

THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

BEST PRACTICE AWARD

Congratulations to Drs. Adriana Medina and Erik Byker (Reading & Elementary Education) who accepted the Best Practice Award in Support of Global and International Perspectives at the 2025 annual conference of the American Association of Colleges of Teacher Education (AACTE). This award recognizes exemplary practice in the intercultural, global, cross-cultural, and international arenas. It is overseen by AACTE's Committee on Global Diversity as part of its mission to ensure that a global/international perspective is brought to policy and programs associated with the preparation of education professionals. Drs. Medina and Byker accepted this award on behalf of the Cato College of Education.



DRS. ADRIANA MEDINA AND ERIK BYKER

EDUCATOR EXCELLENCE AWARD

Dr. Natalie Ricciutti (Department of Counseling) is the recipient of the International Association of Addictions and Offender Counselors, Educator Excellence Award. This is a prestigious national award given annually to counselor educators who have demonstrated an outstanding commitment to enhancing addictions and offender issues through the education of professional counselors. The International Association of Addictions and Offender Counselors (IAAOC) will present the award during the annual American Counseling Association (ACA) conference in March.



DR. NATALIE RICCIUTTI

EXCELLENCE IN LEADERSHIP AWARD

Dr. Tisha Greene was one of 10 outstanding Alumni honored by the UNC Charlotte Black Alumni Chapter (BAC) with an Excellence in Leadership Award. The ceremony was held in the Popp Martin Student Union on Saturday, Feb. 1. The Excellence in Leadership Awards, founded in 2011 under the leadership of the first BAC president and former faculty member Gregory Davis '76, recognize and celebrate the accomplishments of Black, African American and African UNC Charlotte alumni who have achieved excellence in their respective fields and communities. Dr. Greene is an accomplished educator, administrator and community advocate with over two decades of experience in P-12 and higher education and currently serves as associate dean for undergraduate education and teacher preparation in the Cato College of Education. She is a published author and researcher and has led several grant-funded projects. Congratulations Dr. Greene!



DR. TISHA GREENE

NEXUS SEED GRANT 2024-25 FUNDING

Congratulations to Nexus 2024 Alum - Shawnee Wakeman (Special Education and Child Development), Holly Johnson (Special Education and Child Development), Ji Yae Bong (Educational Leadership) and Razvan Bunescu (College of Computing & Informatics) for receiving a Nexus Seed Grant valued at \$5,000 to support their project, "An AI Assistant for the Generation and Tracking of Opportunities to Respond (getOTR)". The research team plans to hire a computer science student to help them train a large language model this summer related to OTRs.



SHAWNEE WAKEMAN



HOLLY JOHNSON



JI YAE BONG

GOVERNORS AWARDS FOR TEACHING EXCELLENCE RECIPIENT

Erik Byker, a professor in the Cato College of Education (Department of Reading and Elementary Education), is among the 2025 recipients of the UNC Board of Governors Awards for Teaching Excellence. The Board of Governors selected 17 system faculty to receive the teaching excellence award. Winners represent all 16 of North Carolina's public universities and the North Carolina School of Science and Mathematics. Recipients were nominated by special committees at each institution and selected by the Board of Governors Committee on Educational Planning, Policies and Programs. Congratulations Dr. Byker!



DR. ERIK BYKER

URBANCORE BROADER IMPACTS

UrbanCORE leverages its trusted relationships with community partners and its expertise in community-engagement best practices to support research teams submitting NSF grant proposals of \$1 million or more. UrbanCore has a 90-day process that will help research teams strengthen the following aspects of the proposal:

- What is the potential for the proposed activity to benefit society and contribute to achievement of specific desired societal outcomes?
- How well qualified is the individual, team, or institution to conduct the proposed activities?

Here is the [link to the intake form](#). Research teams can reach out to Dr. Tamara Johnson (Director of Engaged Scholarship) @ tamarajohnson@charlotte.edu before they complete the form with any questions.

