

THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

NEW AWARD!

Through partnering with our principal preparation programs and school districts, the North Carolina Principal Fellows Program commits to:

Attracting promising school leader candidates.

Providing innovative & high-quality preparation through coursework, practice-based experiences in schools & leadership coaching.

Producing effective school leaders who positively impact student achievement, school working conditions, & teacher retention.

Meeting a majority of the demand needs for school leaders in North Carolina.

The North Carolina Principal Fellows Program (NCPFP) Commission has selected UNC Charlotte as a recipient of another Principal Fellows Program Grant in recognition of its exceptional proposal. A total award of \$4,580,479.34 will be granted to UNC Charlotte for the funding period spanning July 1, 2026, through June 30, 2032. The NCPFP is a statewide initiative that invests in the preparation of high-quality school leaders through legislative funding and partnerships with universities and local school districts. By fostering innovation and excellence, the program supports the development of leaders who positively impact student achievement and school culture. Congratulations to Debra Morris (PI) and Co-PIs Mark D’Amico, Walter Hart, Rebecca Shore, Tisha Greene, Jim Watson, Kyle Cox, Scarlett Zhang, and Jamie Kudrats (Department of Educational Leadership).



BELK FOUNDATION GRANT

Drs. Shawnee Wakeman and Holly Johnson (Department of Special Education and Child Development) were awarded a Belk Foundation Grant (\$144,036) to support the launch of the new Collaborative Educators in Inclusive Schools Minor. The program is intended for education majors in a teacher licensure program and designed to prepare them for their future careers as collaborative educators working with diverse student populations (e.g., multilingual learners, students with disabilities). The grant provides tuition for all six courses in the minor and a \$500 stipend.



DR. SHAWNEE WAKEMAN



DR. HOLLY JOHNSON

2025 USNWR RANKINGS

The 2025 embargoed USNWR rankings are out, and we're looking good!

- **#9** Best Online Master's in Education Overall (up from #23 last year). There is a five-way tie for #9 with UNC Charlotte, Texas A&M - College Station, Arizona State, University of Massachusetts - Lowell, and the University of Virginia. We are the top-ranked NC university in this category. The next closest is NC State at #20.
- **#15** Best Online Master's in Curriculum and Instruction (this is a new ranking). We're tied with Kennesaw State University for #15 and are also the top-ranked NC university in this category. The next closest is Appalachian State University at #17.
- **#13** Best Online Master's in Special Education (up from #16 last year). No tie on this one, but we're still the top-ranked NC university in the category with UNC Greensboro the next highest at #14.

Dr. Emily Shaw, assistant superintendent of the Montgomery County Schools and recent EdD graduate (superintendent concentration), presented her dissertation research about women superintendents at the November 2024 North Carolina School Boards Association conference. Her dissertation was entitled "An Exploratory Study of Barriers and Supports Faced by Women Superintendents."



DR. EMILY SHAW



What is it?

A showcase of student and faculty research at various stages of development, to be shared in 20-minute poster presentations

When is it?

April 16, 2025, 3:30pm - 5pm

Where is it?

Student Activity Center (Salons C-E)
Refreshments provided

Contact Scott Kissau for more information
spkissau@charlotte.edu

Why participate?

- Hone research and presentation skills
- Receive feedback & valuable experience
- \$500 prizes to support professional development
- Quick and easy submission process
- Free entry and poster printing included
- Socialize with colleagues and share research interests

Timeline

1. Complete [online submission form](#) by February 14.
2. Presenters notified of acceptance by February 21 will receive blank poster template.
3. Posters due as PDFs to mingra17@charlotte.edu by March 24.
4. Printed posters ready for pick-up April 7-11 in Dean's Office Suite (room 209) or on-site in the Student Activity Center day-of.

[CLICK HERE FOR THE ONLINE SUBMISSION FORM](#)

CAROLINAS STEM TEACHING & LEARNING CONFERENCE



HEATHER SMITH

On January 3, 2025, the Center for Science, Technology, Engineering and Mathematics Education (CSTEM) hosted the annual Carolinas STEM Teaching & Learning Conference in the Cato College of Education. The event included 38 presentations with presenters from NCDPI, Appalachian State University, UNC Charlotte, and Lenoir Rhyne University. Over 170 K-12 STEM educators representing districts from across the state were in attendance, as were vendors from across the state and as far away as New York. Each year, the conference is sponsored via a grant from the Burroughs Wellcome Fund. Heather Smith (see picture), a Haywood County Schools math teacher and the 2024 Burroughs Wellcome Fund North Carolina Teacher of the Year was the conference keynote speaker.

