

THE GRADUATE RECORD

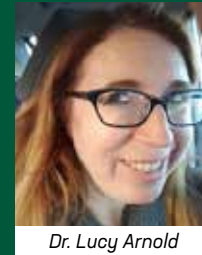
THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

BELK FOUNDATION AWARD RECIPIENTS

Congratulations to Dr. Tisha Greene, Dr. Lucy Arnold, Niki Sashington, Kate Gilbert, Danyeal Morrison, and Dr. Tom Fisher for receiving a Belk Foundation Award valued at \$34,705 (over 2 years) for their project: MENTOR: Recruiting and Retaining Teachers of Color. The MENTOR program offers both professional development and networking support for preservice teachers of color with the goal of recruiting and retaining diverse teachers into the field. Through a series of professional development opportunities meant to strengthen mentoring relationships and engagement with literacy across the curriculum concepts, teacher candidates and their clinical educators will benefit from the program; teacher candidates, in particular, will secure licensure and stay in the teaching profession.



Dr. Tisha Greene



Dr. Lucy Arnold



Niki Sashington



Kate Gilbert



Danyeal Morrison



Dr. Tom Fisher

The Belk Foundation has generously funded a second two-year cycle of funding to Dr. Erin Washburn (REEL), Ms. Corinne Kingsbery (doctoral candidate in SPCD), and Dr. Sam Gesel (Vanderbilt University) to continue the enhanced clinical work started during the first two-year cycle of funding of an enhanced literacy-focused clinical experience through Project CERTIFIES and the UNC Charlotte Reading Program. Within this second two-year cycle of funding, Washburn and Kingsbery will continue to expand the enhanced clinical experience with teacher candidates in the elementary, special education, and dual programs by training them in additional evidence-based reading practices and providing onsite coaching with the goal of accelerating the reading growth of K-5 students in partnership schools. Additionally, Washburn, Kingsbery, and Gesel will work to disseminate the model for high-quality literacy-focused clinical experiences with other teacher educators and EPPs through regional, state, and national conferences and professional development endeavors.



Dr. Erin Washburn



Corinne Kingsbery



Dr. Sam Gesel

OUTSTANDING FACULTY AWARD

Dr. Natalie M. Ricciutti, a faculty member in the Department of Counseling, was the recent recipient of the Mu Tau Beta Chapter's Outstanding Faculty Award. Mu Tau Beta is a student-led honorary organization for students enrolled in the Master's in Counseling at UNC Charlotte, and a chapter of Chi Sigma Iota International. The Outstanding Faculty Award is awarded to one faculty member in the Department of Counseling every year who has excelled in the areas of teaching, service, research, and student support and mentorship. Dr. Ricciutti was nominated by students in Mu Tau Beta to receive this award. Dr. Ricciutti was also selected as a North Carolina Counseling Association Emerging Leader for 2023-2024! Congratulations on all of your accomplishments Dr. Ricciutti!



Dr. Natalie M. Ricciutti



FLED GRADUATE EARNS TEACHER OF THE YEAR AWARD

Recent graduate of the Graduate Certificate in Foreign Language Education, Fatima Sail, was recently recognized as Teacher of the Year for her school district. This is a major accomplishment for any teacher, but especially for a French teacher, because world language is often treated by schools as a “special”, and world language teachers are rarely considered for these types of recognitions. Congratulations Fatima!

GAMBRELL FACULTY FELLOW

A proposal submitted by Dr. Xiaoxia Newton (Department of Educational Leadership) and her colleague Dr. Audrey Rorrer (Co-PI), entitled “CAPE (Capacity, Access, Participation and Experiences): Assessing Equity in Computer Science Education in CMS Schools” was selected for funding by the UNC Charlotte Gambrell Faculty Fellows program. In their project, Drs. Newton and Rorrer plan to investigate opportunities for early exposure to computing education during K12 schooling as one of the means to understand precursor causes to inform policy formulations and/or interventions.



Dr. Xiaoxia Newton

INTERESTED IN BECOMING A PEER REVIEWER?

Interested in one day submitting a proposal for an Institute of Education Sciences (IES) grant to conduct education research? Becoming a peer reviewer is a strong example of service to the profession and a great way to become familiar with IES requirements and the characteristics of strong proposals. IES needs peer reviewers for research grant peer review panels. Potential reviewers are identified for specific review activities on the basis of the match between their expertise and experience and the review needs at any given time. The specific requirements will vary across different review activities. If you are interested in being considered as a reviewer, please complete [this form](#).