NEXUS: NETWORKING ACROSS DISCIPLINES 2025

Nexus: Networking Across Disciplines fosters the emergence of interdisciplinary research teams by providing faculty with structured opportunities to learn about one another's research and brainstorm areas of mutual interest. Through a series of summer workshops, Nexus supports the initial stages of project development as faculty formulate shared research questions, consider analytical strategies, and identify potential funding sources. Nexus 2025 aims to promote interdisciplinary research collaborations that advance our understanding of community health and well-being and inform the development of innovative, evidence-based solutions to persistent challenges. Potential research areas include but are not limited to:



How do social networks, neighborhood environments, and access to resources influence health and educational outcomes in the Charlotte region and beyond?

How do place-based interventions and policies impact educational attainment and long-term health trajectories?

How can data science and machine learning be used to identify and/or address differences in health and educational outcomes?

What are the ethical implications of using AI-driven tools for addressing social drivers of health and education?

What innovative technologies or engineering solutions can enhance access to healthcare or educational resources in underserved communities?

- How can business models and economic strategies improve the scalability and sustainability of community health and education programs?
- How can geographic information systems (GIS) and spatial analytics improve our understanding of place-based variations in health and well-being?
- How can arts and architectural design influence the development of healthier and more sustainable educational and community spaces?

Workshops will be held on May 15-16 and August 13, 2025, with working groups expected to brainstorm ideas over the summer. Details and application forms are available on the [Nexus website](#).

Applications are due by 5 p.m. on Monday, April 7.

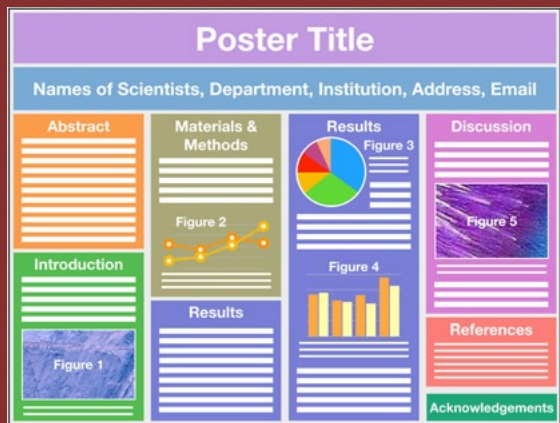
Questions can be directed to CHES Associate Dean for Research and Interdisciplinary Collaboration Beth Whitaker (bwhitaker@charlotte.edu).

FACULTY WRITING SUPPORT

urbanCORE (Community-Oriented Research and Engagement), the Center for Advancing Faculty Success (CAFS), and the Writing Resources Center are partnering to support faculty writers by offering an RPT Narrative Workshop on April 9 (10-11am) in Sycamore 306. If interested, please [register here](#). For more information, contact: Holly Middleton (holly.middleton@charlotte.edu) or Andrea Dulin (andrea.dulin@charlotte.edu).

PREPARING & PRESENTING AN EFFECTIVE RESEARCH POSTER

To support students planning to present at the 6th annual Cato College of Education Research Symposium on April 16, Scott Kissau and Catherine Tingelstad (Atkin's Library) are offering a brief workshop on how to prepare and deliver an effective research poster. The online workshop will be offered March 11 from 4-4:30pm via Zoom and will focus on how to prepare and present an effective and attractive poster. Students are encouraged to [RSVP here](#) and will receive a calendar invitation with the Zoom link.



GRADUATE MENTOR TRAINING

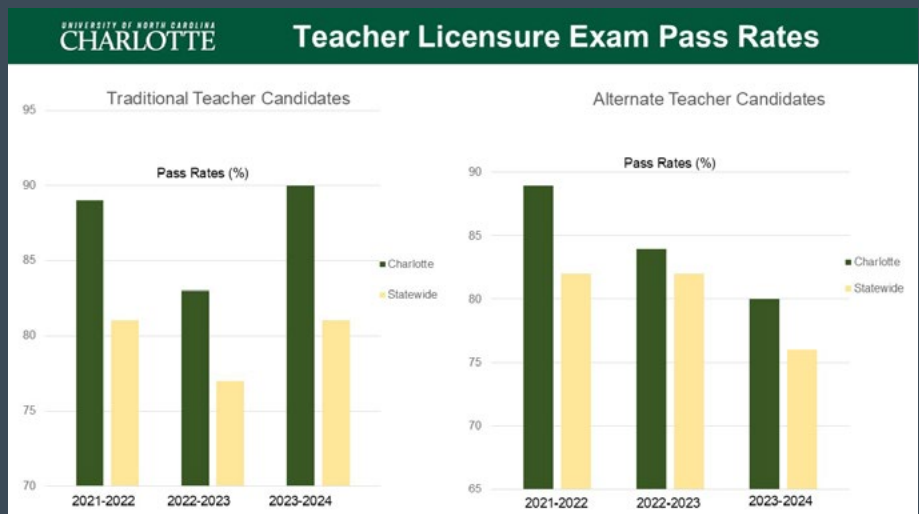
The Graduate School will offer Mentor Training for graduate faculty and Principal Investigators April 4 from 9-4 p.m. The curriculum comes from the Center for the Improvement of the Mentored Experience in Research (CIMER) at the University of Wisconsin. It is highly interactive and includes a variety of useful resources and tools.

