



THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

THE 6TH ANNUAL CATO COLLEGE OF EDUCATION RESEARCH SYMPOSIUM

The 6th annual Cato College of Education Research Symposium on April 16 in the Student Activity Center was, once again, a successful event. Over 80 undergraduate and graduate students shared their research on a variety of topics via 63 poster presenters spread across three 20-minute rounds. A special thanks goes out to all the students who shared their work, the faculty and staff who supported them, Dean Malcolm Butler and Dr. David Pugalee (C-STEM) for their continued financial support, and Maddison Ingram for helping to organize the event. We hope to see you again next year.



OUTSTANDING PAPER AWARD

Congratulations to Dr. Tina Heafner (Department of Middle, Secondary & K12 Education) and Daniel Maxwell (Office of School & Community Partnerships) whose research paper (see reference below) entitled, "CIVIC: Five Pillars for Using Artificial Intelligence in Social Studies Education," was selected for the Outstanding Paper Award for the Society for Information Technology & Teacher Education. Daniel and Tina will receive their award at the 2025 Annual SITE Conference.

- Heafner, T.L., & Maxwell, D. (2025, March). CIVIC Pillars for AI Use in K-12 Social Studies Education. Paper presentation at the Society for Technology and Education, Orlando, FL.[Outstanding Paper Award]



SYMPOSIUM AWARD RECIPIENTS

Congratulations to the following presenters at the 6th annual Cato College of Education Research Symposium who were recipients of \$500 awards to disseminate their research or further their professional development. A special thanks goes out to Dean Malcolm Butler and Dr. David Pugalee for sponsoring these awards.

Parris Coleman
Brittany Jones
Karen Kopitsky

Erin Northey
Joy Stogner
Hathcock



RESEARCHERS HONORED FOR FUNDING SUCCESS

Researchers from across UNC Charlotte who led research projects with \$1 million or more in external funding in 2024 were honored Wednesday, March 27, at a celebration at the Bissel House. The 46 principal investigators who were honored as part of the Million Dollar Research Circle had a total of \$114 million in funding in 2024, or 40% of the University's \$278 million active research portfolio. The Cato College of Education, with \$48 million, was recognized for the largest cumulative amount of research funding among the colleges, and the three academic departments with the largest cumulative amounts were Special Education and Child Development, Biological Sciences and Educational Leadership. Seven faculty members across campus, including Daniel Alston, Rich Lambert, and Catherine Fowler were recognized for having at least \$3 million over the past year in active external research grants. In total, the following ten CoED faculty members were recognized as part of the Million Dollar Club:

- Daniel Alston, Reading and Elementary Education
- Brittany Anderson, Middle Grades, Secondary and K-12 Education
- Kristen Beach, Special Education and Child Development
- Catherine Fowler, Special Education and Child Development
- Scott Kissau, Dean's Office
- Richard Lambert, Educational Leadership
- Debra Morris, Educational Leadership
- Michelle Stephan, Middle Grades, Secondary and K-12 Education
- Virginia Walker, Special Education and Child Development
- Charles Wood, Special Education and Child Development



VIRTUAL GERMAN-AMERICAN RESEARCH SYMPOSIUM

The Cato College of Education and the University of Education in Ludwigsburg, Germany enjoy a longstanding and rich partnership. An important component of this partnership has been an annual research symposium where faculty from both institutions collaborate on research projects and share their findings. The first faculty symposium occurred in Ludwigsburg in May 1995. To extend the many benefits of this research partnership to include doctoral students from both institutions and provide them with additional opportunities to collaborate in meaningful research with international partners, the inaugural German-American Doctoral Student Research Symposium was held April 28-May 1. In this first year, we had a total of 18 American and 13 German doctoral students share their research via narrated poster presentations. Congratulations to all our students who participated in the event.



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.