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?

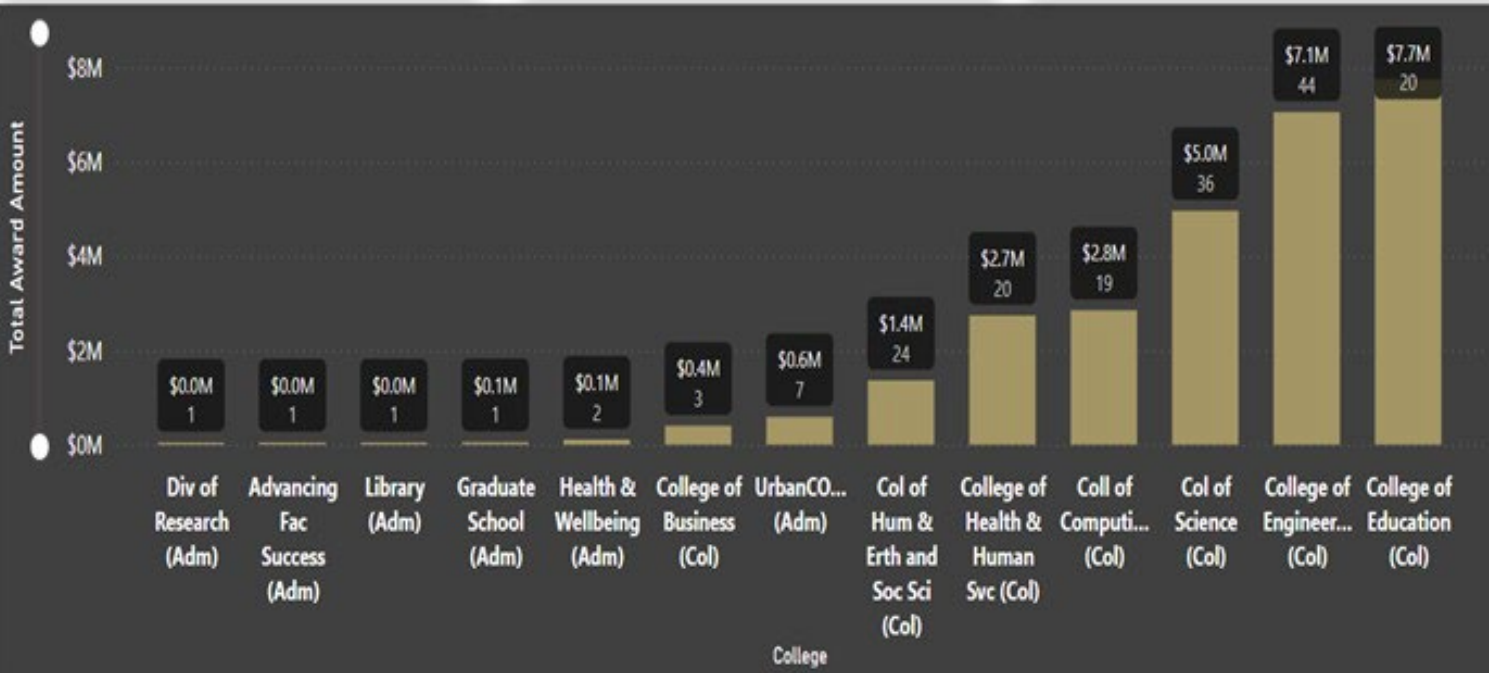
Please contact Scott Kissau: spkissau@charlotte.edu

EXTERNAL FUNDING BY COLLEGE (7/1/2024-12/31/2024)