AMAZING ACADEMIC ADVISOR

Liz Adkisson, Director of the Teacher Education Advising and Licensure (TEAL) office won the Outstanding Advising Administrator Award. She was presented the award at the Advising Summit. Congratulations Liz and thanks for all that you do to support our students.



Liz Adkisson

DISTINGUISHED DISSERTATION AWARD

Congratulations to Dr. Liane She, graduate of the Educational Leadership-EdD. Dr. She is the recipient of the 2023 Graduate Dean’s Distinguished Dissertation Award for the category of Humanities and Fine Arts.



Dr. Liane She

FIRST-YEAR DOCTORAL FELLOWSHIP

Michael Hayes, a newly admitted doctoral student in the Ph.D. in Curriculum and Instruction, is the 2023-2024 recipient of the Herschel and Cornelia Everett Foundation First-Year Doctoral Fellowship award. Michael is an experienced math educator in Charlotte-Mecklenburg Schools.



Michael Hayes

Educational Leadership	Middle 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 	<ul style="list-style-type: none"> • Establishing Rapport (Meet & Greet) • Classroom Management • Introducing Content • Eliciting Student Thinking – Long Division • Leading a Morning Circle • Read Aloud 	<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 fall (2023) or spring (2024). Our subscription provides access to ready-to-use 50-minute 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.

NO-COST EXTENSIONS

When requesting a No Cost Extension (NCE) with the U.S. Department of Education, you will be asked to provide a justification to support your request for more time. The U.S. Department of Education also wants to know how you plan on spending the remaining budget over the no cost period, if granted. Please be mindful, the Department of Education is ONLY approving the request for more time. They are not approving the budget changes. Once the NCE has been approved and you, along with your grants and ORS administrators have determined an official prior approval request is needed to align the budget to meet the NCE goals, please work with ORS to submit an official prior approval request to re-budget through Niner Research.

NEED FUNDS TO COMPLETE A RESEARCH PROJECT?

The Cato College of Education “Just in Time” Funding program is designed to provide necessary financial support to faculty and staff to launch a new research project or to complete research projects that would otherwise go unfinished or be significantly hampered. Investigators can apply to receive a maximum of \$2,000 toward the purchase of supplies or core services not supported by departmental research overhead funds or other external or internal funding sources (e.g., start-up funds, research incentive funds). Documentation of IRB approval is necessary prior to obtaining funds for any research that includes Human Subjects. The next funding deadline is September 15, 2023. Applicants can expect to hear a funding decision within a couple of weeks of the deadline. As a reminder, any funds received must be spent during the fiscal year. More information about this funding opportunity and how to apply can be found [here](#).

IGNITE CENTER GRANT AWARDEES

The Division of Research is excited to announce bold new investments in 14 centers and pilot centers from proposals to the Ignite Centers call. Through this initiative, we are building from the Areas of Excellence Report and positioning ourselves to achieve the “Shaping What’s Next” Strategic Plan’s aspirations for very high research activity through connectivity and partnerships between faculty, staff, colleges, and department/programs! The following two proposals led by faculty in the Cato College of Education were awarded Ignite Center Grants:

The Center for Science, Technology, Engineering and Mathematics Education (CSTEM): Engagement to Promote Interdisciplinary STEM Education and Research (PI: David Pugalee) - CSTEM will promote STEM teaching, learning, and research with a high priority on identifying mechanisms contributing to increased external funding.



David Pugalee

The Center for Education Measurement and Evaluation (CEME) (PI: Rich Lambert) - CEME aims to foster collaboration between CEME and other university researchers, facilitate additional external funding, and support CEME collaborations with community agencies.



Rich Lambert

RELEASE TIME CHARGED TO A GRANT?

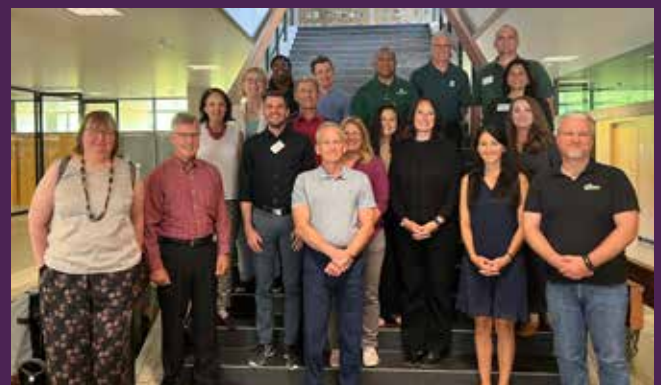
All faculty who are expecting release time charged to a grant this year (July 1, 2023 - June 30, 2024) are asked to please complete this very brief [survey](#) to facilitate the process and to ensure that they receive the corresponding research incentive. If you already recently completed the survey, you can disregard this message.

