

# THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

## GAMBRELL FELLOW

Congratulations to Dr. Clare Merlin-Knoblich (Counseling) who was recently awarded a 2024-2025 Gambrell Fellowship. In her project, Dr. Merlin-Knoblich seeks to improve K-12 students' sense of belonging, mental health, and education through the School Counselor Equity Fellowship. Racism and oppression are associated with emotional distress, risky behaviors, and poorer academic outcomes (Paradies et al., 2015). School counselors are well-positioned to interrupt racism and oppression, given their extensive training and positionality in schools (Merlin, 2017). By reducing student oppression in schools, school counselors can create an experience of belonging for students and support students in meeting their academic potential (Merlin-Knoblich et al., 2024). However, the majority of school counselors do not implement social justice interventions or use proactive behaviors to disrupt systems or experiences of oppression in schools (ASCA, 2021). In her project, Dr. Merlin-Knoblich proposes to expand and study the School Counseling Equity Fellowship (SCEF), a university-based, cohort-model professional development program for Charlotte-Mecklenburg Schools school counselors to learn, discuss, and act on best practices in anti-oppressive, social justice school counseling. Participants complete a yearlong 8-seminar program in which they learn about and discuss school counseling social justice practices, then implement related action projects in their schools. Study outcomes may illuminate how the SCEF can serve as a model to reduce oppression in K-12 schools across the Charlotte Metropolitan area and elsewhere.



CLARE MERLIN-KNOBLICH

## ICUE 2024

The 5th Biennial International Conference on Urban Education (ICUE), organized by the Urban Education Collaborative housed in the Cato College of Education, was held Nov 6-9 in Cancun Mexico and drew over 500 attendees. Among the 160 different speakers were the following faculty and graduate students in the Cato College of Education:



**Deziree Baker** - Graduate Student

**Kristen Cruz** - Graduate Student

**Jalisa Dangle** - Graduate Student

**Asari Ekpenyong** - Graduate Student

**Michele Falla** - Graduate Student

**Lydia Ferguson** - Graduate Student

**Madeline Grimes** - Graduate Student

**Jessica Hawkins** - Graduate Student

**Brandon Johnson** - Graduate Student

**Lan Kolano** - Professor & Department Chair

**Anastasia Proctor** - Graduate Student

**Ashley Reid** - Graduate Student

**Niki Sashington** - University Supervisor/Lecturer

**Michelle Stephan** - Professor of Mathematics Education

## RTI UNIVERSITY SCHOLARS PROGRAM | 2025-26 REQUEST FOR EXPRESSIONS OF INTEREST

The University Collaboration Office at RTI International is pleased to announce a call for Expressions of Interest for the **2025-26 RTI University Scholars Program**. Expressions of Interest (EOIs) are accepted through January 23, 2025, 11:59 p.m. EST. Since 2014, the RTI University Scholars Program provides partial financial support for senior academic researchers to spend scholarly leave time at RTI to collaborate with RTI experts. The program, administered by the University Collaboration Office, is designed to drive growth, foster collaboration, build scientific stature, and develop opportunities for externally funded joint projects. The RTI University Scholars Program is **open to faculty from the University of North Carolina's 16 university campuses and Duke University**. Applicants are encouraged to partner with RTI staff to co-create a collaborative research project.

**Please refer to the [RTI University Scholars Program website](#) for information** regarding the process and the key dates, also listed below. This year's cycle prioritizes:

1. Climate change, environmental justice, water resources, and energy
2. Education research including computational thinking, chronic absenteeism, AI in education, school-based services/ mental health and data modernization in survey research & data collection
3. Health, including food security, global health, health equity, and nutrition
4. Data, including data modernization, data science, real-world data (RWD), and real-world evidence (RWE)

**Deadline: 23 Jan 2025 (Expression of Interest); 26 March (full proposal). Interested faculty to connect with the RTI University Collaboration Office directly at [rti\\_univscholarsprog@rti.org](mailto:rti_univscholarsprog@rti.org).**