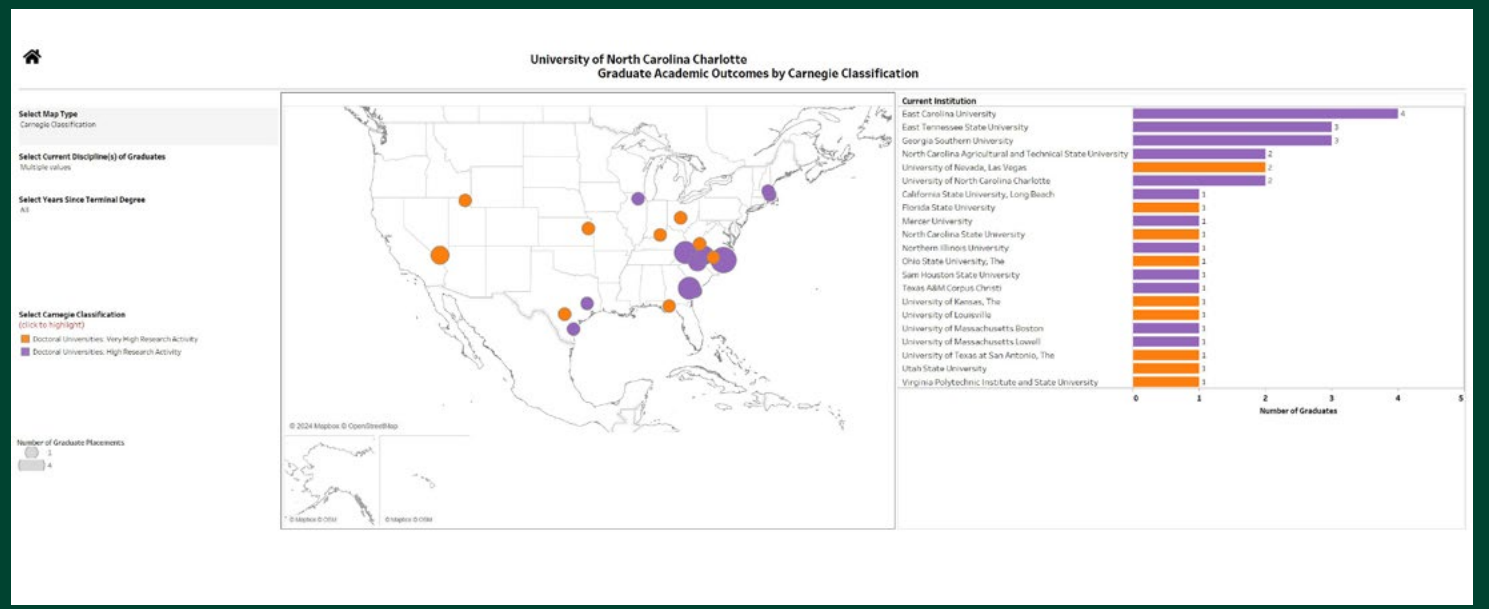
179
Number of New Awards

4,099,843.00
Highest New Award Amount

\$27,890,656.75
New Award Total Amount



WHERE ARE OUR DOCTORAL PROGRAM GRADUATES WORKING?





The Cato College of Education at UNC Charlotte continues to offer a series of workshops to help current and aspiring teachers successfully complete Praxis II and other licensure tests.

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

Please email recruitment@charlotte.edu with any related questions.

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.

This email will include 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.

[Click here to sign up via our google form:](#)

TOPIC	PRESENTERS	DATE & TIME
Foundations of Reading	Alicia Kitten & Jean Vintinner	Tuesday, 4/8, 5:00 - 8:00 p.m.
Praxis Elementary Math CKT (7813)	Allison Elowson	Wednesday, 4/2, 5:00 - 8:00 p.m.
SPED General Curriculum (5543)	Shannon Pardue	Thursday, 3/20, 6:00 - 9:00 p.m.
MDLG (5440 or 5442) and Secondary (5435) Comprehensive Science	Shawna Fields	Tuesday, 3/11, 5:00 - 8:00 p.m.
SPED Adapted Curriculum (5545)	Hannah Douglass	Monday, 3/10, 6:00 - 9:00 p.m.
Praxis - Middle Grades Math	Allison Elowson	Wednesday, 4/9, 5:00 - 8:00 p.m.
Praxis - Secondary Math	Allison Elowson	Wednesday, 4/16, 5:00 - 8:00 p.m.
Middle Grades & Secondary English Language Arts	Adam Myers	Tuesday, 4/8, 6:00-8:30 p.m.
Middle School (5089) and High School (5081/5581) Social Studies.	Oscar Lansen	Wednesday, 3/26, 6:30 - 9:00 p.m.
English as a Second Language (5362)	Cornelia Okraski	Wednesday, 4/30, 6:00 - 9:00 p.m.
CTE (Business/IT (5101) Marketing (5561))	Nakesha Dawson	Wednesday, 3/19, 6:00 - 9:00 p.m.
Praxis Core Math (5733)	Ashley Langan	Tuesday, 2/11, 6:00 - 7:30 p.m.
Praxis Core Writing (5723)	Ashley Langan & Phillip Pope	Wednesday, 2/19, 6:00 - 7:30 p.m.
Praxis Core Reading (5713)	Phillip Pope	Monday, 2/3, 6:00 - 7:30 p.m.
Instructional Coaching	Kate Gilbert	Saturday, 2/22, 1:00 - 4:00 p.m.