NATIONAL AWARD FOR MIDDLE LEVEL EDUCATION

Dr. Jeanneine Jones, Professor Emeritus, was recently awarded the Association for Middle Level Education (AMLE) [John H. Lounsbury Award for Distinguished Service in Middle Level Education](#). This is the highest honor offered by AMLE and was established to “recognize individuals whose scholarship, service, leadership, and contributions to the theory and practice of the middle level education ideal have been extraordinary.” Dr. Jones continues to be an inspiration, even in retirement. Congratulations Jeanneine!



Dr. Jeanneine Jones



GERMAN-AMERICAN RESEARCH SYMPOSIUM

The German-American faculty symposia began between the University of North Carolina at Charlotte and the Pädagogische Hochschule Ludwigsburg in 1981 with a student and faculty exchange in the field of foreign languages. Over the years, the symposia have broadened to include other subject areas, particularly in the field of education. The first faculty symposium occurred in Ludwigsburg in May 1995. Since then, symposia have occurred each year alternating between Charlotte and Ludwigsburg. This tradition of collaborative research and presentations continued this summer during the 28th German-American faculty symposium on June 4-9, 2023. More than a dozen UNC Charlotte faculty and students shared their research, collaborated with research partners, and participated in a variety of cultural experiences.

NEW EDITORSHIP

Congratulations to Dr. Kristin Davin (Department of Middle, Secondary & K12 Education) and her colleague Dr. Francis Troyan, who were recently named Editors of Foreign Language Annals. Foreign Language Annals is the official refereed journal of ACTFL, and was first published in 1967. The journal seeks to serve the professional interests of classroom instructors, researchers, and administrators across a range of contexts and is dedicated to the advancement of the teaching and learning of foreign languages, particularly languages other than English. It is published four times per year. More information can be found [here](#).



Dr. Kristin Davin

2023-24 GRADUATE SCHOOL TEACHING FELLOWS

Congratulations to Sheree Harper and Kiauhna Haynes, doctoral candidates in the Ph.D in Counselor Education for being selected as 2023-24 Graduate School Fellows. The Graduate School Teaching Fellowship is a two-semester training opportunity for doctoral students pursuing careers that include college-level teaching. Fellows receive a \$3,000 award and participate in a two-semester training program for doctoral students pursuing careers in college-level teaching. Fellows practice teaching for their cohort, giving and receiving collaborative feedback. In the spring, each Fellow serves as an Instructor of Record and is observed teaching in their classroom to further refine their teaching.