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

CLIPP (COMPLEX, LARGE, OR INTERDISCIPLINARY PROPOSAL PREPARATION)

CLIPP (Complex, Large, or Interdisciplinary Proposal Preparation) is intended to help build the research capacity of the University by providing enhanced support to teams of faculty interested in preparing and submitting large, complex grant proposals to external funding agencies. Projects selected for participation in CLIPP will be eligible for enhanced pre-submission support from the Center for Research Excellence, including help with the following:

- Coordinating team communication;
- Organizing, convening, and facilitating meetings of potential stakeholders and participants;
- Formulating proposal outlines (based on the solicitation), timelines, and application checklists,
- Clarifying proposal guidelines;
- Identifying existing university resources that can be leveraged to support the proposal, including connecting to campus resources for Broader Impacts;
- Identifying potential partners and collaborators;
- Gathering institutional data on student enrollment, performance, and outcomes;
- Securing documentation of institutional support (e.g., letters of support or commitment, matching funds or cost-sharing commitments);
- Developing and reviewing supporting documents (e.g., proposal documents, supporting letters or supplementary documents, data management plans, mentoring plans);
- Coordinating draft proposal reviews.

To be eligible for CLIPP, projects must meet one or more of the following criteria. Preference will be given to projects that meet more than one of the criteria:

- Annual budget of over \$250,000 or total project period dollar value over \$2 million;
- Involve senior personnel (faculty and/or staff) from two or more departments or colleges working on an interdisciplinary project; or
- Involve two or more institutions, businesses, or organizations with UNC Charlotte as the lead.
- Applications must include the completed [CLIPP application](#).

Questions?

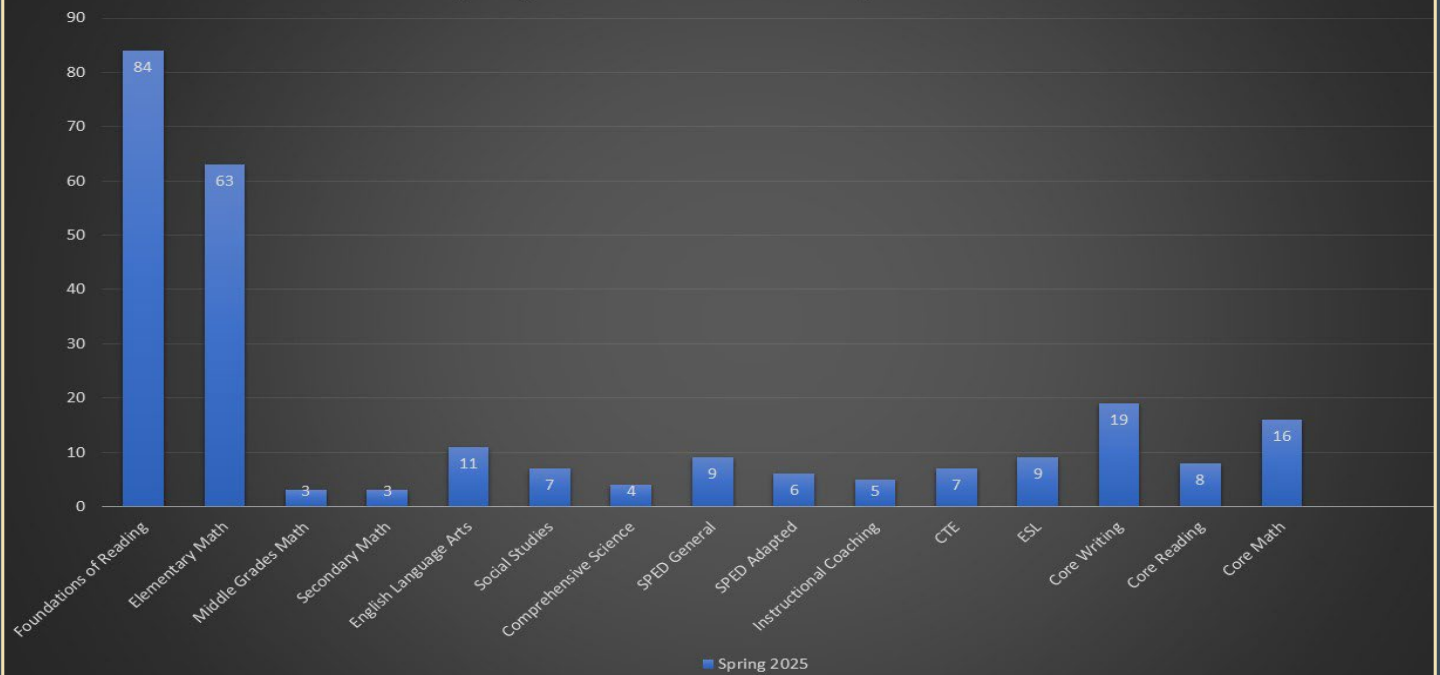
Contact Stacy Leotta, Assistant Director & Program Coordinator in the Center for Research Excellence, sleotta@charlotte.edu.

