THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

AWARD OF EXCELLENCE

The National Technical Assistance Center on Transition: The Collaborative (NTACT:C) was awarded the Martha J. Fields Award of Excellence. The award is presented to an organization that has made extraordinary contributions to the National Association of State Directors of Special Education (NASDE) organization, its mission and goals. To be eligible, the organization must have made significant contributions to the NASDSE organization in support of services to state agencies to facilitate efforts to maximize educational outcomes for individuals with disabilities. The award was presented at the national NASDSE conference in Minneapolis (which had a Prince theme). Congratulations to Dr. Catherine Fowler and the entire NTACT:C team.

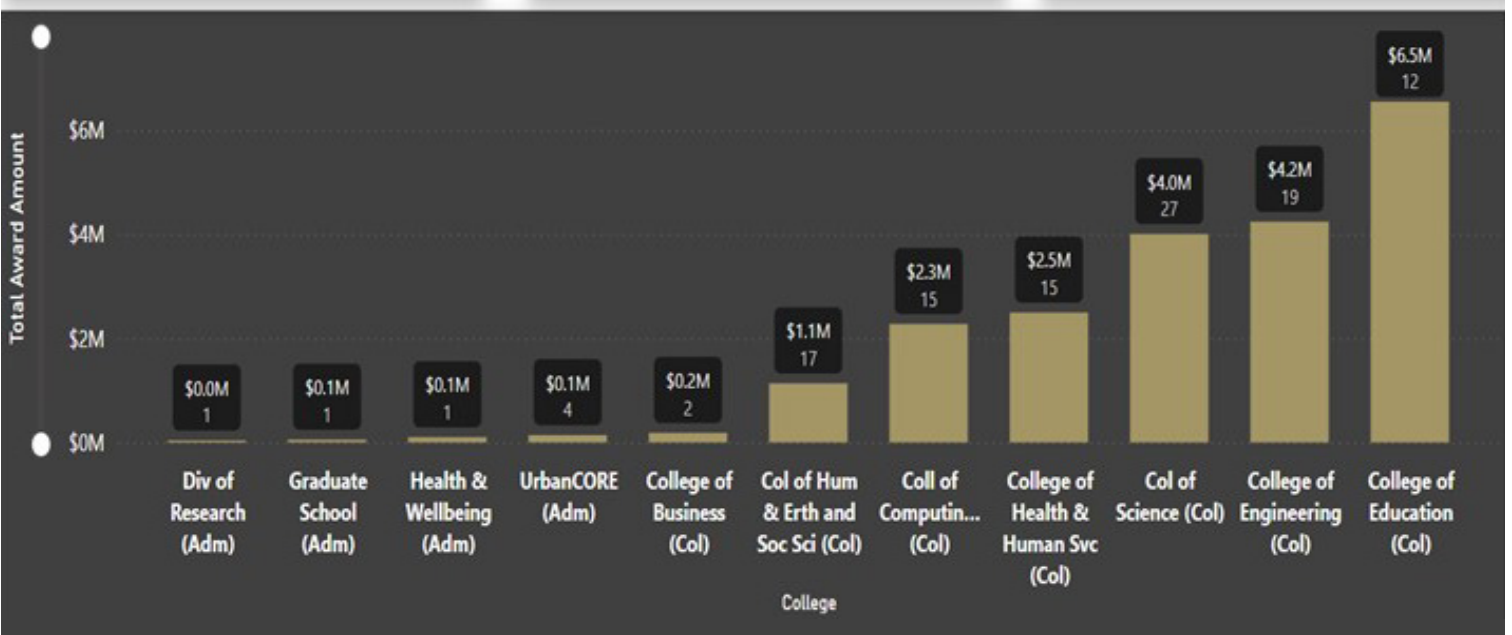**NASDSE 2024**
"Navigating Our North Star: Leadership for Results"

CATHERINE FOWLER (RIGHT)

COED LEADING THE WAY IN FY25 EXTERNAL AWARDS

114	4,099,843.00	$21,157,853.78
Number of New Awards	Highest New Award Amount	New Award Total Amount

Chart — Total Award Amount by College:
- Div of Research (Adm): $0.0M, 1
- Graduate School (Adm): $0.1M, 1
- Health & Wellbeing (Adm): $0.1M, 1
- UrbanCORE (Adm): $0.1M, 4
- College of Business (Col): $0.2M, 2
- Col of Hum & Erth and Soc Sci (Col): $1.1M, 17
- Coll of Computin... (Col): $2.3M, 15
- College of Health & Human Svc (Col): $2.5M, 15
- Col of Science (Col): $4.0M, 27
- College of Engineering (Col): $4.2M, 19
- College of Education (Col): $6.5M, 12

