

THE GRADUATE RECORD

THE CATO COLLEGE OF EDUCATION RESEARCH AND GRADUATE EDUCATION NEWSLETTER

BONNIE E. CONE PROFESSORSHIP IN CIVIC ENGAGEMENT

Congratulations to Dr. Erin Washburn, Department of Reading and Elementary Education. Dr. Washburn is the 2024 recipient of the Bonnie E. Cone Professorship in Civic Engagement. This prestigious award was established in 2017 and is granted annually to a tenured member of the faculty whose teaching and/or research embody the University's commitment to civic involvement, and whose work profoundly and systematically affects the relationship between UNC Charlotte and the larger community in a positive and meaningful way. Erin's achievement was recognized at a reception held by the Provost on Monday, April 22 in the Halton Reading. So proud of you Erin!



AWARD FOR EXCELLENCE IN GRADUATE PROGRAM LEADERSHIP

Congratulations to Dr. Adam Myers (Department of Middle, Secondary & K12 Education), the 2024 recipient of the Outstanding Graduate Program Administrator Award for excellence in graduate program leadership. Dr. Myer's was applauded for enrollment growth under his leadership and his affirming approach to advising.



This award is presented annually to a Graduate Program Director (GPD) selected by a committee of previous winners and the Graduate School staff. Dr. Myer's will receive \$1000, an engraved plaque, and his name will be engraved on a perpetual trophy. An award ceremony will be planned sometime in September. Well-deserved Adam!



CATO COLLEGE OF EDUCATION RESEARCH SYMPOSIUM

The 5th annual Cato College of Education Research Symposium took place on April 8 from 3:30-5pm in the Lucas Room of the Cone Center. We had another great turn-out. Over 100 undergraduate and graduate students shared their research via 72 poster presentations. Thank you to the many guests who came to listen to presentations and provide helpful feedback, to the students who shared their research, and to faculty who supported them.



EXCELLENCE IN ASSESSMENT

The Office of Assessment and Accreditation identified model programs across campus where faculty engaged in meaningful conversations about outcome results and strategies for improvement, used results to make curricular and/or programmatic revisions, and set higher expectations of themselves and their students. The B.S. in Elementary Education and the M.Ed. in Special Education and Child Development were both recognized and received an Excellence in Assessment Award on April 24th at the Excellence in Planning and Assessment Luncheon in the Student Union hosted by the Office of Assessment and Accreditation. Dr. Ya-yu Lo, Director of the M.Ed. in Special Education was unable to attend the event, and is not included in the above photos.

SCHOOL IMPROVEMENT PROGRAM

Luke Reinke is the Principal Investigator for a North Carolina School Improvement Program (NCSIP) Institute of Higher Education (IHE) Partnership grant awarded by the North Carolina Department of Public Instruction (NCDPI). This \$10,000 grant is aimed at increasing the capacity for institutes of higher education to develop teachers and school leaders familiar with research-informed practices in literacy and mathematics. This year, Luke, Michelle Stephan, Kate Gilbert, Tom Fisher and Daniel Maxwell will work to identify ways that mathematics teaching practices aligned with the Foundations of Mathematics training offered by the NCDPI Exceptional Children Division can be supported during student teaching. If you know of graduate students in Educational Leadership who would benefit from a condensed form of the Foundations of Mathematics or Reading Research to Classroom Practice training to inform their future work as school leaders, please contact Luke at LReinke@charlotte.edu.