EXCELLENCE IN ASSESSMENT

The Office of Assessment and Accreditation established an Excellence in Planning and Assessment Designation for the purpose of recognizing outstanding efforts in the effective use of assessment results to improve student learning outcomes, program curricula, and strategic planning. Outstanding practices involve defining outcomes, analyzing success, and making data-driven improvements. After reviewing over 450 student learning outcome reports, Curriculog proposals, and strategic plan reports, the Office of Assessment and Accreditation identified programs, a school, and a college where assessment results were used to make changes for improvement. COED programs continue to stand out for their work with planning and assessment. We have two that were recognized at this year's Excellence in Planning and Assessment Ceremony for student learning outcomes (MEd in Educational Leadership, MEd in Urban Education) and two for curriculum development (PhD in Special Education, BA in Elementary Education). Those programs represent a third of all recognized programs across the university in the two categories, and were recognized on Wednesday, April 23th starting at 12:00 pm in the Halton Reading Room, Atkins Library.



Spring 2025 Praxis Workshop Attendance



CATO COLLEGE OF EDUCATION 2025 AERA PRESENTERS

Educational Leadership

Bai, F., Kelcey, B., Ataneka, A., Xie, Y., & Cox, K. (2025, April). Design and Analysis of Multisite Cluster-Randomized Trials Targeting (Conditional) Mediation Effects. Paper to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Cash, A. H., Lim, J., Lambert, M., Deiderich, J., Cox, K., Davis, R., Hodge, E., & Miller, J. (2025, April). Little Wins, Large Impact: Impactful Coaching Practices to Support New Teachers. Roundtable to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Castellanos-Reyes, D., Olesova, L., & Sadaf, A. (2025). Generative AI for Researching Cognitive Presence in Online Learning Environments. [Paper Presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Cox, K., Kelcey, B., & Thodiyil, O. V. (2025, April). A Structural After Measurement Approach for Structural Equation Models with Latent Interactions and Missing Data. Paper to be presented at the American Educational Research Association Annual Meeting, Denver, CO., CO, USA.

Cox, K., & Kelcey, B. (2025, April). Comparing Bayesian and Structural After Measurement Estimation for Multilevel Structural Equation Models with Latent Interactions. Paper to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Deiderich, J., Cox K., Cash, A. H., Lambert, M., Birkett, J., Hodge, E. & Miller, J. (2025, April). Differential Effects of Instructional Coaching on Teacher Retention: Keeping Teachers in State, in District, and in School. Roundtable to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Herrera-Mosquera, L. M. & Lim, J. H. (2025, April). Implementing a formative and alternative assessment methodology at a Colombian university during COVID-19. Roundtable to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Hsiang, T. P., Graham, S., Wang, C., & Lin, C. (2025). Teachers' perceptions of their students' digital citizenship and practices. [Poster Session]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Hua, C. & Zhang, S. (2025). Advancing mixed methods systematic literature review: A theoretical framework for comprehensive research synthesis. [Roundtable]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Kim, S. Y., Bolliger, D., Marin, F. (2025, April). Psychometric properties of the online learner satisfaction instrument: Construct and convergent validity, and measurement invariance. [Roundtable Session]. Proposal accepted to be presented at the 2025 AERA Annual Meeting, Denver,, CO, USA.