GRADUATE PROGRAM OPEN HOUSE

The Cato College of Education is hosting a Graduate Program Open House from 5-6PM on November 4th in the Cato College of Education. Attendees have the opportunity to learn about our many graduate certificate and master's programs for teachers, school leaders, higher education professionals, counselors, and instructional technologists. Come hear from faculty and program completers, enjoy light snacks and beverages, and possibly win a variety of prizes.

For additional information about our many graduate programs see:
https://education.charlotte.edu/academic-programs/

Questions? Please contact:
trecruitment@charlotte.edu

Join Us for an Open House

Monday, November 4th, 5:00-6:00 PM

Cato College of Education Building in Mebane Hall

Interested in attending? Please RSVP here:

Click here to RSVP

CHARLOTTE
CATO COLLEGE OF EDUCATION

RECRUITING COHORT 3

The Cato College of Education is currently recruiting its third 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 six high-needs licensure areas (English language arts, mathematics, science, social studies, 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.

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's degree in less than 18 months.

Full tuition and health insurance* paid for by the program.

Graduate with a guaranteed teaching position in one of 12 CMS middle and high schools and two years of one-on-one mentorship from a New Teacher Support Coach.

UNC Charlotte's education graduate programs ranked in the top 10% nationally by *U.S. News & World Report.*

NC Residents only

For more information visit TQP.Charlotte.edu

FACULTY RESEARCH MENTORING PROGRAM

Thinking about applying for a large grant ($100K+) this spring or summer (1/15/2025-6/14-2025)? Consider applying for the Cato College of Education Faculty Research Mentoring Program (FRMP). The FRMP supports faculty-to-faculty mentoring by pairing a senior faculty member with a track record of extramural funding, and an assistant or associate (with limited grant writing experience) faculty member who wants to be mentored and commits to submitting a competitive funding proposal at the end of the mentoring period. Both the mentor and mentee receive a $2000 stipend upon submission of the proposal. The deadline to apply for this funding cycle is December 1, 2024. More details can be found here.

PIVOT WORKSHOP

On November 7 (3:30-4:30pm), faculty, staff, and graduate students in the Cato College of Education are invited to participate in a Pivot workshop offered by Kailey Hess from the Center for Research Excellence. 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 online workshop, Kailey Hess will familiarize participants with the resource, help them to create a personalized account, and provide time to conduct a customized search of funding opportunities. Please RSVP here . Anyone who registers will be sent a calendar invitation with the Zoom link.

RESEARCH AT CHARLOTTE TEACHER EARLY COLLEGE

A friendly reminder that the opportunity to conduct research at the Charlotte Teacher Early College (CTEC) is still available. To promote and track related research and facilitate collaboration, anyone interested in conducting research involving CTEC is encouraged to complete an online form found on our research webpage.

THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)

The American Educational Research Association (AERA) is a professional association that is of relevance to faculty and students across all five of our doctoral programs in the Cato College of Education. To encourage active involvement in a professional organization like AERA, the Cato College of Education is participating in the American Educational Research Association (AERA) Doctoral Student Cohort Membership Program. As part of this program, the 1-year AERA student membership fee ($75) is reduced to $50. The student pays $25 of the $50 total cost, and the College pays the remaining $25. To be eligible, students must be actively enrolled in one of our doctoral programs in the College and a presenter at the 2025 AERA conference. The link to apply for this program can be found on the College of Education research webpage

DOCTORAL STUDENT COHORT MEMBERSHIP PROGRAM

The Doctoral Student Cohort Program offers institutions a unique opportunity to partner with AERA to offer doctoral students access to AERA membership at a substantially reduced dues rate. Institutions that participate in the program collaborate with AERA to offset the cost of membership for doctoral students who join AERA for the first time. The program gives students at participating institutions access to AERA membership at a 1-year introductory rate of $25, just a third of the regular graduate student dues rate of $75.

This program aims to encourage and support graduate student membership. Their early and active participation in AERA can help them expand their knowledge of the field, engage with the education research community, and make connections that support their professional development and advancement.