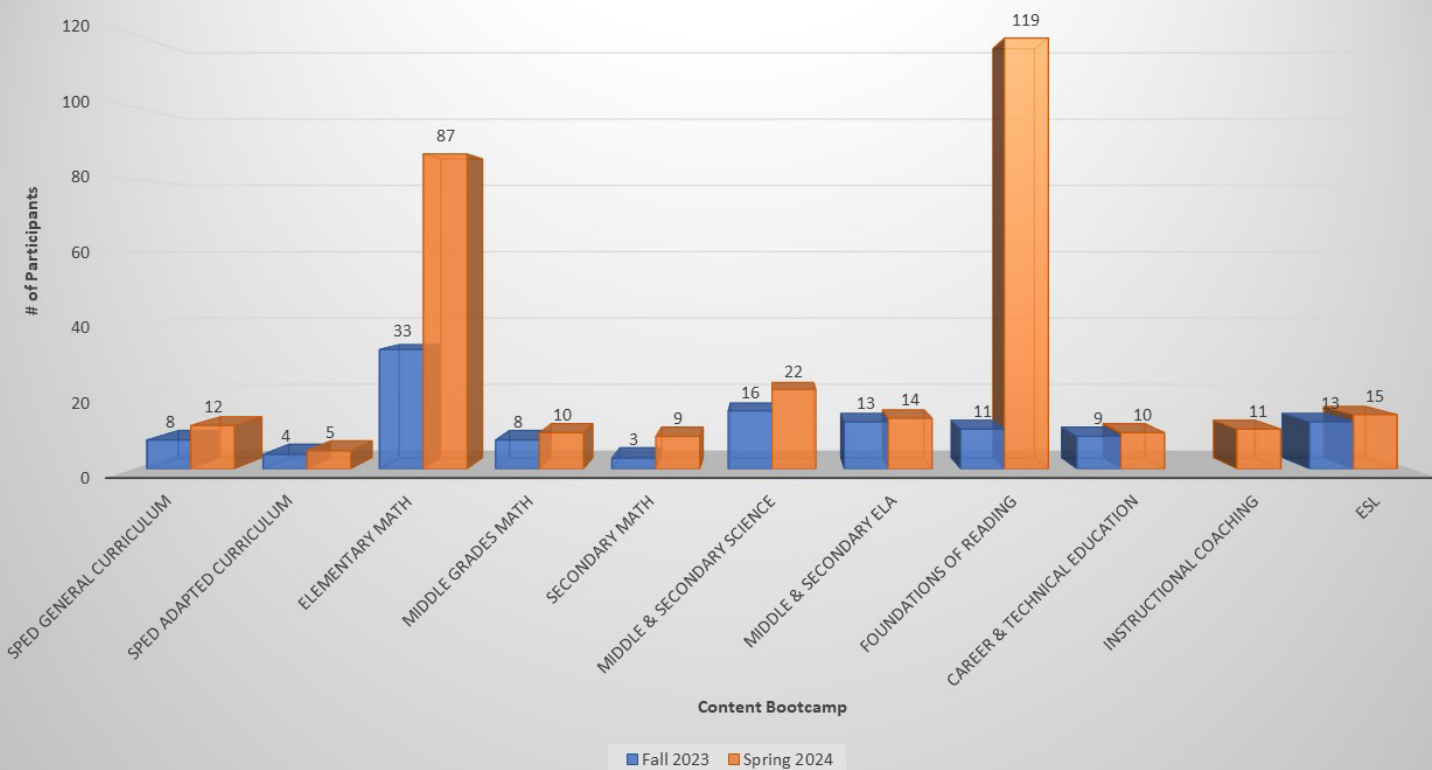


MILLION DOLLAR RESEARCH CIRCLE

Researchers from across UNC Charlotte who are leading initiatives with \$1 million or more in active external funding were recognized during a reception on Wednesday, March 27 at the Bissell House. The Million Dollar Research Circle recognizes faculty who have received federal and state grants as well as grants and awards from business and industry to support research, programs, and creative discoveries. The inaugural Million Dollar Research Circle honored 65 principal investigators. They represent 70% of the University's current grant portfolio of more than \$220 million. The following Cato College of Education faculty were among the 65 principal investigators celebrated at the event.

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|---------------------|---------------------|
| Brittany Anderson | Ya-yu Lo |
| Kelly M. Anderson | Debra S. Morris |
| Kristen D. Beach | Teresa M. Petty |
| Catherine H. Fowler | Michelle L. Stephan |
| Scott P. Kissau | Virginia L. Walker |
| Richard G. Lambert | Charles L. Wood |

Praxis & Pearson Test Bootcamps



SUMMER SEED GRANT PROGRAM

The Center for Migration and Diaspora Studies is sponsoring a Summer Seed Grant program designed to assist faculty in two principal areas: 1) to complete stronger, more competitive external funding proposals in the areas of Africana Studies, Latin American and Latino/a/x Studies, and/or Migration Studies; and 2) to carry out research in the fields of Africana Studies, Latin American and Latino/a/x Studies, and/or Migration Studies. The program allows each individual project to have a maximum budget of up to \$1,000. Submission details can be [found here](#). Proposals must be uploaded electronically as a single PDF file to this form. Name your file in the following manner: Last name_first name. Joint proposals should use the last names of each faculty member. Proposals for the Summer program are due by 5:00 pm on Friday, May 6, 2024. All funds will need to be spent by August 15, 2024. For more information, contact Jürgen Buchenau (JBuchenau@charlotte.edu) or David Dalton (David.Dalton@charlotte.edu).

FACULTY RESEARCH MENTORING PROGRAM

Thinking about applying for a large grant (\$100K+) this summer or fall (7/15/2024-1/14-2025)? Consider applying for the Cato College of Education Faculty Research Mentoring Program (FRMP). The FRMP supports faculty-to-faculty mentoring by pairing a senior faculty member with a track record of extramural funding, and an assistant or associate (with limited grant writing experience) faculty member who wants to be mentored and commits to submitting a competitive funding proposal at the end of the mentoring period. Both the mentor and mentee receive a \$2000 stipend upon submission of the proposal. The deadline to apply for this funding cycle is June 1, 2024. More details can be [found here](#).

TOP 100 RANKING

The US News & World Report Graduate School Rankings for education were officially released in April. We're at 71 (down from 70 last year) and tied with:

- Indiana University-Purdue University Indianapolis
- Oklahoma State
- Syracuse
- University of Illinois Chicago



DOCTORAL STUDENT COHORT MEMBERSHIP PROGRAM

The Doctoral Student Cohort Program offers institutions a unique opportunity to partner with AERA to offer doctoral students access to AERA membership at a substantially reduced dues rate. Institutions that participate in the program collaborate with AERA to offset the cost of membership for doctoral students who join AERA for the first time. The program gives students at participating institutions access to AERA membership at a 1-year introductory rate of \$25, just a third of the regular graduate student dues rate of \$75.