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

## AMAZING ACE AWARD

Congratulations to Kate Gilbert for being the recipient of an Amazing ACE Award. The award honors the achievements of our 49er ACEs and recognizes commitment and enthusiasm as both an employee and alumni of the university. Kate Gilbert is a Lecturer and Lead University Supervisor at UNC Charlotte who actively engages in impactful initiatives within the education community. Before joining UNC Charlotte, Kate worked as a social studies teacher and served as a mentor for beginning teachers in the Charlotte Mecklenburg Schools for over nine years. Kate holds an undergraduate degree and Master of Education in Middle Grades Social Studies Education from UNC Charlotte. She also held National Board Certification while a classroom teacher. In addition to her role at the Office of School and Community Partnerships in the Cato College of Education, she co-founded the LGBTQIA+ Affinity group for COED students and she collaborates with the Belk Foundation on the M.E.N.T.O.R. grant, a program to support the recruitment and retention of teachers of color. Furthermore, Kate contributes to the field of education through her involvement with the German-American Symposium, where she conducts research comparing teacher preparation programs at UNC Charlotte with international universities.



KATE GILBERT

## NEW NSF LOGIN REQUIRMENTS

Use DUO as the multifactor authentication (MFA) method, NOT Microsoft Authenticator.

- Per the new NSF login requirements, PIs will now need to use the DUO Security app as their authenticator.
- It is important that users use Duo as their MFA method. Users cannot use Microsoft Authenticator as prompted by NSF. If users try to use Microsoft Authenticator they will end up in a login loop and will not be able to access their account.
- When setting up MFA using the Authenticator App option, users should select Google Authenticator. Once presented with a QR code they can open the DUO Security app on the phone or device, click Add +, select Use QR code, and then follow directions.
- The College IT directors are aware and able to help with issues that arise. Please contact them directly if you have any issues.
- Additional Info: PIs are able to use Duo to access [research.gov](https://research.gov). The additional security measures are only required for some administrative staff accounts. After NSF rolled out the new MFA requirements their one-time passcodes (OTP) over email/text were not working. NSF has since resolved this issue.

## TRAILBLAZERS

At the 25th Anniversary Celebration of the Center for Teaching and Learning on November 1, the following Cato College of Education faculty received Trailblazer Awards for their innovation in teaching:

Hilary Dack  
Kristin Davin  
Lan Kolano  
Tracy Rock



## 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.

## CHARLOTTE REGIONAL DATA TRUST ANNUAL MEETING

Please mark your calendars for the Charlotte Regional Data Trust's Annual meeting on **Friday, December 6, 2024, 8:00-9:30 AM at the Dubois Center at UNC Charlotte Center City**. Thanks to our generous donors and partners, the Charlotte Regional Data Trust's board raised \$4 million to enhance our Charlotte Regional Data Trust's community data infrastructure resulting in, among other things, an online web portal that will make connecting the data dots easier for researchers and the community. We want to celebrate this investment and look to the future at the Data Trust's annual meeting. We hope you can join us for a networking breakfast (8:00), a short program (8:45) which will include the release of the first **State of Our Data** report and if your time allows, we also invite you to stay for a **web portal introduction session** following the meeting (9:45-11:00).

Please make plans to join us as we celebrate on Dec. 6. You may register using this link [Dec. 6 Annual Meeting Registration](#).

## TEACHER QUALITY PARTNERSHIP GRANT WITH UCPS AND GCS

The Cato College of Education is currently recruiting its first cohort of 12 candidates for its Teacher Quality Partnership Grant project with Union County Public Schools (UCPS) and Gaston County Schools (GCS). Eligible candidates must complete both the initial (Graduate Certificate) and advanced (MAT) licensure programs in Elementary Education and commit to teaching in one of the identified UCPS and GCS elementary schools for a minimum of 3 years. Selected candidates receive a living wage stipend (\$45,000) 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 [dalsto13@charlotte.edu](mailto:dalsto13@charlotte.edu) with any related questions. Please share this amazing opportunity.



### Become a Charlotte TQP Scholar

We are looking for individuals interested in initial certification and obtaining a Master's Degree in elementary education, with a specialization in Trauma-invested Practices

**Apply**



SCAN THE QR CODE TO ACCESS THE WEBSITE, ELIGIBILITY, AND APPLICATION MATERIALS

### Benefits to Being a TQP Scholar

- Receive a **\$45,000** living wage to cover life and academic expenses
- Engage in in coursework and professional development geared to prepared you to teach in high-needs rural schools.

