THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

HAPPY NEW YEAR 2025

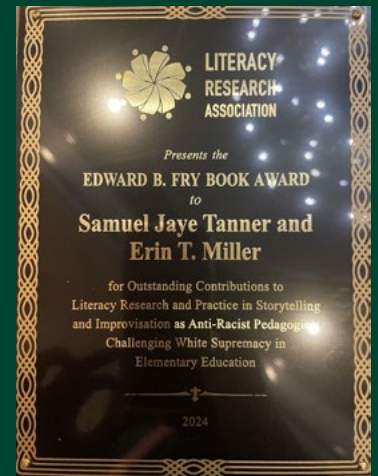## GRADUATE STUDENT RESEARCH HIGHLIGHTED AT ANNUAL EVENT

Congratulations to Jamar Whitfield (Ed.D. Student, Educational Leadership: Higher Education Concentration). Jamar did a fantastic job representing the Cato College of Education during a series of graduate student research presentations at the annual Research Partners Celebration on Thursday, December 5th in PORTAL. Jamar showcased his research on the experiences of Black men acquiring transfer student capital and adjusting post-transfer.

JAMAR WHITFIELD

BOOK AWARD

Congratulations to Dr. Erin Miller (Department of Reading & Elementary Education), recipient of a Literacy Research Association's (LRA) book award. The Edward B. Fry Award recognizes members who author a book focused on literacy on research and practice. The award was presented to Sam Tanner and Erin Miller for their book, Storytelling and Improvisation as Anti-Racist Pedagogies: Challenging White Supremacy in Elementary Education. (published by Routledge, 2024) at the 2024 annual LRA conference. This research project was funded by a 2018 Spencer Foundation Research grant.

RELEASE TIME CHARGED TO A GRANT?

All faculty who are expecting release time charged to a grant this spring are asked to fill out this brief survey to assist Jennifer Jones with submitting the forms for processing. If you filled out the survey last fall, or if you know that she has already submitted the form for processing, you may disregard this message.

OUTSTANDING CONFERENCE PAPER

The International Assembly Executive Board recently announced that a paper, Cross-Cultural Pedagogies: Enhancing Holocaust Education through Teachers' Transatlantic Dialogue, co-authored by Dr. Tina Heafner (Middle, Secondary & K12 Education), Dr. Adriana Medina (Reading & Elementary Education), and colleagues (Dr. Carolin Hestler and Dr. Michelle McLaughlin) was selected as the winner of the International Assembly Outstanding Conference Paper Award. The authors were recognized at the International Assembly business meeting on Friday, November 22nd. As the recipient of this award, their paper has been accepted for publication in the Journal of International Social Studies. Congratulations on this impressive accomplishment.

DR. TINA HEAFNER

DR. ADRIANA MEDINA

GOLDEN NUGGET AWARD RECIPIENT

Congratulations to Jennifer Jones (Grant Post-Award Business Services Coordinator) for receiving a Golden Nugget Award for going above and beyond the call of duty and representing UNC Charlotte in a manner in which we can all be proud. Her nominated letter stated, "Simply put, Jennifer does an outstanding job. She works with a large number of faculty members and their staff managing their grants. Jennifer goes above and beyond on a daily basis, assisting and guiding COED faculty and staff with grant and state-funded tasks and is always willing to drop what she is doing to help. In addition, she works creatively and diligently with PIs and other faculty on their requests and changes while completely her regular responsibilities. This is a tough role, but she is rocking it!" We couldn't agree more. Thank you, Jennifer, and congratulations!

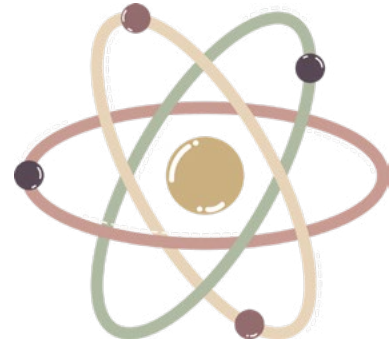JENNIFER JONES

STUDENT SUCCESS GRANT

Dr. Xiaoxia Newton (Educational Leadership) submitted a successful grant application, as part of the pilot student success grant program, to conduct her project entitled, Undo "Stuck in the Shallow End": Charlotte's Interdisciplinary and Cross Campus CS/Computing Education Initiative for Women, Latino, and African American Students" was recommended for funding. Dr. Newton's project was funded in the amount of $15,000. Congratulations Xiaoxia!

Dr. Xiaoxia Newton

STEM EDUCATION
Professional Development

January 9th
1:00-5:00

The Future of STEM Education Research

Explore how innovation, equity, and adaptability are shaping the future of STEM education. This session will examine cutting-edge research and strategies to engage all learners and foster a culture of curiosity and creativity.

