01 6:00 - 9:00 p.m.
CTE: Business/IT (5101) & Marketing (5561)	Nakesha Dawson	Wednesday, 02/28 6:00 - 9:00 p.m.
Instructional Coaching	LaTonya Gaines-Montgomery	Saturday, 02/24 10:00 a.m. - 12:00 p.m.

FUNDING OPPORTUNITIES TO CONSIDER

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](#)

NATIONAL INSTITUTE OF HEALTH

Providing Research Education Experiences to Enhance Inclusivity for a Diverse Substance Use and Addiction Scientific Workforce

The NIH Research Education Program (R25) supports research education activities in the mission areas of the NIH. The overarching goal of this R25 program is to support educational activities that encourage individuals from diverse backgrounds, including those from groups underrepresented in the biomedical and behavioral sciences, to pursue further studies or careers in research.

Deadline: 14 May 2024

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Discovery Research PreK-12 (DRK-12)

The goal of the DRK-12 program is to catalyze research and development that enhances all preK-12 teachers' and students' opportunities to engage in high-quality learning experiences related to STEM. The program's objectives are to: (1) build knowledge about how to develop preK-12 students' and teachers' STEM content knowledge, practices, and skills; (2) support collaborative partnerships among STEM education researchers, STEM education practitioners and school leaders with the goals of extending relevant scientific literatures while developing more effective practice; and (3) build the field of STEM education by supporting knowledge synthesis, interdisciplinary interactions across fields and stakeholders, and the development of novel and robust ways of assessing teacher and student learning, engagement, and skills. Outcomes of DRK-12 projects can include but are not limited to promising, evidence-based products that can be used by others to support the success of all teachers and all students (e.g., curriculum, teaching and research tools, and models of collaboration). The program solicits proposals along two strands: (1) Learning and (2) Teaching.

Deadline: 13 Nov 2024.

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL SCIENCE FOUNDATION

EHR Core Research: Building Capacity in STEM Education Research

The EHR Core Research (ECR) program offers this ECR:Core solicitation and invites proposals for fundamental research (curiosity-driven basic research and use-inspired basic research) that contributes to the general, explanatory knowledge that underlies STEM education in one or more of the three broadly conceived Research Areas: Research on STEM Learning and Learning Environments, Research on Broadening Participation in STEM fields, and Research on STEM Workforce Development. Within this framework, the ECR program supports a wide range of fundamental STEM education research activities, aimed at learners of all groups and ages in formal and informal settings.

Deadline: 3 Oct 2024.

[CLICK HERE FOR MORE INFORMATION](#)

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 July 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES)

NSF INCLUDES seeks to motivate and accelerate collaborative infrastructure building to advance equity and sustain systemic change to broaden participation in STEM fields at scale. Significant advancement in the inclusion of groups that have historically been excluded from or under-served in STEM will result in a new generation of STEM talent and leadership to secure the Nation's future and long-term economic competitiveness. With this solicitation, NSF offers support for five types of projects that connect and contribute to the National Network: (1) Design and Development Launch Pilots, (2) Collaborative Change Consortia, (3) Alliances, (4) Network Connectors, and (5) Conferences. All NSF INCLUDES funded projects must operationalize five design elements of collaborative infrastructure - (1) shared vision, (2) partnerships, (3) goals and metrics, (4) leadership and communication, and (5) expansion, sustainability, and scale - to create systemic change that will lead to the substantially broadened participation of individuals from historically excluded and undeserved groups in STEM.

Deadline: 22 Oct 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Innovations in Graduate Education (IGE)

The IGE program is designed to encourage implementation of bold and potentially transformative approaches to STEM graduate education training. The program seeks proposals that a) explore ways for graduate students in STEM master's and doctoral degree programs to develop the skills, knowledge, and competencies needed to pursue a range of STEM careers, or b) support research on the graduate education system and outcomes of systemic interventions and policies. The program supports piloting, testing, and validating novel models or activities and examining systemic innovations with high potential to enrich and extend the knowledge base on effective graduate education approaches. Strategic collaborations with the private sector, non-governmental organizations (NGOs), government agencies, national laboratories, field stations, teaching and learning centers, informal science organizations, and academic partners are encouraged.