**What is Trauma-invested Practice ?**

*An approach that seeks to support and better understand the learning needs of students who have experienced trauma.*

Questions? Contact Dr. Daniel Alston: [dalsto13@charlotte.edu](mailto:dalsto13@charlotte.edu)

## NINER RESEARCH RECEPTION

On Oct. 31, UNC Charlotte faculty, staff and students were celebrated for widespread achievement in research at the 2024 Niner Research Reception. The event, held in the Popp Martin Student Union, spotlighted the accomplishments of hundreds of researchers in approximately 40 award categories, which included recognition for individual and collaborative work, external and internal grant awards, books and music published and edited, new patents and more. The following faculty and staff in the Cato College of Education were recognized during the celebration:

### Books

Erin Miller - REEL  
Brittany Anderson - MDSK  
Erik Byker - REEL  
Bettie Ray Butler - MDSK  
Madalyn Colonnese - REEL  
Chance Lewis - MDSK  
Ryan Miller - EDLD

### Large Awards

Richard Lambert (PI) - EDLD  
Ya-yu Lo (PI) - SPCD  
Charlie Wood (Co-PI) - SPCD

### New Award as PI

Brittany Anderson - MDSK  
Mark D'Amico - EDLD  
Stella Kim - EDLD  
Lan Kolano - MDSK  
Clare Merlin-Knoblich - CSLG  
Taryne Mingo - CSLG  
Teresa Petty - COED  
David Pugalee - CSTEM  
Luke Reinke - REEL  
Rebecca Shore - EDLD  
Shawnee Wakeman - SPCD

### Faculty Research Grants

Ji Yae Bong-EDLD

### Ignite Center Grants

PI: Lambert, K. The Center for Education Measurement and Evaluation (CEME).  
PI: Pugalee, D. Center for Science, Technology, Engineering and Mathematics (CSTEM).  
PI: Dalton, D., & CO-PIs: Buchenau, J., Cameron, C., Kolano, L., Smith, H., & Whitaker, B. The Center for Migration and Diaspora Studies.

### Undergraduate Research Conference Awards

Cornelia Nirean-Erik Byker, Faculty Advisor  
Alicia Ramirez- Erik Byker, Faculty Advisor  
Jordan Rierson- Kelly Anderson, Faculty Advisor

### Multiple New Awards as PI

Kelly Anderson - SPCD  
Jack Culbreth - CSLG  
Richard Lambert - EDLD  
Ya-yu Lo - SPCD  
Debra Morris - EDLD  
Spencer Salas - MDSK  
Alisa Wickliff - CSTEM

### New Award as Co-PI

Brittany Anderson-MDSK  
Kyle Cox-EDLD  
Richard Lambert-EDLD  
Michelle Stephan-MDSK  
Alisa Wickliff-CSTEM

### Supplement Awards

Kristen Beach-SPCD  
Mark D'Amico-EDLD  
Catherine Fowler-SPCD  
Sejal Foxx-CSLG  
Scott Kissau-COED  
Lan Kolano-MDSK  
Richard Lambert-EDLD  
Ryan Miller-EDLD  
Taryne Mingo-CSLG  
Debra Morris-EDLD  
Robert Pennington-SPCD  
Teresa Petty-COED  
Virginia Walker-SPCD

### Nexus Participants

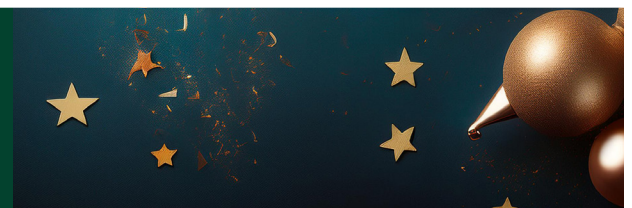
Ji Yae Bong-EDLD  
Dania Fakhro-CSLG  
Ayesha Sadaf-EDLD  
Holly Johnson-SPCD  
Shawnee Wakeman-SPCD  
Nicholas Triplett-MDSK