For more information and to register, please visit the Graduate School's [Mentorship Training](#) site.

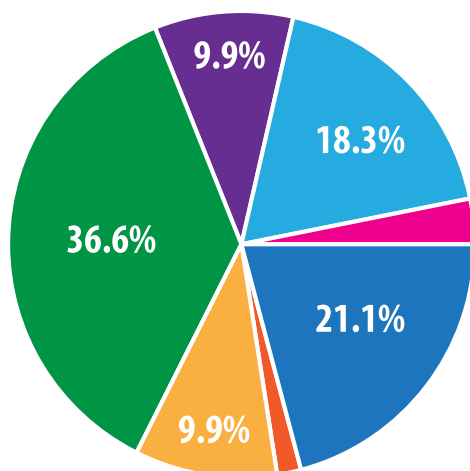


TEACHER LICENSURE PASS RATES

The preliminary 2023-24 Title II licensure exam pass rates are now available. Our overall traditional (non-teachers of record at both the undergraduate and graduate certificate level) pass rate is 90%. This is an increase from 83% in 2022-23, even with fewer test takers, and still above the statewide pass rate of 81% (which also increased from 77% in 2022-23). That's a 7% increase for us compared to a 4% increase statewide. Our alternative (teachers of record) pass rate decreased from 89% in 2021-22 and 84% in 2022-23 to 80% in 2023-24. The statewide pass rate also decreased from 82% in 2022-23 to 76% in 2023-24. So, while our alternative pass rate dropped from last year, it didn't drop as much as the statewide average.



2026 CATO COLLEGE OF EDUCATION RESEARCH SYMPOSIUM - DEPARTMENT AFFILIATION OF LEAD PRESENTERS



- Educational Leadership
- Center for Science, Technology, Engineering, & Mathematics Education
- Counseling
- Middle, Secondary, & K-12 Education
- Reading & Elementary Education
- Special Education & Child Development
- Office of School & Community Partnerships

GRANT DEVELOPMENT WORKSHOP SERIES

The Cato College of Education is pleased to continue offering its 2023-2024 grant development webinar series for all faculty, staff, and doctoral students. The next webinar, Keys to Writing Effective Proposals (3/26/2025, 3:30-5 pm), will focus on the key steps for planning a fundable research project and writing a competitive proposal, best practices, and common mistakes to avoid. Please share this opportunity with doctoral students. Anyone interested in attending is asked to register [here](#). A calendar invitation with Zoom link will follow.

WELLS FARGO PRINCIPAL OF THE YEAR FINALIST

Dr. Jake Wilson, the charter regional Wells Fargo Principal of the Year finalist, is a double alum of the Cato College of Education. Dr. Wilson graduated with a BA in Elementary Education in May 2008 and completed the Master of School Administration in May 2015.

METHODOLOGICAL & DATA ANALYTIC SUPPORT

The Center for Educational Measurement and Evaluation (CEME) in the Cato College of Education provides statistical support and research methodological assistance to faculty, staff, and graduate students at UNC Charlotte. To receive CEME support, please submit a [service request ticket](#). The direct link to the ticketing system is also available on the CoEd Research website (click on Research Support link).