LUNCH PROVIDED   **LOCATION: CHHS 109**

March 11th
2:00-5:00

Grants in STEM Education

Uncover opportunities to fund innovative STEM education initiatives. This session will provide practical guidance on identifying, applying for, and managing STEM education grants

PIZZA PROVIDED   **LOCATION: CHHS 132**

UNIVERSITY OF NORTH CAROLINA
CHARLOTTE CENTER FOR STEM EDUCATION

SCAN ME TO REGISTER

FACULTY RESEARCH MENTORING PARTNERSHIPS

Congratulations to Drs. Clare Merlin-Knoblich and Sejal Foxx (Department of Counseling) for submitting a successful application to participate in the Faculty Research Mentoring Program. Dr. Merlin-Knoblich will be working with her mentor (Dr. Foxx) in the preparation and submission of a proposal for a Behavioral Health Workforce Education and Training Program for Professionals (BHWET-Pro) grant to recruit and financially support school counseling students. If awarded, this BHWET-Pro grant would provide stipends of $25,000 to eligible counseling students, helping to ameliorate some of the financial stress of funding graduate school. Good luck Clare and Sejal.
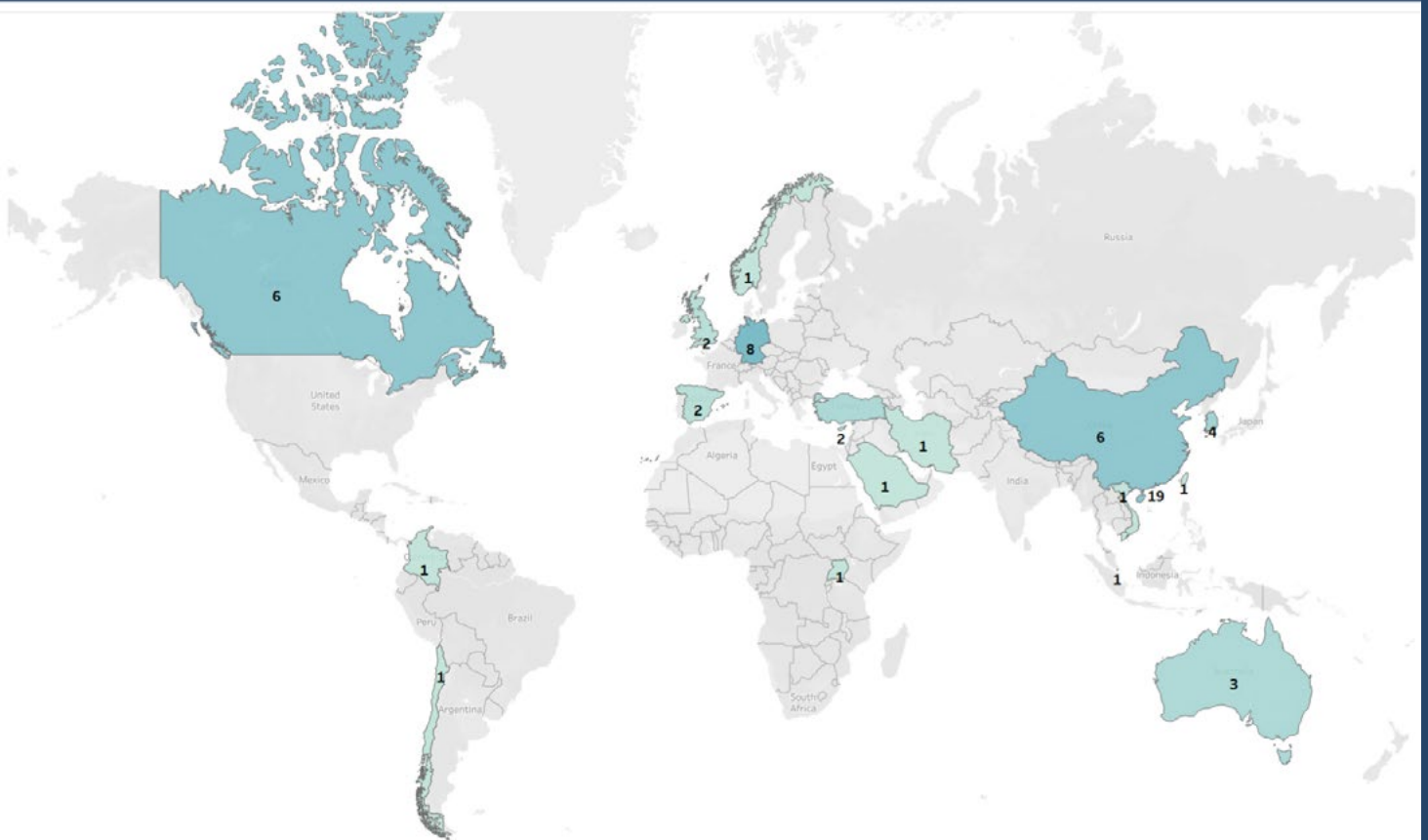
DR. SEJAL FOXX