BENEFITS FOR STUDENTS

- Reduced membership dues. Students pay $25 for a year of membership (compared to the full $75 graduate student rate).
- Free membership in one AERA Division and additional Division memberships for just $5 each.
- Access to Special Interest Groups (SIGs) memberships by paying their annual dues; the $7 administrative fee for joining one or more SIG is waived.
- Networking, professional development, and volunteer opportunities through Divisions, SIGs and the AERA Graduate Student Council (GSC). The GSC provides an active listserv and rich newsletter, along with dedicated programming throughout the year and at each AERA Annual Meeting.
- Complimentary digital access to all six AERA journals, in addition to the publicly available, AERA Open.
- Discounted registration for the 2024 AERA Annual Meeting in Philadelphia.

HOW IT WORKS

AERA will collaborate with participating institutions to subsidize the cost of membership for doctoral students who join AERA for the first time. The regular graduate student membership rate for 2024 is $75. For each student who joins AERA as part of the program, AERA contributes $25 and the participating institution contributes $25, reducing the student dues rate to $25.

Institutions interested in participating in the 2024 program can sign up by completing a short online form. AERA will provide materials and guidance to help institutions with student recruitment and sign-up. Students will gain full access to member resources and benefits as soon as they sign up.

MORE INFORMATION

For more information about the AERA Doctoral Student Cohort Program, please contact Sean Twombly, AERA Director of Membership at stwombly@aera.net or 202-238-3215.

GRADUATE MENTOR TRAINING

The Graduate School will offer Mentor Training for graduate faculty and Principal Investigators on Nov. 13. Sessions run 9-4 pm. 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. For more information and to register, please visit the Graduate School's Mentorship Training site.

UNIVERSITY OF NORTH CAROLINA CHARLOTTE | **CATO COLLEGE OF EDUCATION**

FALL 2024 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 September 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 link 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 trecuitment@charlotte.edu with any related questions.

Click here to Sign Up

TOPIC	PRESENTERS	DATE & TIME
Foundations of Reading	Alicia Kitten & Jean Vintinner	Tuesday, 11/5, 5:00 – 8:00 p.m.
Praxis Elementary Math CKT (7813)	Allison Elowson	Tuesday, 11/5, 5:00 – 8:00 p.m.
SPED General Curriculum (5543)	Shannon Pardue	Thursday, 10/24, 6:00 – 9:00 p.m.
MDLG (5440 or 5442) and Secondary (5435) Comprehensive Science	Shawna Fields	Tuesday, 11/12, 5:00 – 8:00 p.m.
SPED Adapted Curriculum (5545)	Leslie Bross	Wednesday, 09/18, 6:00 – 9:00 p.m.
Praxis – Middle Grades Math	Allison Elowson	Tuesday, 11/12, 5:00 – 8:00 p.m.
Praxis – Secondary Math	Allison Elowson	Tuesday, 11/19, 5:00 – 8:00 p.m.
Middle Grades & Secondary English Language Arts	Adam Myers	Tuesday, 10/29, 6:00–8:30 p.m.
Middle School (5089) and High School (5081/5581) Social Studies.	Oscar Lansen	Tuesday, 11/5, 6:30 – 9:00 p.m.
English as a Second Language (5362)	Cornelia Okraski	Wednesday, 11/6, 6:00 – 9:00 p.m.
CTE (Business/IT (5101) Marketing (5561))	Nakesha Dawson	Wednesday, 10/23, 6:00 – 9:00 p.m.
Praxis Core Math (5733)	Ashley Langan	Thursday, 10/10, 6:00 – 7:00 p.m.
Praxis Core Writing (5723)	Ashley Langan & Phillip Pope	Wednesday, 10/16, 6:00 –7:00 p.m.
Praxis Core Reading (5713)	Phillip Pope	Wednesday, 10/9, 6:00 – 7:00 p.m.

UNDERGRADUATE RESEARCH EXPERIENCE

The Cato College of Education is offering the opportunity for undergraduate students enrolled in a teacher licensure program to complete an undergraduate research experience in the Spring 2025 semester for elective course credit (3 credit hours). As part of the experience, students are partnered with a College of Education faculty member (research mentor), complete foundational training to prepare them to conduct research, and work with their assigned research mentor to support a faculty-led research project.

Student research opportunities may include (but are not limited to):
- conducting a literature review (i.e., identifying and summarizing related literature);
- transcribing interview or focus group data, helping to analyze data;
- developing research-related materials;
- and preparing conference proposals and manuscripts.