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 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 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

JUDGES NEEDED!

The Graduate Research Symposium is April 11th and needs faculty to serve as judges in order to make the event successful.

Why We Need Faculty Judges

The GRS showcases the research endeavors of our graduate students, and faculty judges play an integral role in providing valuable feedback and evaluating presentations. This year, we expect a broad range of oral and poster presentations across diverse disciplines, and we rely on faculty expertise to uphold the symposium's academic standards.

Eligibility for Judges

To maintain fairness and uphold university guidelines, only current faculty members are eligible to serve as judges. PhD students, graduate students, or other student roles are not eligible, regardless of any teaching or adjunct capacity they might hold.

How to Sign Up

Faculty members who are interested in serving as judges can complete the registration form [here](#). We encourage participation from all colleges to ensure comprehensive representation and expertise.

YOU ASKED FOR IT! YOU GOT IT!

In recent months, several PIs have reached out to request boilerplate language pertaining to the Cato College of Education to include in grant proposals. In response, a document was created that provides some sample language that is specific to 1) the Cato College of Education (general information), 2) our teacher preparation programs, 3) our principal preparation programs, 4) our Counselor preparation programs, and 5) our Learning, Design and Technology programs. Please feel free to use language in this document that you feel might be helpful when crafting grant proposals. Keep in mind that funding agencies often want to know about resources that are specific to the grant project and may be less interested in generic information that does necessarily pertain to your grant project, but in some cases may want general information. The link to the document can be found [here](#).

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.

Educational Leadership	Middle School	High School	ELED & ECE	Special Populations	Counseling
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Conducting a Counseling Session Checking-in New Patient Behavioral Health Interviewing Pediatric Guardian Delivering News to a Minor

Consider using Mursion software in your classes this 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 and final 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, 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

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](#)

CAPLAN FOUNDATION FOR EARLY CHILDHOOD

The Foundation is an incubator of promising research and development projects that appear likely to improve the welfare of young children, from infancy through 7 years, in the United States. Welfare is broadly defined to include physical and mental health, safety, nutrition, education, play, familial support, acculturation, societal integration and childcare. Grants are only made if a successful project outcome will likely be of significant interest to other professionals, within the grantee's field of endeavor, and would have a direct benefit and potential national application. The Foundation's goal is to provide seed money to implement those imaginative proposals that exhibit the greatest chance of improving the lives of young children, on a national scale. Because of the Foundation's limited funding capability, it seeks to maximize a grant's potential impact. The Foundation provides funding in the following areas: 1) Early Childhood Welfare; 2) Early Childhood Education and Play; and 3) Parenting Education.

Deadline: 31 May 2025 (LOI).

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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.

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NATIONAL INSTITUTES OF HEALTH

Accelerating Solutions to Improve Access and Quality of Empirically-Supported Practices for Youth Mental Health

This notice of funding opportunity is a call to action in response to the youth mental health crisis in the United States. NIMH seeks applications that will study methods to increase access to, and quality of, empirically-supported practices for youth mental health. Applications may address research related to: optimizing assessment, intervention and service strategies; overcoming challenges related to workforce shortages and waitlists for treatment; integration of treatment and preventive interventions into settings where youth are most likely to be identified as needing care (e.g., schools, pediatric medicine, community organizations, social services, and juvenile justice), and service interventions that address systemic barriers to access and quality of mental health care (e.g., structural, policy, organizational, value in terms of cost/financing, management).

Deadline: 05 June 2025.