DR. CLARE MERLIN-KNOBLICH

INTERNATIONAL COLLABORATIONS INVOLVING CATO COLLEGE OF EDUCATION FACULTY & STAFF

International Collaborations Map by Collaborating Entity Country & Region

CTL WORKSHOPS ON TEACHING INNOVATION THIS SPRING

The Center for Teaching and Learning is excited to offer the following lineup of topics on high-impact and innovative teaching strategies to support quality instruction and student success:

1. Introduction to GenAI and Prompt Writing (with MS Copilot)
2. Overview of AI Tools
3. Syllabus and Classroom Communication on AI Tools
4. GenAI for Writing Skills (with MS Copilot)
5. GenAI for Study Skills (with MS Copilot)
6. Zoom AI for Teaching
7. Growth Mindset Activities for Your Class
8. Designing and Implementing Group Projects
9. Canvas Starting Fresh, Quizzing, Assignments and Gradebook
10. Canvas Analytics for Early Interventions
11. Canvas Analytics to Improve Your Course Design
12. Canvas Studio: Creating Video Assignments and Video Quizzes
13. Canvas Studio: Exploring Video Insights
14. Introduction to Poll Everywhere
15. Active Learning with Poll Everywhere
16. Enhancing Cultural Awareness

Visit the Innovate Your Teaching website for workshop registration links and more information about all CTL workshops, training courses, and teaching guides.

NEED FUNDS TO COMPLETE A RESEARCH PROJECT?

The Cato College of Education "Just in Time" Funding program is designed to provide necessary financial support to faculty and staff to complete research projects that would otherwise go unfinished or be significantly hampered. Investigators can apply to receive a maximum of $2,000 toward the purchase of supplies or core services not supported by departmental research overhead funds or other external or internal funding sources (e.g., start-up funds, research incentive funds). Documentation of IRB approval is necessary prior to obtaining funds for any research that includes Human Subjects. **The next funding deadline is January 17, 2025**. Applicants can expect to hear a funding decision within a couple of weeks of the deadline. As a reminder, any funds received must be spent during the fiscal year. More information about this funding opportunity and how to apply 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.

CHARLOTTE
MEBANE EARLY LITERACY CENTER

SPEAKER &
LOCAL AUTHOR

**MICHAEL
DEENEY**

2025 MEBANE EARLY LITERACY SUMMIT

COLLECTIVE ACTION:
RESEARCH-BASED LITERACY PRACTICES IN SCHOOLS, HOMES, AND COMMUNITIES

Earn Literacy CEUs!
Session Topics:

- Understanding and applying the science of reading for effective early literacy instruction
- Supporting comprehension
- Implementing vocabulary instruction
- Developing culturally sustaining pedagogies
- Writing instruction
- Partnerships among families, schools, and the community
- Supporting family engagement in literacy
- And more...

Register for free today!

**Cone Center
UNC Charlotte
8:30am - 2:00 pm**

**Saturday
February 1, 2025**

education.charlotte.edu/melc

UNIVERSITY OF NORTH CAROLINA CHARLOTTE

CATO COLLEGE OF EDUCATION

SPRING 2025 PROFESSIONAL DEVELOPMENT SERIES

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 trecuitment@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.
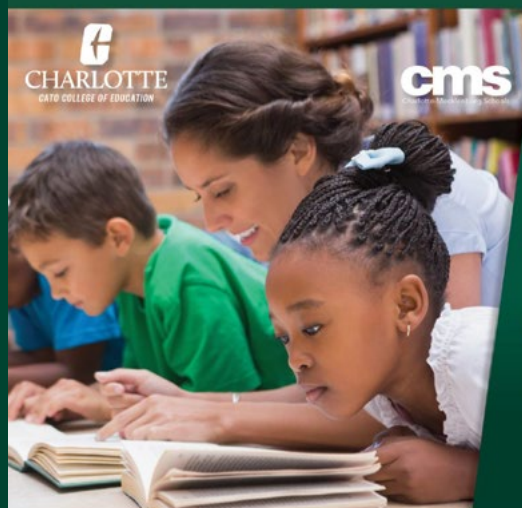
Sign up via our google form:
https://forms.gle/VAVyiEKWCw6hjv6y8

Click here to Sign Up

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.

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

Please consider using Mursion software this spring 20205 semester. 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

CHARLOTTE CATO COLLEGE OF EDUCATION

cms

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

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 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 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.