Interested students are encouraged to complete the online application form. Students who are selected will be notified by the Associate Dean of Research in the Cato College of Education (Dr. Scott Kissau) and asked to register for EDUC 4000 - Topics in Education for the Spring 2025 semester. Prior to being granted authorization to register, students must provide documentation (e.g., email correspondence) from their academic advisor approving this course selection. Documentation should be sent to Dr. Kissau (spkissau@charlotte.edu) prior to the deadline to register for spring classes. Please contact Dr. Kissau with any questions you may have.

Consider using Mursion software in your classes this fall (2024) or spring (2025). Our subscription provides access to both ready-to-use (whole class) 50-minute simulation sessions and 30-minute (individual student) practice simulation sessions that address a lot of skills relevant not only to teacher preparation programs, but also educational leadership and counseling (see below 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.

Educational Leadership	Middle School	High School	ELED & ECE	Special Populations	Counseling
• Principal-Teacher Conference • Family Conference - ECE Behavioral Issues • Family Conference – ECE Data • Family Conference – K-5 Data • Family Conference – Middle School Data • Family Conference – Middle School Behavioral Issues • Family Conference – Concerns with IEP • Family Conference – Introducing Need for IEP	• Establishing Rapport (Meet & Greet) • Classroom Management • Introducing Content • Eliciting Student Thinking • Comprehending Personification • Understanding Exponents • Welcoming a New Student • Defining Science Vocabulary • Understanding Angles • Understanding Instructions • Comprehending Nonfiction Vocabulary • Social Emotional Learning	• Meet and Greet • Classroom Management, Setting Expectations • Introducing Content • Demonstrating Science Lab Safety • ● Establishing Science Lab Safety • Eliciting Student Thinking, • Environmental Sciences • Leading Group Discussion, Biology	• Establishing Rapport (Meet & Greet) • Classroom Management • Introducing Content • Eliciting Student Thinking – Long Division • Social Emotional Learning • Leading a Morning Circle • Read Aloud • Assessing Phonetic Awareness	• Understanding Exponents (ASD) • Comprehending Personification (ASD) • Comprehending Nonfiction Vocabulary (LD) • Understanding Instructions (LD) • Welcoming a New Student (EL) • Defining Science Vocabulary (EL) • Understanding Angles (EL)	• Conducting a Counseling Session • Checking-in New Patient Behavioral Health • Interviewing Pediatric Guardian • Delivering News to a Minor

RESEARCH SUPPORT

Are you interested in getting some additional support on a research project this spring (2025) semester, while at the same time providing an undergraduate student with valuable research experience? The Cato College of Education is offering the opportunity for undergraduate students enrolled in a teacher licensure program to complete an undergraduate research experience in the Spring 2025 semester for elective course credit (3 credit hours). Intended to be a mutually beneficial experience for both students and their assigned faculty mentors, students are partnered with a Cato College of Education faculty member (research mentor), complete foundational training to prepare them to conduct research (e.g., CITI online training), and work with their assigned mentor to support a faculty-led research project. Student research opportunities may include (but are not limited to):

- helping to conduct a literature review;

- transcribing interview or focus group data;

- helping to analyze data;

- developing research-related materials;

- and preparing conference proposals and manuscripts.

Mentors must commit to:

- schedule regular meetings with their mentee to establish goals and expectations, answer questions, and monitor progress;

- set appropriate deadlines for the submission of the 2 assignments (CITI training and the Research as Inquiry module assignment);

- verify completion of two course assignments in Canvas (no scoring required);

- provide research-related opportunities throughout the spring semester equivalent to the amount of time required to complete a 3 credit hour course (approximately 5-10 hours per week);

- evaluate student progress using a pre-developed course rubric;

- and communicate to the Associate Dean the student's final grade.

Interested faculty are encouraged to complete the online proposal form. Should a suitable undergraduate student be identified, the faculty member will be notified prior to the start of the Spring 2025 semester, granted access to the course Canvas page that includes the course syllabus, course assignments, and rubric to evaluate student performance. Please email Scott with any questions.