### Graduate & Professional Student Government Awards

Stori Cox-1st Place Poster  
Laytora Dash-2nd Place Poster  
Kaitlyn Evans-3rd Place Poster  
Tynsley Gilchrist-2nd Place Oral  
Karen Ingram-1st Place Oral  
Lachen Qasseras-3rd Place Oral



*Congratulations!*



## LIMITED SUBMISSION OPPORTUNITY

### NSF S-STEM Program

The main goal of the S-STEM program is to enable low-income students with academic ability, talent or potential to pursue successful careers in promising STEM fields. Ultimately, the S-STEM program seeks to increase the number of academically promising low-income students who graduate with a S-STEM eligible degree and contribute to the American innovation economy with their STEM knowledge. Recognizing that financial aid alone cannot increase retention and graduation in STEM, the program provides awards to institutions of higher education (IHEs) not only to fund scholarships, but also to adapt, implement, and study evidence-based curricular and co-curricular [1] activities that have been shown to be effective supporting recruitment, retention, transfer (if appropriate), student success, academic/career pathways, and graduation in STEM. The S-STEM program encourages collaborations, including but not limited to partnerships among different types of institutions; collaborations of S-STEM eligible faculty, researchers, and academic administrators focused on investigating the factors that affect low-income student success (e.g., institutional, educational, behavioral and social science researchers); and partnerships among institutions of higher education and business, industry, local community organizations, national labs, or other federal or state government organizations, as appropriate.

To be eligible, scholars must be domestic low-income students, with academic ability, talent or potential and with demonstrated unmet financial need who are enrolled in an associate, baccalaureate, or graduate degree program in an S-STEM eligible discipline. Proposers must provide an analysis that articulates the characteristics and academic needs of the population of students they are trying to serve. NSF is particularly interested in supporting the attainment of degrees in fields identified as critical needs for the Nation. Many of these fields have high demand for training professionals that can operate at the convergence of disciplines and include but are not limited to quantum computing and quantum science, robotics, artificial intelligence and machine learning, computer science and computer engineering, data science and computational science applied to other frontier STEM areas, and other STEM or technology fields in urgent need of domestic professionals. It is up to the proposer to make a compelling case that a field is a critical need field in the United States.

**White Papers for Internal Pre-Proposal Competition can be [submitted here](#) by December 9, 2024**

## LIMITED SUBMISSION CALL FOR WHITE PAPERS

The National Science Foundation and its partners support the continued growth of a broad and diverse interdisciplinary research community for the advancement of AI and AI-powered innovation, providing a unique opportunity to broadly promote the NSF vision and core values, especially inclusion and collaboration. The Expanding AI Innovation through Capacity Building and Partnerships ([ExpandAI](#)) program aims to significantly broaden participation in AI research, education, and workforce development through capacity development projects and through partnerships within the National AI Research Institutes ecosystem.

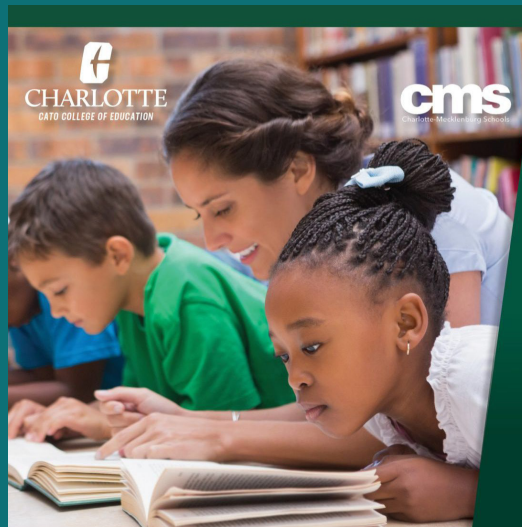
Note that an organization may submit one proposal per submission window. White Papers for Internal Pre-Proposal Competition can be [submitted here](#) by **December 20, 2024 at 3:00 pm**.