SAVE THE DATE

Saturday, 25 January 2025

MAJORS, MINORS, & MORE:

YOUR GUIDE TO TEACHER PREPARATION

SATURDAY, 25 JANUARY 2025

Discover the diverse programs across Cato College of Education, Klein College of Science, College of Humanities & Earth and Social Sciences, College of Arts and Architecture and School of Professional Studies.

Learn about enrollment, scholarships, and more — your path to success starts here!

UNIVERSITY OF NORTH CAROLINA **CHARLOTTE** | COLLEGE OF ARTS + ARCHITECTURE

UNIVERSITY OF NORTH CAROLINA **CHARLOTTE** | CHARLOTTE ONLINE

CHARLOTTE
CATO COLLEGE OF EDUCATION

UNIVERSITY OF NORTH CAROLINA **CHARLOTTE** | KLEIN COLLEGE OF SCIENCE

UNIVERSITY OF NORTH CAROLINA **CHARLOTTE** | COLLEGE OF HUMANITIES & EARTH AND SOCIAL SCIENCES

CATO COLLEGE OF EDUCATION — Research Symposium

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

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
- visit https://myapps.northcarolina.edu/ncteachingfellows/
- apply Dec. 18th-Feb. 28th
- attend a virtual open house in January/February - details coming soon!

TEACHER 2 TEACHER CONFERENCE

UNC Charlotte's Office of School and Community Partnerships invites you to submit a proposal for the 2025 Teacher 2 Teacher Conference! The purpose of this conference is to provide affordable yet meaningful professional development opportunities to North Carolina educators. Teacher 2 Teacher 2025 will take place on Saturday, March 29, 2025 on the campus of UNC Charlotte in the College of Health and Human Services (8844 Craver Rd. Charlotte, NC 28223). Please submit your proposal by filling out this form by Friday, January 31, 2025. Participants will be notified of acceptance by Friday, February 14, 2025. Registration is now open to attend Teacher 2 Teacher 2025. The $40.00 Registration fee includes parking, lunch, and a full day of professional development. If you have any questions about the call for proposals or the conference, please visit the Teacher to Teacher website or reach out to Dr. Jordan Z. Boyd at jboyd44@charlotte.edu.

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

Please contact Scott Kissau: spkissau@charlotte.edu

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 Jan 2025 (LOI); 31 May 2025 (LOI).
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

LEVIN CENTER

Oversight Research Funding

The Levin Center seeks to promote research on oversight by legislative bodies with the ultimate goal of fostering high-quality fact-finding and oversight investigations that are not captive to partisan interests. This fellowship program is established to encourage scholars early in their careers, and professors, to conduct research and produce papers with useful research results related to oversight by legislators. Each year, the fellowship offers between $10,000 and $20,000 to support a varying number of one-year, non-resident scholar(s) to conduct research and produce a scholarly paper on issues related to congressional or state-level oversight. There are no teaching obligations. Funding may be used to compensate the scholars' work and defray research expenses related to, for example, obtaining research data, engaging in travel, or hiring an assistant. Funds will be paid out in multiple installments over the Fellowship.

Deadline: 31 Jan 2025.

CLICK FOR MORE INFORMATION

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: 01 Feb 2025; 05 June 2025.

CLICK FOR MORE INFORMATION

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

FUNDING OPPORTUNITIES TO CONSIDER

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 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 HERE FOR MORE INFORMATION

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 FOR MORE INFORMATION

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

FUNDING OPPORTUNITIES TO CONSIDER

Nation's research enterprise, particularly at emerging research and minority-serving institutions. Broadly defined, the research enterprise includes human capital, practices and processes related to research development, research administration, technology transfer and commercialization, corporate relation/public-private partnerships, research integrity, compliance and security, research policy, student research training, and research leadership.

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

CLICK HERE FOR MORE INFORMATION

NATIONAL SCIENCE FOUNDATION
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.

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.

Deadline: 08 Oct 2025.

CLICK FOR MORE INFORMATION

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

Deadline: 04 Mar 2025.

CLICK FOR MORE INFORMATION

NATIONAL SCIENCE FOUNDATION
Scholarships in STEM Network (S-STEM-Net): S-STEM Research Hubs

FUNDING OPPORTUNITIES TO CONSIDER

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.
Deadline: Continuous.
CLICK FOR MORE INFORMATION

U.S DEPARTMENT OF EDUCATION

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) State Grants

The GEAR UP program is a discretionary grant program that encourages eligible entities to provide support, and maintain a commitment, to eligible students from low-income backgrounds, including students with disabilities, to assist the students in obtaining a secondary school diploma (or its recognized equivalent) and to prepare for and succeed in postsecondary education. Under the GEAR UP program, the Department awards grants to two types of entities: (1) States and (2) Partnerships consisting of at least one degree-granting institution of higher education (IHE) and at least one local educational agency (LEA).

Deadline: 03 Feb 2025.

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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