Sheree Harper



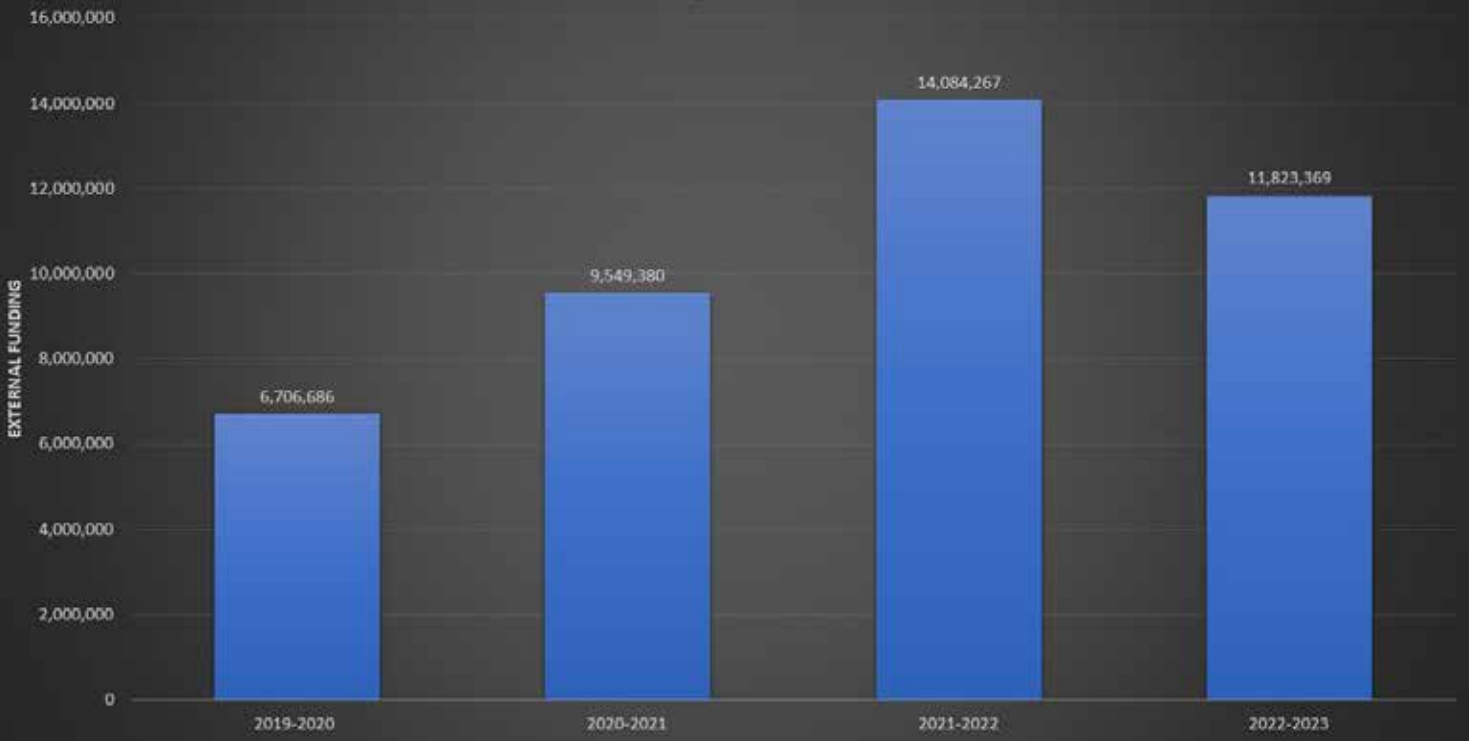
Kiauhna Haynes

NEXUS 2023

This summer, six faculty in the Cato College of Education participated in Nexus 2023. 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 workshops (May 17, May 18, August 16), Nexus 2023 supported the initial stages of project development as faculty formulated research questions, considered analytical strategies, and identified potential funding sources. Be on the lookout for Nexus 2024!



External Funding Cato College of Education



Top Ten Departments/Units (by Award Amount)





CATO COLLEGE OF EDUCATION FACULTY WRITING GROUP

A supportive space that helps researchers to...

- Take advantage of structured writing time
- Meet individual writing goals
- Enhance writing productivity
- Break isolation and build community

If you would like to learn more about the
Cato College of Education Faculty Writing Group,
please contact Scott Kissau at spkissau@charlotte.edu



FUNDING OPPORTUNITIES TO CONSIDER

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Minority Dissertation Fellowship in Education Research

The AERA Minority Dissertation Fellowship Program in Education Research seeks proposals from advanced graduate students who are from racial and ethnic groups that are underrepresented in higher education. The Fellowship 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. Studies should use rigorous scientific research methods within quantitative, qualitative, archival, and/or mixed method techniques. Studies that examine issues of specific racial and ethnic groups, social classes, genders, or persons with disabilities are encouraged and supported by the Fellowship Program.

Deadline: 01 Nov 2023.

[CLICK HERE FOR MORE INFORMATION](#)

AMERICAN PHILOSOPHICAL SOCIETY

Phillips Fund for Native American Research

The Phillips Fund of the American Philosophical Society provides grants for research in Native American linguistics, ethnohistory, and the history of studies of Native Americans, in the continental United States and Canada. The grants are intended for such costs as travel, audio and video recordings, and consultants' fees. Grants are not made for projects in archaeology, ethnography, or psycholinguistics; for the purchase of permanent equipment; or for the preparation of pedagogical materials. The committee distinguishes ethnohistory from contemporary ethnography as the study of cultures and cultural change through time. The committee prefers to support the work of younger scholars who have received the doctorate. Applications are also accepted from graduate students for research on master's theses or doctoral dissertations.

Deadline: 01 March 2024.