RESEARCH AT CHARLOTTE TEACHER EARLY COLLEGE

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

URC 2025

The 2025 Undergraduate Research Conference (URC) abstract submission system is open. Please encourage your undergraduate students to submit a research abstract. The URC abstract submission will close at 11:59pm, Thursday, March 13. Visit the [URC 2025 website](#) for more submission details. The URC 2025 Organizing Committee is also seeking graduate students, faculty, and staff, to provide comments on the research presentations in the URC 2025 Symposium platform. This is an online asynchronous way to provide comments/feedback on the URC presentations.

To volunteer for this opportunity, please fill out the [URC Form](#) and **sign-up by 11:59pm, Friday, March 28.**



RISE & SHINE WITH RESEARCH

**Register & Submit an abstract
to the 2025 Undergraduate Research Conference**

**REGISTRATION
CLOSES ON
THURSDAY,
MARCH 13**



**SCAN TO
LEARN MORE**



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.

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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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](#)

LEARNING DISABILITIES FOUNDATION OF AMERICA

Applications must be for projects which conform to the mission of the Learning Disabilities Foundation of America by responding to an unmet need in the field of learning disabilities. Funds are granted for charitable, scientific, literary or educational purposes or for the identification, ongoing evaluation, education of and services for children and adults with learning disabilities. Examples of project areas that fall within this philosophy: 1) Innovative research into the causes, the prevention and/or the alleviation of learning disabilities; Distinctive public awareness programs to advance public understanding of the needs of persons with learning disabilities; 3) Innovative programs to advance the achievement of persons with learning disabilities, increase the support skills of their families, support academic and professional advisors, and enhance the understanding of learning disabilities by their colleagues and employer.

Deadline: 15 Sep 2025; 06 Apr 2026.

[CLICK FOR MORE INFORMATION](#)

NATIONAL ACADEMY OF EDUCATION

NAEd/Spencer Postdoctoral Fellowship Program

The NAEd/Spencer Postdoctoral Fellowship supports early career scholars working in critical areas of education research. Through professional development, funding, and mentorship from senior scholars, the fellowship enhances the career and research opportunities of the fellow. To receive the fellowship, applicants must: 1) Have received their PhD, EdD, or equivalent research degree between January 1 of 5 years ago, and December 31 of last year; 2) Not hold tenure status at the time of the application deadline; 3) Have a demonstrated record of research experience in education and the project must be in education research.

Deadline: 06 Nov 2025

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NATIONAL ENDOWMENT FOR THE HUMANITIES

Humanities Initiatives at Colleges and Universities

The National Endowment for the Humanities (NEH) Division of Education Programs is accepting applications for the five Humanities Initiatives programs. These programs strengthen the teaching and study of the humanities at institutions of higher education by developing new or improving existing humanities programs, educational resources, or coursework.

Deadline: 06 May 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: 05 June 2025.

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FUNDING OPPORTUNITIES TO CONSIDER

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 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.

[CLICK HERE FOR MORE INFORMATION](#)

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

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

FUNDING OPPORTUNITIES TO CONSIDER

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: 22 Jan 2026.

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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)

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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FUNDING OPPORTUNITIES TO CONSIDER

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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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,

FUNDING OPPORTUNITIES TO CONSIDER

unconstitutional.

Deadline: 01 Apr 2025 (2:00 PM, EST)

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TEAGLE FOUNDATION

Education for American Civic Life

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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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).

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U.S DEPARTMENT OF EDUCATION

Office of Indian Education (OIE): Indian Education Discretionary Grants Program: Professional Development Program (PD)--Native American Teacher Retention Initiative

The purposes of the PD Program that are relevant to this competition are to improve the skills of qualified Indian individuals who serve in the education field; and develop and implement initiatives to promote retention of effective teachers, principals, and school leaders who have a record of success in helping low-achieving Indian students improve their academic achievement, outcomes, and preparation for postsecondary education or employment.

Deadline: 28 Apr 2025.

[CLICK FOR MORE INFOPRMATION](#)

For a more comprehensive list of funding opportunities that align with areas of research interest and expertise in the Cato College of Education, please visit the curated list created in Pivot at the link provided below. You may be prompted to log in to Pivot to access these results. If you do not have a Pivot account set up, you can use your UNC Charlotte NinerNet credentials as the shibbolethynwhereh login when prompted. [CLICK HERE](#).

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