Kolano, L., Kim, S. Y., Olivera, E., & Sanczyk-Cruz, A. (2025, April). Exploring the impact of one asset-based community program on the language, culture, and identity development of immigrant children [Roundtable Session]. Proposal accepted to be presented at the 2025 AERA Annual Meeting, Denver, CO, USA.

Lambert, R. & Caldwell, A. (2025, April). Using latent profile analysis to examine teacher's occupational health and risk for occupational stress. Paper presentation at the annual meeting of the Chinese American Educational Research and Development Association, Denver, CO, USA..

Lambert, R., McCarthy, C., Tian, Y., Miller, T., & Caldwell, A. (2025, April). Teacher Appraisals of Resources, Demands, Job Satisfaction, and Instructional Support Across Four Years. Paper presentation at the annual meeting of the American Educational Research Association, Denver, CO, USA.

Lambert, R. (2025, April). Using AI Tools for Educational Research. (2025, April). Invited presentation to the Stress, Coping, and Resilience SIG, annual meeting of the American Educational Research Association, Denver, CO, USA.

Lim, J. H., & Lambert, R. G. (2025, April). Examining classroom teachers' experiences in a multi-level Research-Practice Partnership: A case study. Roundtable to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Liu, Q., Wang, C., & Wang, J. (2025). Development and validation of an instrument to understand high school students' attitudes toward STEM. [Paper Presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Miller, T., McCarthy, C., Lambert, R., Kudlats, J., & Tian, Y. (2025, April). Associations Between Elementary Principal and Teacher Stress During COVID-19: A Mixed Methods Study. Poster presentation at the annual meeting of the American Educational Research Association, Denver, CO, USA.

Moore, R., Wang, C., & Lee, S. S. (2025). The MOOC survival chronicles: Understanding dropout with learner personas. [Paper Presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.
Moore, R., Wang, C., & Liu, L. (2025). MOOC learner personas: The seeker, the undecided, and the goal-oriented. [Poster Session]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Newton, X. & McKenna, J. (2025, April). Readiness and access to inclusive instruction for students with emotional disturbance (RAISE): Confirmatory factor analysis. Roundtable presentation at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Newton, X. (2025, April). The wisdom of practice in program evaluation: History, recent advances, and critical issues. Invited roundtable presentation: The Handbook of Education Policy Research at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Olesova, L. & Sadaf, A. (2025, April). Examining Differences between Shared Metacognition and Community of Inquiry in STEM Education. [Poster Presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Olesova, L. & Sadaf, A. (2025, April). Exploring Relationships between Undergraduate Students Metacognition, Presence, and Engagement in Online Community of Inquiry. [Poster Presentation] American Educational Research Association Annual Meeting, Denver, CO, USA.

Sadaf, A., & Zhang, S. (2025, April). Enhancing Shared-Metacognition in Online Courses: The Role of Teaching Presence.[Paper Presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Serrata, C., Dika, S.L., & Vadakke Thodiyil, O. (2025, April). Exploring advising and engagement experiences of transfer-intending "immternational" community college students [Paper presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Serrata, C., Howell, C.D., Miller R.A., Dika, S.L., & D'Amico, M.M. (2025, April). Diverted dreams: Examining first generation college women's vertical transfer paths through a career capital framework [Paper presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Serrata, C., Camargo, E., Ramos, D.M., Bennett, C. (2025, April). Willing, able, and ready: A multi-method study on Latine college students awareness and engagement in equity and social justice issues [Roundtable presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Villanueva, K., Lim, J., & Lambert, R. (2025, April). Examining a Nested Teacher Network Within an RPP: A Lens on Teachers' Perceptions. Paper presentation at the annual meeting of the American Educational Research Association, Denver, CO, USA.

Wang, Y., Cox, K., Dika, S. L., & Bohlig, E. M. (2025, April). Assessing equity in engagement: Measurement invariance in the national Community College Survey of Student Engagement. Poster presentation at the American Educational Research Association Annual Conference, Denver, CO, USA.