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NATIONAL SCIENCE FOUNDATION

Collaborations in Artificial Intelligence and Geosciences (CAIG)

The CAIG program seeks to advance the development and adoption of innovative artificial intelligence (AI) methods to increase

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scientific understanding of the Earth system. The program supports projects that advance AI techniques and/or innovative uses of sophisticated or novel AI methods to enable significant breakthroughs in addressing geoscience research question(s) by building partnerships between experts in AI and Geosciences. The key characteristic of a CAIG project is its potential to both answer important geoscience questions and improve AI techniques while also bringing together experts from both the AI and geoscience fields.

Deadline: 02 Apr 2025.

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NATIONAL SCIENCE FOUNDATION

Discovery Research PreK-12 (DRK-12)

The goal of the Discovery Research PreK-12 program (DRK-12) is to catalyze research and development that enhances all preK-12 teachers' and students' opportunities to engage in high-quality learning experiences related to the sciences, technology, engineering, and mathematics (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).

Deadline: 12 Nov 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 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

EPSCoR Centers of Research Excellence in Science and Technology (CREST)

The EPSCoR program (limited submission) pursues a mission to enhance the research competitiveness of targeted jurisdictions (state, territory or commonwealth) by strengthening science, technology, engineering and mathematics (STEM) capacity and capability through a diverse portfolio of investments from talent development to local infrastructure. For a list of EPSCoR jurisdictions visit <https://new.nsf.gov/funding/initiatives/epscor/epscor-criteria-eligibility>. EPSCoR CREST Center awards provide support to enhance the research capabilities of institutions through the establishment of centers that effectively integrate education and research in EPSCoR jurisdictions. EPSCoR CREST Center awards promote the development of new knowledge, enhancements of the research productivity of individual faculty, and an expanded presence of students from EPSCoR jurisdictions in science, technology, engineering, and mathematics (STEM) disciplines.

Deadline: 07 Jul 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

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

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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

Louis Stokes Alliances for Minority Participation (LSAMP)

LSAMP is an alliance-based and limited submission program, whereby a group of institutions of higher education (IHEs) work together to diversify the nation's science, technology, engineering, and mathematics (STEM) workforce by increasing the number of STEM baccalaureate and graduate degrees awarded to persons from LSAMP populations. LSAMP populations are defined as persons from groups underrepresented in the STEM enterprise: Blacks and African-Americans, Hispanic and Latino Americans, American Indians, Alaska Natives, Native Hawaiians, and Pacific Islanders. The LSAMP program provides funding to alliances that implement comprehensive, evidence-based, innovative, and sustained strategies that ultimately result in the graduation of well-prepared, highly competitive students from LSAMP populations who pursue graduate studies or careers in STEM, while also supporting knowledge generation, knowledge utilization, assessment of program impacts, dissemination activities and dissemination of scholarly research into the field.

Deadline: 21 Nov 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 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

NSF Scholarships in Science, Technology, Engineering, and Mathematics Program (S-STEM)

This program seeks to increase the number of academically promising low-income students who graduate with an 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 not only to fund scholarships, but also to adapt, implement,

FUNDING OPPORTUNITIES TO CONSIDER

and study evidence-based curricular and co-curricular activities that have been shown to be effective.

Deadline: 04 Mar 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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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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SPENCER FOUNDATION

Vision Grants

The Vision Grants program is designed to support the field in producing research that disrupts long-standing inequities toward more

FUNDING OPPORTUNITIES TO CONSIDER

just and equitable systems. While we are in a time of major challenges in education, we are also in a moment of possibility. We believe that visionary and cross-disciplinary/multi-method scholarship, conducted in generative and equitable collaboration with stakeholders in the field, including policymakers, practitioners, and communities, can contribute to reimagining and transforming educational systems toward equity. Vision Grants will provide planning funds for teams to develop proposals for research projects that: 1) Are focused on key challenges and opportunities that have the potential for increasing equity in education; 2) Engage multiple PIs across distinct disciplinary and/or research methods approaches; 3) Collaborate equitably with practitioners, policymakers, and communities (and other stakeholders); and 4) Have clear sightlines to transformational change through research at a systemic level.

Deadline: 11 Feb 2025 (LOI); 11 March 2025 (Full Proposal).

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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 DEFENSE

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

This NOFO is for STEM education programs and activities vital to the Department of the Navy, which is formal or informal education that is primarily focused on physical and natural sciences, technology, engineering, social sciences, and mathematics disciplines. STEM education programs and activities that could be supported by this FOA 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: 11 Apr 2025 (white paper); 29 Aug 2025 (full 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 shibboleth login when prompted. [CLICK HERE](#).

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