

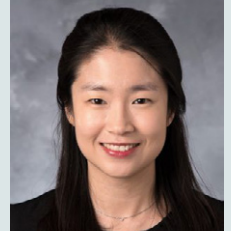


THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

FUNDED PROJECT

Dr. Stella Kim, from the Department of Educational Leadership, received funding for her project titled "Validation of an Automated Item Generation System for Generating Randomly Parallel Tests." The project aims to provide psychometric evidence to evaluate and refine an item composer designed to create personalized, randomly parallel test forms. This work is supported by Caveon, a test security corporation, and will assess the effectiveness and accuracy of their item generation system, Scorpion, in producing test items aligned with established test specifications.



STELLA KIM

GAMBRELL FACULTY FELLOWSHIP

The Gambrell Faculty Fellowship request for proposals is now available -the Fellowship seeks to support innovative scholarship - including research, thinking, and doing - that leads to a great quality of life for everyone in the Charlotte region. This year, the Fellowship is open to:

- Original qualitative, quantitative, or mixed methods research.
- Original art or performance (NEW!).
- New and innovative uses of existing data, including administrative data held in the Charlotte Regional Data Trust and publicly available data.
- Thought work that develops theory or synthesizes research and thinking at new intersections and could lead to research, a book, or art/performance (NEW!).

Fellows will receive:

- A \$21,000 award to complete proposed short-term projects (up to 18 months). Applicants may apply individually or in collaboration with other faculty at UNC Charlotte;
- Cohort learning and skill-building seminars and experiences focused on effectively translating scholarship to the broader community so that people living in the greater Charlotte region benefit from the learning;
- Access to Gambrell Visiting Scholar(s) to explore, cross-pollinate, and co-create ideas and solutions.

See the [website](#) for more information and for application materials. All UNC Charlotte full-time faculty members with the title of assistant professor or higher whose job description includes professional expectations for research may apply for this fellowship. The deadline for submissions is 5 p.m. on Friday, October 10. The grant period will begin on December 1, 2025.

If you have questions about this process, please contact Elaine Jacobs and Lori Thomas at uiresearch@charlotte.edu.

UNC CHARLOTTE AWARD FOR TEACHING EXCELLENCE

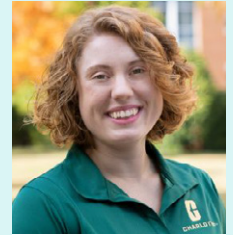
Congratulations to Dr. Luke Reinke, faculty member in the Department of Reading and Elementary Education for being selected as one of just 3 finalists across campus for the prestigious UNC Charlotte Award for Teaching Excellence (tenured faculty). Luke was honored on September 11 at a celebration in the Student Union. The UNC Charlotte Award for Teaching Excellence (tenured faculty) is one of the most important and prestigious traditions at UNC Charlotte. This award honors outstanding tenured teachers on our campus and provides an example of the University's commitment to excellence in teaching. Congratulations Luke!



LUKE REINKE

ACES GRANT ACADEMY FELLOWSHIP

A special shout out to Dr. Ricciutti who was selected to participate in the ACES Grant Academy Fellowship. The ACES Grant Academy Fellowship offers a unique opportunity for junior and mid-career faculty in counseling to pursue advocacy, practice, and research initiatives through a grant program designed to foster professional development. The fellowship consists of ongoing grant development training; creation and submission of a grant proposal to an agency or funder; and engagement with the Grant Academy community, allowing applicants to gain resources and support based on their specific interests and needs.