Deadline: 22 Apr 2024

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

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

Responsible Design, Development, and Deployment of Technologies (ReDDDoT)

The ReDDDoT program invites proposals from multidisciplinary, multi-sector teams that examine and demonstrate the principles, methodologies, implementations, and impacts associated with responsible design, development, and deployment of technologies in practice, focusing especially on the key technologies specified in Section 10387 of the CHIPS and Science Act of 2022. The broad goals of the ReDDDoT program include educating and training the science, technology, engineering, and mathematics (STEM) workforce on approaches to responsible design, development, and deployment of technologies.

Deadline: 08 Apr 2024 (Phase 1); 22 Apr 2024 (Phase 2).

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Research Experiences for Teachers (RET) in Engineering and Computer Science: Sites and Supplements

The Research Experiences for Teachers (RET) in Engineering and Computer Science program supports authentic summer research experiences for K-14 educators to foster long-term collaborations between universities, community colleges, school districts, and industry partners. With this solicitation, the Directorates for Engineering (ENG) and Computer and Information Science and Engineering (CISE) focus on a reciprocal exchange of expertise between K-14 educators and research faculty and (when applicable) industry mentors. K-14 educators will enhance their scientific disciplinary knowledge in engineering or computer science and translate their research experiences into classroom activities and curricula to broaden their students' awareness of and participation in computing and engineering pathways. At the same time, the hosting research faculty will deepen their understanding of classroom practices, current curricula, pedagogy, and K-14 educational environments.

Deadline: 09 Oct 2024.

[CLICK HERE FOR MORE INFORMATION](#)

RUSSELL SAGE FOUNDATION

The Russell Sage Foundation's (RSF) program on Social, Political, and Economic Inequality supports original research on the factors that contribute to social, political, and economic inequalities in the U.S., and the extent to which those inequalities affect social, political, psychological, and economic outcomes, including educational and labor market opportunities and consequences, social and economic mobility within and across generations, and civic participation and representation.

Deadline: 16 Apr 2024 (LOI); 22 Jul 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](#)

FUNDING OPPORTUNITIES TO CONSIDER

U.S. DEPARTMENT OF DEFENSE

Department of Navy (DoN) Science, Technology, Engineering & Mathematics (STEM), Education and Workforce Program

This funding opportunity is for STEM education programs and activities that are primarily focused on physical and natural sciences, technology, engineering, social sciences, and mathematics disciplines, topics, or issues (including environmental science education or stewardship). STEM education programs and activities that could be supported by this opportunity include one or more of the following as the primary objective: 1) Develop learners' knowledge, skill, or interest in STEM; 2) Attract students to pursue certifications, licenses, or degrees (two-year degrees through postdoctoral degrees) or careers in STEM fields; 3) Provide growth and research opportunities for post-secondary, college and graduate students in STEM fields, such as working with researchers or conducting research that is primarily intended to further education; 4) Improve mentor/educator (K-12 pre-service or in-service, post-secondary, and informal) quality in STEM areas; and 5) Improve or expand the capacity of institutions to promote or foster STEM fields.

Deadline: 12 Apr 2024 (white paper); 30 Aug (application).

[CLICK HERE FOR MORE INFORMATION](#)

U.S. DEPARTMENT OF EDUCATION

Fulbright-Hays Group Projects Abroad (GPA) Program

The purpose of the Fulbright-Hays GPA Program is to promote, improve, and develop the study of modern foreign languages and area studies in the United States. The program provides opportunities for faculty, teachers, and undergraduate and graduate students to conduct group projects overseas. Projects may include either (1) short-term seminars, curriculum development, or group research or study, or (2) long-term advanced intensive language programs.

Deadline: 18 Mar 2024.

[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 shibbolethynwhereh login when prompted. [CLICK HERE](#).

RESEARCH/FUNDING SUPPORT

Finding Funding Opportunities

Kailey Hess, Social Research Assistant,
Center for Research Excellence
Khess10@charlotte.edu

Proposal Development & Submission

Kristen Morse, Proposal Development
Officer, Office of Research Services,
kmorse2@charlotte.edu

IRB Questions

Cat Runden, Research & Economic
Development,
CatRunden@charlotte.edu

Post-Award Support

Sarah Johnson, Post-Award Specialist,
Office of Research Services,
sjohn305@charlotte.edu

Jennifer Jones, Business Services
Coordinator,
Jennfer.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