DIVISION OF RESEARCH POLICY UPDATE & REMINDER

In response to requests from several chairs and Deans, the Division of Research has updated Policy 20.2: Deadline for Proposal Submissions. Effective November 1, 2024 a draft proposal narrative should be uploaded as an attachment to the IPF in NinerResearch and included with the routing at least 5 business days ahead of the submission deadline. For projects where the university is a non-lead applicant or the project is a contract, a draft comprehensive scope of work may satisfy the draft narrative requirement. The inclusion of a draft narrative will help facilitate, strengthen, and streamline the review process. As a reminder - Policy 20.2 outlines the 10-5-2 rule, which plays a pivotal role in increasing the quality, accuracy, and success of proposals:

• At least 10 business days in advance of the sponsor's submission deadline, an IPF must be initiated in the University's electronic research administration (eRA) system and the following sections completed (1) Setup Questions, (2) Personnel, and (3) General Information.

• At least 5 business days in advance of the sponsor's submission deadline, the final proposal budget and all remaining sections of the IPF must be completed and the routing process for approvals initiated. (Note, this step now includes the draft proposal.)

• At least 2 business days (48 hours) in advance of the sponsor's submission deadline, all final application materials must be entered into the eRA system and received by the office responsible for authorizing the submission. Proposals that comply with this timeline will receive priority in the submission queue and are guaranteed to be submitted by the deadline if the sponsor's criteria and requirements have been met.

FUNDING OPPORTUNITIES TO CONSIDER

AMERICAN FOUNDATION FOR SUICIDE PREVENTION
Distinguished Investigator Innovation Grants
The Foundation invites applications for its Distinguished Investigator Innovation Grants program. Grants of up to $150,000 over two years will be awarded to investigators at the level of associate professor or higher with an established record of research and publication. All AFSP research grants are designed to support research on suicide from a variety of disciplines, including psychiatry, medicine, psychology, genetics, epidemiology, neurobiology, sociology, nursing, health services administration, and social work. **Deadline 15 Nov 2024.**
CLICK FOR MORE INFORMATION

BRADY FOUNDATION
Program Evaluation Grants
The Brady Education Foundation aims to close the educational opportunity gaps associated with race, ethnicity, and family income. The primary aim of EPE proposals must concern what works: 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. Secondary aims may also focus on what works for whom, under what conditions; and investigate variations in program effects. **Deadline: 01 Dec 2024.**
CLICK FOR MORE INFORMATION

DUOLINGO
Duolingo English Tests
Duolingo is inviting research grant proposals that promote better language assessment related to the Duolingo English Test. Up to three (3) research grants will be awarded, and each study will receive up to USD $120,000 based on the study scope. This budget amount must include institutional indirect costs for Facilities and Administrative costs, if required by the institution. Duolingo would prefer to offer grants that do not exceed 30% for institutional indirect costs. Indirect cost should be calculated in the project's budget proposal and clearly stated as a line item. Project leads should plan for funded studies to commence March 2025. Studies that will use only secondary data provided by Duolingo English Test should be completed by March 2027.
 Deadline: 12 Jan 2025.
CLICK FOR MORE INFORMATION

FUNDING OPPORTUNITIES TO CONSIDER

FOUNDATION FOR CHILD DEVELOPMENT
FCD Young Scholars Program (YSP)
The YSP supports scholarship for early-career researchers. The program funds research projects that aim to clarify how, why, and for whom policies, programs, and practices support the early care and education (ECE) workforce and shape children's early learning experiences and well-being in early childhood, defined as birth through age eight. All proposed research must have primary questions that are relevant to the ECE workforce. Research questions must support scientific inquiry into the implementation of specific ECE programs, policies, or practices that affect the workforce. Proposed research should aim to build, test, or increase understanding of a program, policy, or practice to support the ECE workforce. Proposed research studies may include descriptive, experimental, measurement or implementation research. Proposed research should have relevance for policy or practice, but we do not expect the findings from any one project should or will impact policy or practice. Proposed research that builds from the interests and priorities of the communities, educators, or families who are engaged in the research is highly valued.
Deadline: 03 Jun 2025 (LOI); 15 Oct 2025.
CLICK FOR MORE INFORMATION

LONGVIEW FOUNDATION
As a small foundation, the Longview Foundation must focus its resources in order to have impact. Trustees have identified K-12 education in the U.S. as their primary area of interest and fund projects that directly support building global perspectives in teachers and students. Proposals funded will advance the field or impact significant numbers of students. The foundation is interested in supporting activities that have other sources of funding and can demonstrate sustainability beyond the grant period. Most grants will be between $15,000 and $25,000. This call is repeated 2 times a year.
Deadline: 18 Jan 2025 (LOI); 26 March 2025 (Full Proposal).
CLICK FOR MORE INFORMATION