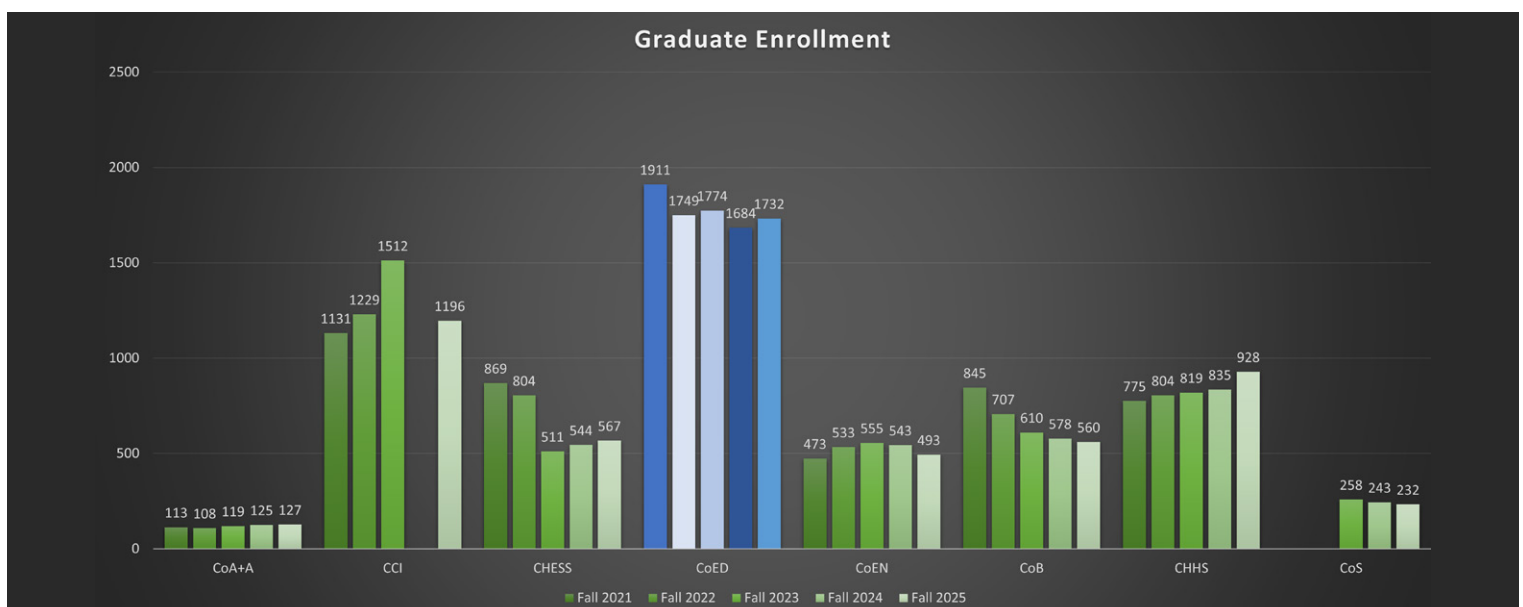
NATALIE RICCIUTTI

GRADUATE MENTOR TRAINING

Graduate Mentors are key to a graduate student's success. Whether you are a new assistant professor or an experienced mentor, you will benefit from sharing some best practices and learning about new tools to support your mentoring. The best part of mentor training is hearing from peers in other disciplines who may do things a bit differently. As we embrace our R1 status, strong mentoring is more important than ever. Please consider registering for the upcoming [mentoring workshops](#). These are three distinct sessions that build on one another. While you will get the most out of attending all three, we think you will find any of the sessions useful.

Registration is limited to 20, so please register soon to secure your spot.

Thank you for all that you do to support our graduate students!



PROPOSAL DEVELOPMENT WORKSHOPS

The Cato College of Education is pleased to continue offering a grant development workshop series in 2025-2026 for all faculty, staff, and students. Please RSVP below for the sessions you are interested in attending and forward this message to any students who may be interested. A calendar invitation with Zoom link will be sent to everyone who expresses interest.

Workshop 1: Finding Funding Opportunities Using Pivot (10/16/25, 3:30-4:30pm)

Pivot is a comprehensive resource that allows faculty, staff, and graduate students to search for funding opportunities in their field and to receive email alerts when an opportunity becomes available. In this 60-minute workshop, Kailey Hess, with the UNC Charlotte Center for Research Excellence, will familiarize participants with the resource, help them create a personalized account, and provide time to conduct a customized search of funding opportunities. Faculty, staff, and doctoral students are welcome.