Wang, Y., Cox, K., Dika, S., & Bohlig, M. (2025, April). Assessing Equity in Engagement: Measurement Invariance in the National Community College Student Engagement Survey. Poster to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Wang, C., Hancock, D., Müller, U., Liu, L., Cui, T., Stricker, T. B., & Herrera-Mosquera, L. (2025). Authentic leadership, engagement and trust: A study of schools in the United States, China, and Germany. [Roundtable Session]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Wang, C., Liu, Q., & Wang, J. (2025). Measurement invariance of high school students' attitudes towards STEM across gender. [Paper Presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Wang, C., & Ren, K. (2025). Effectiveness of self-regulated learning strategy intervention on learning outcomes: A meta-analysis. [Paper Presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Wang, J., Li, J., Liu, Q., Li, Y., & Wang, C. (2025). High school students' attitudes toward STEM courses: Gender differences. [Roundtable Session]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Weppner, C., Wiltshire, W., Lambert, R., McCarthy, C., Trevino, C., Glenn, W., Skinner, H., Ellalasingham, D., Tian, Y., & Miller, T. (2025, April). An Exploratory Investigation of Psychological and Physiological Indicators of K-12 Teacher Stress. Paper presentation at the annual meeting of the American Educational Research Association, Denver, CO, USA.

Xu, J., Yuan, R., Wang, C., & Zhu, D. (2025). Validation of mathematics homework management scale for middle school students. [Paper Presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Xu, J., Yuan, R., Wang, C., & Zhu, D. (2025). Homework time management: Do teacher and parent autonomy support matter? [Poster Presentation]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Zhang, S. & Hua, C. (2025). Differences in school leaders' and teachers' perceptions on school emphasis on academic success: An exploratory comparative study. [Roundtable]. American Educational Research Association Annual Meeting, Denver, CO, USA.

Middle, Secondary & K12 Education

Arnold, L., Coffey, H., Barnes, M., & Gabriel, T. (2025). Teaching Something That's Real: Practicing ELA Teachers Grapple with Literacy Instruction and Critical Pedagogy. Paper Presentation at the American Educational Research Association Annual Meeting. Denver, CO, USA.

Anderson, B. N. (2025). "Am I a Problem?": Exploring the Narratives of Twice-Exceptional Black Women. Paper Presentation in Symposium "Twice Exceptional Black Girls: Challenges They Face at the Intersection of Race, Gender, and Ability. AERA Annual Conference, Denver, CO, USA..

Kolano, L. (2025). Exploring the impact of one asset-based community program on the language, culture, and identity development of immigrant children. Roundtable at the American Educational Research Association Conference. Denver, CO, USA..

Lewis, C. (2025). Centers, institutes, and laboratories: Success strategies for developing and managing major education research programs. Invited Presentation for the 28th Conversations with Senior Scholars on Advancing Research and Professional Development Related to Black Education at the 2025 Annual Meeting of the American Education Research Association. Denver, CO, USA.

Payne, D., Moore, T., Watson-Vandiver, M., & Wiggan, G. (2025, April). We gon be alright, cultivating racial healing through transformative pedagogy. American Educational Research Association. Boulder, CO, USA.

Roda, A., & Anderson, B. N. (2025). Mapping the Future Field of Gifted Education for Racial Equity Reform: Examining Divergent Perspectives of Leading Scholars in the Field. Paper presentation for AERA Annual Conference, Denver, CO, USA.

Winch-Saaverda, D., & Heafner, T. L. (2025, April). From Comarca to City: Kuna Leaders Defying Educational Barriers for Cultural Preservation. Paper presented at the American Education Research Association (AERA), Denver, CO, USA.

Reading & Elementary Education

Archer, C. J., Taboada Barber, A., & Cartwright, K. B. (2025, April). Peer effects on oral language comprehension in elementary school: A longitudinal social network analysis. Paper presented at the 2025 meeting of the American Educational Research Association, Denver, CO, USA..