NATIONAL ENDOWMENT FOR THE HUMANITIES
Digital Humanities Advancement Grants (DHAG)
The DHAG program supports work that is innovative, experimental, and contributes to the critical infrastructure that underpins scholarly research, teaching, and public programming in the humanities. DHAG is one of many grant programs at the NEH that funds digital humanities projects. Please consult these resources to help find the right program to support your work. Prospective applicants seeking ODH staff feedback about the fit of their project to the DHAG program are invited to submit a brief project description by emailing odh@neh.gov. NEH partners with the Institute of Museum and Library Services (IMLS) on this program. IMLS encourages DHAG applicants to work in collaboration, and employ the expertise of, library and archives staff at your institution or across the country to strengthen knowledge networks, empower community learning, foster civic cohesion, advance research, and support the traditionally underserved.
Deadline: 09 Jan 2025
CLICK 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 engagement, broadening participation, and belonging, and further the well-being of individuals and communities who have been and continue to be excluded, under-served, or underrepresented in STEM along several dimensions. 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: 08 Jan 2025
CLICK FOR MORE INFORMATION

NATIONAL SCIENCE FOUNDATION
Artificial Intelligence, Formal Methods, and Mathematical Reasoning
The Artificial Intelligence, Formal Methods, and Mathematical Reasoning (AIMing) program seeks to support research at the interface of innovative computational and artificial intelligence (AI) technologies and new strategies/technologies in mathematical reasoning to automate knowledge discovery. Mathematical reasoning is a central ability of human intelligence that plays an important role in knowledge discovery. In the last decades, both the mathematics and computer science communities have contributed to research in machine-assisted mathematical reasoning, encompassing conjecture, proof, and verification. This has been in the form of both formal methods and interactive theorem provers, as well as using techniques from artificial intelligence. Recent technological advances

FUNDING OPPORTUNITIES TO CONSIDER

have led to a surge of interest in machine-assisted mathematical reasoning from the mathematical sciences, formal methods, and AI communities. In turn, advances in this field have potential impact on research in AI.
Deadline: 05 Feb 2025.
CLICK HERE FOR MORE INFORMATION

NATIONAL SCIENCE FOUNDATION
Computer Science for All
This program aims to provide all U.S. students with the opportunity to participate in computer science (CS) and computational thinking (CT) education in their schools at the preK-12 levels. With this solicitation, the National Science Foundation (NSF) focuses on both research and research-practice partnerships (RPPs) that foster the research and development needed to bring CS and CT to all schools. Specifically, this solicitation aims to provide (1) high school teachers with the preparation, professional development (PD) and ongoing support they need to teach rigorous computer science courses; (2) preK-8 teachers with the instructional materials and preparation they need to integrate CS and CT into their teaching; and (3) schools and districts with the resources needed to define and evaluate multi-grade pathways in CS and CT.
 Deadline: 12 Feb 2025.
CLICK FOR MORE INFORMATION

NATIONAL SCIENCE FOUNDATION
Dear Colleague Letter: Planning Grants to Create Artificial Intelligence (AI)-Ready Test Beds
The U.S. National Science Foundation's Directorates for Computer and Information Science and Engineering and Technology, Innovation and Partnerships are seeking new approaches to develop and evaluate novel artificial intelligence methods in real-world settings. Too often new AI systems are deployed before the interactions with and impacts on users can be fully evaluated or understood. Often, when AI is evaluated, it is with an inadequate number of samples that do not scale or generalize beyond a limited number of use cases. This Dear Colleague Letter seeks to address these limitations by encouraging the community to pursue Planning Grants designed to develop AI-Ready Test Beds that can be used by researchers to test novel AI methods in potential real-world application scenarios. The budget for a planning proposal may be up to $100,000 per year, with total funding requested of up to $200,000 for up to 24 months.
Deadline: 13 Nov 2024.
CLICK 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.
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NATIONAL SCIENCE FOUNDATION
EHR Core Research (ECR: Core)
The EHR Core Research (ECR) program 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: 02 Oct 2025.
CLICK HERE FOR MORE INFORMATION