Workshop 2: Just Getting Started: Funding your Research Agenda (11/12/2025 3:30-5pm)

This 90-minute webinar will focus on such topics as identifying and understanding potential funders, analyzing a funding opportunity or solicitation, planning the proposal, and strategies to enhance the likelihood of success. Faculty, staff, and doctoral students are welcome.

The 3rd workshop in this 3-part series will be advertised in the early spring.

[RSVP here](#)

TEACHER 2 TEACHER CONFERENCE

Just a friendly reminder that the [Teacher 2 Teacher conference](#) is on Saturday, October 11. Registration is open, and all faculty and staff are invited to attend. The keynote speaker will be Ercia Turner, Executive Director of Athletics for Charlotte Mecklenburg Schools. Conference presentations will cover a wide swath of subjects, challenges, and target audiences.

Please encourage any students you may teach to attend! The conference offers strands focused on beginning teachers, as well as strands for all teachers and administrators. Student registration is discounted - half off! Interested attendees are encouraged to register via the QR code. Please reach out to Jordan Boyd (jboyd44@charlotte.edu) with questions.

NAVIGATING UNCERTAINTY IN HIGHER ED: RESEARCH FUNDING STRATEGIES

Faculty today face a complex array of challenges, including navigating the uncertainty of research funding. During tumultuous times, the stress of securing resources can feel overwhelming, making it difficult to maintain momentum on key projects. Through our institutional membership with the National Center for Faculty Development & Diversity (NCFDD), faculty in the Cato College of Education can access a 60-minute webinar, *Navigating Uncertainty in Higher Ed: Research Funding Strategies*. The webinar explores strategies for identifying alternative funding sources, sustaining progress on existing research, and adapting to shifts in the funding landscape. Panelists share insights and practical approaches to help faculty (re)claim a sense of agency in their research while developing a plan to support their professional and personal goals. To view this webinar, faculty must first activate their NCFDD account, [via this link](#). Once you have activated your account, simply click on the link below to view the webinar.

[Navigating Uncertainty in Higher Ed: Research Funding Strategies](#)

REQUEST FOR PROPOSALS: *Understanding Governance, Operational Needs, and Educational Effectiveness of NC's Schools for the Deaf and School for the Blind*

The Collaboratory is seeking proposals from North Carolina institutions of higher education to study the administrative structures, operational models, and educational best practices of the State's three specialty schools: the Eastern NC School for the Deaf, the NC School for the Deaf, and the Governor Morehead School for the Blind. We anticipate funding three separate studies—one per school—that will generate policy and practice recommendations for the NC General Assembly, school leadership, and relevant State agencies. Proposals must use a research-practice partnership model and will support up to 18 months of work, with interim and final briefs due in 2026 and 2027. Applicants must specify which school they intend to study, and submit their proposal by **5:00 pm on October 22, 2025**. Access the full RFP and application instructions [here](#).

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

Consider using Mursion software in your classes this fall (2025) or spring (2026). 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.

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.

RESEARCH/FUNDING SUPPORT

Finding Funding Opportunities

Kailey Hess, Limited Submissions and Internal Funding Coordinator, Research Development Office

Khess10@charlotte.edu

Proposal Development & Submission

Julia Jones, Senior Proposal Development Officer, Office of Research Services

jjone524@charlotte.edu

Post-award Support

Catherine Butt, Award Management Specialist, Office of Research Services cbutt@charlotte.edu

Jennifer Jones, Business Services Coordinator

Jennifer.Jones@charlotte.edu

IRB Questions

Cat Runden, Research & Economic Development

CatRunden@charlotte.edu

FUNDING OPPORTUNITIES

American Association of University Women - Community Action Grants (CAG) - AAUW Community Action Grants seek to dismantle barriers to girls' participation in STEM and create a pipeline of diverse talent in these fields. Community Action Grants fund innovative, community-based programs that create pathways for K-12 girls to develop STEM confidence, skills, and identity – encouraging them to pursue STEM higher education and careers. **Deadline: 31 Oct 2025 (LOI). 01 Jan 2026 (full application).**