Educational Leadership	Middle School	High 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> <li>Social Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Meet and Greet</li> <li>Classroom Management, Setting Expectations</li> <li>Introducing Content</li> <li>Demonstrating Science Lab Safety</li> <li>Establishing Science Lab Safety</li> <li>Eliciting Student Thinking,</li> <li>Environmental Sciences</li> <li>Leading Group Discussion, Biology</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>Social Emotional Learning</li> <li>Leading a Morning Circle</li> <li>Read Aloud</li> <li>Assessing Phonetic Awareness</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 (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 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.

## TEACHER QUALITY PARTNERSHIP GRANT WITH CMS

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](mailto: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](http://TQP.Charlotte.edu)

## TEACHING FELLOWS

### Did you know that....

- A student already enrolled at UNC Charlotte who transitions into an educator preparation program; can apply to be a Teaching Fellow?
- An individual with a bachelor's degree pursuing preparation for teacher licensure at UNC Charlotte; can apply to be a Teaching Fellow?

### AND

- Receive up to \$5,000 per semester in financial aid
- Participate in a variety of enrichment experiences
- Join the ranks of a strong program alumni network
- Profit from the opportunity to be supported by the New Teacher Support Program, which provides individualized coaching and professional development during your first few years as a beginning teacher

### If you are interested in learning more...

- email [elisabeth.wilson@charlotte.edu](mailto:elisabeth.wilson@charlotte.edu)
- visit <https://myapps.northcarolina.edu/ncteachingfellows/>
- apply Dec. 18th-Feb. 28th
- attend a virtual open house in January/February - details coming soon!

### 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](mailto:stwombly@aera.net) or 202-238-3215.



# 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 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](#)

## 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); 27 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](mailto: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](#)

# FUNDING OPPORTUNITIES TO CONSIDER

## NATIONAL INSTITUTES OF HEALTH

### **Bidirectional Influences Between Adolescent Social Media Use and Mental Health**

Adolescents have increasing access to and spend an increasing amount of time engaging in online social interactions and consuming content on social media platforms. Yet there is limited knowledge of how online social behavior and experiences interact with adolescent mental illness and risk for psychopathology. The purpose of this notice of funding opportunity (NOFO) is to encourage applications that focus on understanding bidirectional relationships between social media use and adolescent mental illness, psychiatric symptoms, and risk or resilience for psychopathology, as well as social media as a platform for facilitating the identification of adolescents with or at risk for mental illness, for encouraging appropriate mental health service use, and for delivering preventive and therapeutic interventions.

**Deadline: 28 Jan 2025.**

[CLICK FOR MORE INFORMATION](#)

## NATIONAL SCIENCE FOUNDATION

### **Advancing Informal STEM Learning (AISL)**

(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 HERE 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 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.**

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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

# FUNDING OPPORTUNITIES TO CONSIDER

fundamental STEM education research activities, aimed at learners of all groups and ages in formal and informal settings.

**Deadline: 02 Oct 2025.**

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## 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**

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## 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.**

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## 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.**

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## NATIONAL SCIENCE FOUNDATION

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

The vision of NSF INCLUDES is to catalyze the STEM enterprise to work collaboratively for inclusive change, resulting in a STEM workforce that reflects the diversity of the Nation's population. More specifically, 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.

**Deadline: 13 May 2025.**

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## 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

# FUNDING OPPORTUNITIES TO CONSIDER

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.**

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## 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: 08 Oct 2025.**

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## 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**

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## 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**

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## 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.**

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# FUNDING OPPORTUNITIES TO CONSIDER

## 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)**

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## 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.**

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## U.S. DEPARTMENT OF EDUCATION

### Fulbright-Hays Group Projects Abroad

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: 21 Jan 2025.**

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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 shibbolethwhereh 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

Stafford Farmer, Senior Associate Director,  
Office of Research Services  
[sfarme15@charlotte.edu](mailto:sfarme15@charlotte.edu)

### Post-Award Support

Kristen Morse, Sr. Award Management Specialist  
[kmorse2@charlotte.edu](mailto:kmorse2@charlotte.edu)

Jennifer Jones, Business Services Coordinator  
[Jennfer.Jones@charlotte.edu](mailto:Jennfer.Jones@charlotte.edu)

### IRB Questions

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