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL SCIENCE FOUNDATION
Ethical and Responsible Research (ER2)
The ER2 program supports projects that focus on what constitutes or promotes responsible and ethical research in science, technology, engineering, and mathematics (STEM) fields. The ER2 program promotes the development, improvement, and dissemination of responsible and ethical research practices and aims to build on organizational cultures that value and reward such practices. Proposers to the ER2 program may examine responsible and ethical research practices across one or more career stages. This can include, for example, the research practices of students, postdoctoral fellows, faculty, or practitioners. ER2 projects could seek to improve responsible and ethical research practices in teams, organizations, or communities, or between researchers and the public. ER2 projects may include the development of interventions that promote responsible and ethical research practices, including in multidisciplinary, inter-organizational, cross-sector, translational, or international contexts. An ER2 project can also identify challenges that undermine or erode responsible and ethical research practices in STEM fields and evaluate measures to prevent or mitigate such challenges.
Deadline: 23 Jan 2025
CLICK 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 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: 15 Jan 2025.
CLICK 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 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.

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Deadline: 08 Oct 2025.
CLICK FOR MORE INFORMATION

NATIONAL SCIENCE FOUNDATION
Scholarships in STEM Network (S-STEM-Net): S-STEM Research Hubs
Through this solicitation, NSF seeks to foster a network of S-STEM stakeholders and further develop the infrastructure needed to generate and disseminate new knowledge, successful practices and effective design principles arising from NSF S-STEM projects nationwide. To support collaboration within the S-STEM network, NSF will fund several S-STEM Research Hubs (S-STEM-Hub). The S-STEM Network (S-STEM-Net) will collaborate to create synergies and sustain a robust national ecosystem consisting of multi-sector partners supporting domestic low-income STEM students in achieving their career goals, while also ensuring access, inclusion, and adaptability to changing learning needs. The Hubs will investigate evolving barriers to the success of this student population. It will also disseminate the context and circumstances by which interventions and practices that support graduation of domestic low-income students (both undergraduate and graduate) pursuing careers in STEM are successful.
Deadline: 26 March 2025
CLICK FOR MORE INFORMATION

NATIONAL SCIENCE FOUNDATION
Science and Technology Centers: Integrative Partnerships
The program supports exceptionally innovative, complex research and education projects that require large-scale, long-term awards. STCs focus on creating new scientific paradigms, establishing entirely new scientific disciplines, and developing transformative technologies which have the potential for broad scientific or societal impact. STCs conduct world-class research through partnerships among institutions of higher education, national laboratories, industrial organizations, other public or private entities, and via international collaborations, as appropriate. They provide a means to undertake potentially groundbreaking investigations at the interfaces of disciplines and/or highly innovative approaches within disciplines. STCs may involve any area of science and engineering that NSF supports. STC investments support the NSF vision of creating and exploiting new concepts in science and engineering and providing global leadership in research and education.
Deadline: 2 June 2025
CLICK 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 FOR MORE INFORMATION

RUSSELL SAGE FOUNDATION
Promoting Educational Attainment and Economic Mobility among Racially, Ethnically, and Economically Diverse Groups after the 2023 Supreme Court Decision to Ban Race-Conscious Admissions at Colleges and Universities
The Russell Sage Foundation seeks to support innovative research on the aftermath of the 2023 Supreme Court decision striking down race-conscious college and university admissions policies. The initiative focuses on ways to promote educational attainment and economic mobility among racially, ethnically, and economically diverse groups following the court's ruling that the declared that use of race-conscious admissions policies violates the Equal Protection Clause of the 14th Amendment and was, therefore, unconstitutional.
Deadline: 01 Apr 2025 (2:00 PM, EST)
CLICK 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.

FUNDING OPPORTUNITIES TO CONSIDER

Deadline: Continuous.
CLICK FOR MORE INFORMATION

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES
Advanced Rehabilitation Research Training (ARRT) Program - Employment
The purpose of the ARRT Program is to increase the capacity for high-quality disability and rehabilitation research by supporting grants to institutions to provide advanced research training to individuals with research doctorates or similar advanced degrees (e.g., clinical doctorates, MD, JD) who have clinical or other relevant experience. NIDILRR makes these ARRT grants to institutions of higher education to recruit qualified persons, including individuals with disabilities and other individuals underrepresented in the scientific workforce, and to prepare them to conduct independent research related to disability and rehabilitation with particular attention to research areas that support the implementation and objectives of the Rehabilitation Act of 1973, as amended and improve the effectiveness of services authorized under the Act.
Deadline: 07 Nov 2024 (LOI); 02 Dec 2025 (Application).
CLICK 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 shibboletnywhereh login when prompted. CLICK HERE.

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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