<https://www.aauw.org/resources/programs/fellowships-grants/current-opportunities/community-action/>

American Educational Research Association - Minority Dissertation Fellowship in Education Research - The program seeks proposals from advanced graduate students who are from racial and ethnic groups that are underrepresented in higher education. The program encourages studies that examine a wide range of education research topics such as students' school experiences, STEM education and learning, ethnic studies/curriculum; tracking; measurement of achievement and opportunity gaps; English language learners; or bullying and restorative justice. These studies may focus on students, teachers, schools, and/or educational contexts across multiple educational stages including early childhood education and development, k-12 education, postsecondary education, and the workforce. Applicants can come from graduate programs and departments in education research, the humanities, or social or behavioral science disciplinary or interdisciplinary fields, such as economics, history, political science, psychology, public policy, or sociology. Eligible graduate students will be at the writing stage of their dissertation by the beginning of the fellowship.

Deadline: 10 Nov 2025.

<http://www.aera.net/ProfessionalOpportunitiesFunding/FundingOpportunities/AERAMinorityFellowshipProgram/tabid/10243/Default.aspx>

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.

<http://bradyeducationfoundation.org/application-guidelines/>

Burroughs Wellcome Fund - The Burroughs Wellcome Fund aims to stimulate growth of new connections between thinkers working in largely disconnected fields who might together change the course of climate change's impact on human health. In the three years between Fall 2023 and Summer 2026, we will dedicate \$1M to supporting small, early-stage grants of \$2,500-\$50,000 toward achieving this goal. **Deadline: Quarterly through July 2026 (Next: 10/23/25, 1/22/26, 4/23/26, 7/23/26).**

<https://www.bwfund.org/funding-opportunities/climate-change-and-human-health/climate-change-and-human-health-seed-grants/faq/>

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: 06 Apr 2026.**

<https://www.ldfamerica.org/grant-guidelines.html>

National Academy of Education - NAEEd/Spencer Postdoctoral Fellowship Program - The NAEEd/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**

<https://naeducation.org/naedspencer-postdoctoral-fellowship-program/>

National Science Foundation - Advancing Informal STEM Learning (AISL) - The AISL program is committed to funding research and practice, with continued focus on investigating a range of informal STEM learning (ISL) experiences and environments that make lifelong learning a reality. This program seeks proposals that center engagement, broadening participation, and belonging, and further the well-being of individuals and communities who have been and continue to be excluded, underserved, or underrepresented in STEM along several dimensions. **Deadline: Jan 14 2026.**

<https://www.nsf.gov/funding/opportunities/aisl-advancing-informal-stem-learning>

National Science Foundation - Computer Science for All (CSforALL) - CSforALL 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: Feb 11, 2026.

<https://www.nsf.gov/funding/opportunities/csforall-research-rpps-computer-science-all/505359/nsf24-555>

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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.

https://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf23596

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.**

https://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf22548

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.

<https://new.nsf.gov/funding/opportunities/er2-ethical-responsible-research/nsf24-604/solicitation>

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.

<https://beta.nsf.gov/funding/opportunities/growing-research-access-nationally-transformative-0>

National Science Foundation - NSF K-12 STEM - The program encourages innovative, multidisciplinary, and potentially transformative projects that build theory, generate new knowledge, and inform education practices in a rapidly evolving technological landscape with advances in emerging technologies including artificial intelligence (AI). It supports fundamental, applied, and translational research that enhances STEM teaching and learning and across the human lifespan and in a range of formal and informal learning settings. In addition to building theory and informing practice, the program seeks projects that produce new tools and frameworks; harness exemplary formal and informal learning; and unlock new avenues of scientific