[CLICK HERE FOR MORE INFORMATION](#)

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 HERE FOR MORE INFORMATION](#)

CAPLAN FOUNDATION FOR EARLY CHILDHOOD

The Caplan Foundation for Early Childhood 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.

Deadline: 30 Sept (LOI).

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

INTERNATIONAL LITERACY ASSOCIATION

Jerry Johns Outstanding Teacher Educator in Reading Award

The International Literacy Association (ILA) Jerry Johns Outstanding Teacher Educator in Reading Award is a US\$1,000 award honoring an outstanding college or university teacher of reading methods or reading-related courses. Nominees must be leaders in the field of reading who serve the profession and assume leadership positions in appropriate college, school, community, and/or professional organizations. To be eligible, a candidate must be an ILA member in good standing and maintain active membership through June 30, 2024.

Deadline: March 15, 2024.

[CLICK HERE 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.

Deadline: 06 Oct 2023; 15 April 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL INSTITUTE OF HEALTH

Education Activities for Responsible Analyses of Complex, Large-Scale Data

The NIH Research Education Program (R25) supports research education activities in the mission areas of the NIH. The overarching goal of this NIDA R25 program is to support training and educational activities for responsible analyses of complex large-scale data involving brain, behavioral, genomic, and socioenvironmental data that complement and/or enhance the training of a workforce to meet the nation's biomedical, behavioral, and clinical research needs.

Deadline: 08 Jan 2024 (Letter of Intent); 08 Feb 2024 (Application).

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Advancing Informal STEM Learning (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 equity and belonging, and further the well-being of individuals and communities who have historically been and continue to be excluded, under-served, or underrepresented, due to gender, race, ethnicity, sexual orientation, disability status, neurodiversity, geographic location, and economic status, among others, as well as their intersections. The current solicitation encourages proposals from institutions and organizations that serve public audiences, and specifically focus on public engagement with and understanding of STEM, including community STEM; public participation in scientific research (PPSR); science communication; intergenerational STEM engagement; and STEM media.

Deadline: 10 Jan 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Discovery Research PreK-12 (DRK-12)

The goal of the 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: 08 Nov 2023.

[CLICK HERE FOR MORE INFORMATION](#)

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: 05 Oct 2023.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

EHR Core Research: Building Capacity in STEM Education Research

ECR's Building Capacity in STEM Education Research 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, the program 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. ECR: BCSEER 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: 23 Feb 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Growing Research Access for Nationally Transformative Equity and Diversity (GRANTED)

The National Science Foundation (NSF) seeks to encourage nationally transformative ideas and scalable models to strengthen the Nation's research enterprise, particularly at emerging research and minority-serving institutions. Broadly defined, the research enterprise includes human capital, practices and processes related to research development, research administration, technology transfer and commercialization, corporate relation/public-private partnerships, research integrity, compliance and security, research policy, student research training, and research leadership.

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

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Improving Undergraduate STEM Education (IUSE)

The IUSE seeks to promote novel, creative, and transformative approaches to generating and using new knowledge about STEM teaching and learning to improve STEM education for undergraduate students. It supports projects that seek to bring recent advances in STEM knowledge into undergraduate education, that adapt, improve, and incorporate evidence-based practices into STEM teaching and learning, and that lay the groundwork for institutional improvement in STEM education.

Deadline: 17 January 2024; 17 July 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Research Coordination Networks (RCN)

The goal of the RCN program is to advance a field or create new directions in research or education by supporting groups of investigators to communicate and coordinate their research, training and educational activities across disciplinary, organizational, geographic, and international boundaries. The RCN program provides opportunities to foster new collaborations, including international partnerships where appropriate, and address interdisciplinary topics. Innovative ideas for implementing novel networking strategies, collaborative technologies, training, broadening participation, and development of community standards for data and meta-data are especially encouraged. RCN awards are not meant to support existing networks; nor are they meant to support the activities of established collaborations.

Deadline: Proposals are accepted at any time.