Cash, A. H., Lim, J. H., Lambert, M., Deiderich, J., Cox, K., Davis, R., Hodge, E., & Miller, J. (2025, April). Little Wins, Large Impact: Impactful Coaching Practices to Support New Teachers. Roundtable to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Deiderich, J., Cox K., Cash, A. H., Lambert, M., Birkett, J., Hodge, E. & Miller, J. (2025, April). Differential Effects of Instructional Coaching on Teacher Retention: Keeping Teachers in State, in District, and in School. Roundtable to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Ogletree, S. L., Rinck, J., Jacobs, J., Dresden, J., Faison, M., Polly, D., Lynch, M. E., Burns, R. W., Baker, M., Curcio, R., Sebald, A., Benson, G. T., Curlette, W. L., Catelli, L. A., & Barker, K. S. (2025, April). Advancing school-university partnerships and professional development schools through national research. Presentation given at the 2025 Annual Meeting of the American Educational Research Association. Denver, CO.

Special Education & Child Development

Dash, L. (2025). A Critical Race Feminism Analysis of Gifted Education Plans for Gifted Black Girls. Roundtable to be presented at the American Educational Research Association Annual Meeting, Denver, CO, USA.

Matthews, M. S. [Invited Chair]. (2025). Classroom Practices and Student Achievement. Paper session to be presented at the American Educational Research Association Annual Meeting,

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.

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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.

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GERMAN ACADEMIC EXCHANGE SERVICE

Alnet Fellowship

The DAAD Alnet Fellowship is awarded twice a year to a group of outstanding international early career researchers in the field of artificial intelligence. Awardees will be invited to join the Postdoctoral Networking Tour in Artificial Intelligence (Postdoc-NeT-AI), a two-step networking program that offers participants the opportunity to interact face-to-face with leading researchers in Germany, with the aim of initiating collaborations, and creating new research and career opportunities. Additionally, awardees are included in the DAAD Alnet Fellows & Alumni Network, offering long-term access to German AI research, and bringing together bright researchers from all around the world. Eligible candidates should have obtained a PhD/doctorate no longer than 5 years ago.

Deadline: 16 Sep 2025.

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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.

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LONGVIEW FOUNDATION

As a small foundation, the Longview Foundation must focus its resources in order to have impact. Trustees have identified K-12 education in the U.S. as their primary area of interest and fund projects that directly support building global perspectives in teachers and students. Proposals funded will advance the field or impact significant numbers of students. The foundation is interested in supporting activities that have other sources of funding and can demonstrate sustainability beyond the grant period.

Deadline: 20 June 2025 (LOI); 29 Aug 2025 (Full Proposal).

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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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FUNDING OPPORTUNITIES TO CONSIDER

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

Alliances for Graduate Education and the Professoriate

The AGEP program contributes to the National Science Foundation's objective to foster the growth of a more capable and diverse research workforce. Through this solicitation, the NSF seeks to build on prior AGEP work, and other research and literature concerning racial and ethnic equity, in order to address the AGEP program goal to increase the number of historically underrepresented minority faculty in STEM. This solicitation includes three funding tracks that all support the AGEP program goal. All tracks require collaborative IHE teams to use an intersectional lens as they address systemic and institutional change strategies at IHEs to promote equity for AGEP populations.

- The AGEP Institutional Transformation Alliance (ITA) track is designed to support the development, implementation, and evaluation of innovative systemic and institutional change strategies that promote equity for AGEP populations, within similar IHEs.
- The AGEP Faculty Career Pathways Alliance Model (FC-PAM) track is intended to support the development, implementation, evaluation, and institutionalization of Alliance models that will advance AGEP populations, within similar IHEs.
- The AGEP Faculty Career Pathways Alliance Model (FC-PAM) track is intended to support the development, implementation, evaluation, and institutionalization of Alliance models that will advance AGEP populations, within similar IHEs.

Deadline: 19 Aug 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): Building Capacity in STEM Education Research (ECR: BCSER)

ECR: BCSER supports projects that build investigators' capacity to carry out high-quality STEM education research that will enhance the nation's STEM education enterprise. In addition, ECR: BCSER seeks to broaden the pool of researchers who can advance knowledge regarding STEM learning and learning environments, broadening participation in STEM fields, and STEM workforce development. Specifically, ECR: BCSER supports activities that enable researchers to expand their areas of expertise and acquire the requisite knowledge and skills to conduct rigorous research in STEM education. Career development may be accomplished through investigator-initiated professional development and research projects or through institutes that enable researchers to integrate methodological strategies with theoretical and practical issues in STEM education.