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inquiry and discovery in STEM education to strengthen the Nation's standing as a global leader in STEM innovation. Proposals submitted to the STEM K-12 program may focus on learning or instruction in any field(s) of STEM (science, technology, engineering, or mathematics) and may involve a variety of contexts in which teaching and learning take place, including formal education (pre-K to 12) and informal learning environments. **Deadline: Proposals accepted anytime.**

<https://www.nsf.gov/funding/opportunities/stem-k-12-nsf-stem-k-12/nsf25-545/solicitation>

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.**

<https://new.nsf.gov/funding/opportunities/louis-stokes-alliances-minority-participation/nsf24-563/solicitation>

National Science Foundation - Mathematical Foundations of Artificial Intelligence - The National Science Foundation will sponsor research collaborations consisting of mathematicians, statisticians, computer scientists, engineers, and social and behavioral scientists focused on the mathematical and theoretical foundations of AI. Research activities should focus on the most challenging mathematical and theoretical questions aimed at understanding the capabilities, limitations, and emerging properties of AI methods as well as the development of novel, and mathematically grounded, design and analysis principles for the current and next generation of AI approaches. **Deadline: 10 Oct 2025.**

<https://www.nsf.gov/funding/opportunities/mfai-mathematical-foundations-artificial-intelligence/nsf24-569/solicitation>

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.**

[Research Coordination Networks \(RCN\) \(nsf23529\) | NSF - National Science Foundation](#)

National Science Foundation - Research on Innovative Technologies for Enhanced Learning (RITEL) - The purpose of the RITEL program is to support early-stage research in emerging technologies for teaching and learning that respond to pressing needs in authentic (real-world) educational environments. RITEL supports future-oriented exploratory and synergistic research in emerging technologies (including, but not limited to, artificial intelligence (AI), robotics, and immersive or augmenting technologies) for teaching and learning. The program accepts proposals that focus on learning, teaching, or a combination of both. The primary goal should be investigating a new technology in the context of advancing teaching and/or learning. RITEL will not fund projects that are primarily about development of a technology. All projects must have clear research objectives that integrate teaching and/or learning and technology research to *advance* the respective fields (e.g., learning sciences, discipline-based education research, computer and information sciences, engineering, and/or social, cognitive, and behavioral sciences).

Deadline: 04 Nov 2025

https://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf23624

PNC Foundation - PNC Grow Up Great Foundation Grants - The PNC Foundation supports a variety of nonprofit organizations with a special emphasis on those that work to achieve sustainability and touch a diverse population, in particular, those that support early childhood education and/or economic development. PNC Grow Up Great is our signature program. It is a multi-year,

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bilingual initiative that began in 2004 to help prepare children from birth to age 5 for success in school and life.

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

<https://www.pnc.com/en/about-pnc/corporate-responsibility/philanthropy/pnc-foundation.html>

Robert Wood 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.**

https://www.rwjf.org/en/library/funding-opportunities/2021/evidence-for-action--innovative-research-to-advance-racial-equity.html?utm_campaign=GA%20GDC%20Research&utm_medium=email&_hsmi=1712563506_hsync=p2ANqtz-8KcFYFsfGishTeEW3rbZh_4jjlee3pltNKDx07sw3V_OebpzWldD7MG7GJZNXmBjJQ2-8gilQrm-vtTKGn1BgW5j5Uw&utm_content=1712563506utm_source=hs_email

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.**

https://www.teaglefoundation.org/Call-for-Proposals/RFPs/Education-for-American-Civic-Life-RFP?utm_campaign=GA%20GDC%20Programmatic&utm_medium=email&_hsmi=2305788336_hsync=p2ANqtz-_l8m8454rTmjyUhX-JckU84lelvdjKdeJx5oi33Nor9KvDNLYDDfiz3wdsJmMvd2OXlJQqTr6w9FtSCfc6V5pFVE_ZHg&utm_content=2305788336utm_source=hs_email

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: 08 Jan 2026 (LOI).**

<https://wtgrantfoundation.org/funding>

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: 08 Jan 2026 (LOI).**

<https://wtgrantfoundation.org/funding>

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

https://pivot.proquest.com/curated_opps/9932

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.