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL SCIENCE FOUNDATION

Research Experiences for Teachers (RET) in Engineering and Computer Science: Sites and Supplements

The 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: 11 Oct 2023

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Workplace Equity for Persons with Disabilities in STEM and STEM Education

This funding opportunity supports fundamental, applied, and translational research that advances knowledge and practice about diverse, equitable, inclusive, and accessible STEM and STEM education workplaces and postsecondary training environments for persons with disabilities. Proposals should focus on one or more of the following three research themes: (1) Studying barriers and solutions to diversity, equity, inclusion, and accessibility in STEM and STEM education workplaces and training settings for persons with disabilities; (2) Applying intersectional social identity perspectives to investigate characteristics and conditions of STEM and STEM education workplaces and training environments that limit and/or improve diversity, equity, inclusion, and accessibility for persons with disabilities; and (3) Conducting use-inspired and solution-oriented translational research about diverse, equitable, inclusive, and accessible STEM and STEM Education workplaces and training settings for persons with disabilities.

Deadline: 19 Sept 2023.

[CLICK HERE FOR MORE INFORMATION](#)

ROBERT WOODS JOHNSON FOUNDATION

Evidence for Action: Innovative Research to Advance Racial Equity

Evidence for Action prioritizes research to evaluate specific interventions (e.g., policies, programs, practices) that have the potential to counteract the harms of structural and systemic racism and improve health, well-being, and equity outcomes. We are concerned both with the direct impacts of structural racism on the health and well-being of people and communities of color (e.g., Black, Latina/o/x, Indigenous, Asian, Pacific Islander people, and other races and ethnicities)—as well as the ways in which racism intersects with other forms of marginalization, such as having low income, being an immigrant, having a disability, or identifying as LGBTQ+ or a gender minority.

Deadline: Continuous.

[CLICK HERE FOR MORE INFORMATION](#)

TEAGLE FOUNDATION

Education for American Civic Life

The Education for American Civic Life initiative supports efforts to prepare students to become informed and engaged participants in the civic life of their local and national communities. Grants of varying amounts, ranging from \$100,000-\$300,000 over a 24-36 month period, will be made to each funded project participating in this initiative.

Deadline: Continuous.

[CLICK HERE FOR MORE INFORMATION](#)

U.S. DEPARTMENT OF EDUCATION

Innovation and Early Learning Programs: Education Innovation and Research (EIR) Program

The EIR program provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students and to rigorously evaluate such innovations. The EIR program is designed to generate and validate solutions to persistent education challenges and to support the expansion of those solutions to serve substantially more students. Colleges and universities are eligible to apply in partnership with a local or state educational agency (or a consortium of these), or the Bureau of Indian Education. ED anticipates making up to 38 Early-Phase awards of up to \$4 million each; up to 15 Mid-Phase awards of up to \$8 million each; and up to 8 Expansion awards of up to \$15 million each. Optional (but strongly encouraged) notices of intent are due June 22, 2023. Applications are due July 12, 2023. Visit the EIR website for more information and applicant resources, and follow the embedded links above to view the FY 23 competition guidelines for each award type.

Deadline: 01 Aug 2023.

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

U.S. DEPARTMENT OF EDUCATION

Postsecondary Student Success Grant Program

The purpose of this program is to equitably improve postsecondary student outcomes, including retention, transfer (including successful transfer of completed credits), credit accumulation, and completion, by leveraging data and implementing, scaling, and rigorously evaluating evidence-based activities to support data-driven decisions and actions by institutional leaders committed to inclusive student success.

Deadline: 25 September 2023.

[CLICK HERE FOR MORE INFORMATION](#)

U.S. DEPARTMENT OF EDUCATION

Technical Assistance on State Data Collection--National Technical Assistance Center to Improve State Capacity to Collect, Report, Analyze, and Use Accurate IDEA Data to Address Significant Disproportionality

The purpose of the Technical Assistance on State Data Collection program is to improve the capacity of States to meet the Individuals with Disabilities Education Act (IDEA) data collection and reporting requirements.

Deadline 15 September 2023.

[CLICK HERE FOR MORE INFORMATION](#)

The call for proposals for the 2023-24 SoTL Grants program is now open. Proposals must be submitted electronically through the SoTL Grant Application and Proposal Submission Form with a final deadline of October 1, 2023 at 11:59 PM. Please note that a complete SoTL proposal includes a letter of support that has been signed by the College Dean. Please send Dean Butler your proposal and a draft letter (for his editing) at least 1 week prior to the deadline. More information is provided [here](#).

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

RESEARCH/FUNDING SUPPORT

Finding Funding Opportunities

Kailey Hess, Social Research Assistant,
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Proposal Development & Submission

Kristen Morse, Proposal Development
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IRB Questions

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Post-Award Support

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Jennifer Jones, Business Services
Coordinator,
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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