Deadline: 27 Feb 2026.

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FUNDING OPPORTUNITIES TO CONSIDER

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 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

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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

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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FUNDING OPPORTUNITIES TO CONSIDER

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

Core Research Grants: Social, Political and Economic Inequality

The Russell Sage Foundation's program supports original research on the factors that contribute to social, political, and economic inequalities in the U.S., and the extent to which those inequalities affect social, political, psychological, and economic outcomes, including educational and labor market opportunities and consequences, social and economic mobility within and across generations, and civic participation and representation. We seek innovative investigator-initiated research that will expand our understanding of social, political, and economic inequalities and the mechanisms by which these inequalities influence the lives of individuals, families, communities, and the country. We welcome projects that explore the relevance of socioeconomic, racial, ethnic, gender, geographic, immigration or other statuses for the distribution of social, political, and economic outcomes within and across different status groups. Deadline: 16 July 2025 (LOI).

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SPENCER FOUNDATION

Racial Equity Special Research Grants

The Racial Equity Research Grants program supports education research projects that will contribute to understanding and ameliorating racial inequality in education. We are interested in funding studies that aim to understand and disrupt the reproduction and deepening of inequality in education, and which seek to (re)imagine and make new forms of equitable education. Thus, we are interested in research projects that seek to envision educational opportunities in a multiplicity of education systems, levels, settings, and developmental ranges and that reach beyond documenting conditions and paradigms that contribute to persistent racial inequalities. We want to especially encourage Racial Equity proposals that focus on the following areas: (1) youth and educator mental health that explores possibilities that promote resilience, center healing, and foster well-being; (2) current political challenges in Pre-K-12 and higher education around diversity, equity, and inclusion; and (3) youth civic education and engagement across learning contexts. Additionally, and as part of The Spencer Foundation's Initiative on AI and Education, we will fund an additional set of Racial Equity grants specifically focused on AI and racial equity.

Deadline: 05 May (Notice of Intent), 25 June (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 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: 13 May 2025.

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FUNDING OPPORTUNITIES TO CONSIDER

WILLIAM T. GRANT FOUNDATION

Research Grants on Reducing Inequality

This program supports research to build, test, or increase understanding of programs, policies, or practices to reduce inequality in the academic, social, behavioral, or economic outcomes of young people ages 5-25 in the United States. We prioritize studies that aim to reduce inequalities that exist along dimensions of race, ethnicity, economic standing, language minority status, or immigrant origins.

Deadline: 07 May 2025 (LOI); 06 Aug 2025 (LOI); 08 Jan 2026 (LOI).

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WILLIAM T. GRANT FOUNDATION

Research Grants on Improving the Use of Research Evidence

This program funds research studies that advance theory and build empirical knowledge on ways to improve the use of research evidence by policymakers, agency leaders, organizational managers, intermediaries, and other decision-makers that shape youth-serving systems in the United States.

Deadline: 07 May 2025 (LOI); 06 Aug 2025 (LOI); 08 Jan 2026 (LOI).

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WILLIAM T. GRANT FOUNDATION

William T. Grant Scholars Program (limited submission)

The program supports career development for promising early-career researchers by funding five-year research and mentoring plans that significantly expand researchers' expertise in new disciplines, methods, and content areas. Focus Areas include: 1) reducing inequality by building, testing, or increasing understanding of programs, policies, or practices to reduce inequality in the academic, social, behavioral, or economic outcomes of young people ages 5-25 in the United States; and 2) research interests that examine ways to reduce inequality in youth outcomes. We welcome descriptive studies that clarify mechanisms for reducing inequality or elucidate how or why a specific program, policy, or practice operates to reduce inequality. We also welcome intervention studies that examine attempts to reduce inequality. Finally, we welcome studies that improve the measurement of inequality in ways that can enhance the work of researchers, practitioners, or policymakers.

Deadline: 11 June 2025.

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

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