This program aims to encourage and support graduate student membership. Their early and active participation in AERA can help them expand their knowledge of the field, engage with the education research community, and make connections that support their professional development and advancement.

BENEFITS FOR STUDENTS

- Reduced membership dues. Students pay \$25 for a year of membership (compared to the full \$75 graduate student rate).
- Free membership in one AERA Division and additional Division memberships for just \$5 each.
- Access to Special Interest Groups (SIGs) memberships by paying their annual dues; the \$7 administrative fee for joining one or more SIG is waived.
- Networking, professional development, and volunteer opportunities through Divisions, SIGs and the AERA Graduate Student Council (GSC). The GSC provides an active listserv and rich newsletter, along with dedicated programming throughout the year and at each AERA Annual Meeting.
- Complimentary digital access to all six AERA journals, in addition to the publicly available, AERA Open.
- Discounted registration for the 2024 AERA Annual Meeting in Philadelphia.

HOW IT WORKS

AERA will collaborate with participating institutions to subsidize the cost of membership for doctoral students who join AERA for the first time. The regular graduate student membership rate for 2024 is \$75. For each student who joins AERA as part of the program, AERA contributes \$25 and the participating institution contributes \$25, reducing the student dues rate to \$25.

Institutions interested in participating in the 2024 program can sign up by completing a short online form. AERA will provide materials and guidance to help institutions with student recruitment and sign-up. Students will gain full access to member resources and benefits as soon as they sign up.

MORE INFORMATION

For more information about the AERA Doctoral Student Cohort Program, please contact Sean Twombly, AERA Director of Membership at stwombly@aera.net or 202-238-3215.

The American Educational Research Association (AERA) is a professional association that is of relevance to faculty and students across all five of our doctoral programs in the Cato College of Education. To encourage active involvement in a professional organization like AERA, starting in the next academic year (2024/2025), the Cato College of Education is participating in the American Educational Research Association (AERA) Doctoral Student Cohort Membership Program. As part of this program, the 1-year AERA student membership

fee (\$75) is reduced to \$50. The student pays \$25 of the \$50 total cost, and the College pays the remaining \$25. To be eligible, students must be actively enrolled in one of our doctoral programs in the College and a presenter at the 2025 AERA conference. The deadline to apply for AERA 2025 is this summer, so please encourage your doctoral students to consider applying and taking advantage of this opportunity. The link to apply for this program can be found on the [College of Education research webpage](#).

GA PAY INCREASE

A permanent increase in graduate compensation will be instituted for the 2024-2025 academic year, impacting approximately 1,250 graduate students with an investment of \$1.15 million annually. The full amount of the increase has been budgeted centrally (general funds) and will be distributed to colleges and units in the new fiscal year. This change will incorporate the previous \$1,000 scholarship that GASP-eligible doctoral students received and increase the overall level of funding going forward. Stipends for graduate students on assistantships will be increased, based on student eligibility and prorated based on a 20-hour per week assistantship, as follows:

- \$1,500 to doctoral students on an assistantship and
- \$250 to master's students on an assistantship.

For this round of stipend increases, colleges and units will not be expected to absorb the cost of the increase and general funds will be available to fund the differential, meaning that stipends may be paid on multiple funds. On April 23rd, the GA compensation packages for all eligible (on campus) master's and doctoral degree programs will be updated on the Graduate School website. Already processed assistantships in NinerWorks can be revised and/or entered to reflect the new stipends. Budget planning must include this new compensation level for graduate students and should incorporate projected increases for future years. Email Scott Kissau (spkissau@charlotte.edu) or Julie Goodliffe (jmgoodli@charlotte.edu) with any questions.

SYMPOSIUM AWARD RECIPIENTS

Congratulations to the following presenters at the 5th 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.

Ela Ziv
Priscilla Saunders
Jennifer Merry

Jacob Frankivich
Danny Scurlock



RESEARCH CIRCLE RECOGNITION

At the 2024 Million Dollar Research Circle celebration on March 27 at the Bissell House, Dr. Catherine Fowler (Department of Special Education and Child Development) was recognized for leading the National Technical Assistance Center at Charlotte, the largest active grant on campus (\$20.4 million).

ARTXSCI REQUEST FOR PROPOSALS

The Division of Research and the College of Arts + Architecture are excited to share that the Spring 2024 ArtXSci call for proposals is officially open. The ArtXSci program is designed to foster collaborations between faculty in the College of Arts + Architecture (CoAA) and scholars in STEM fields. Interdisciplinary teams can apply for one-time grants of up to \$30,000 for up to 22 months. Proposals are due May 31st. For more detailed information [click here](#).

EXPECTING SUMMER SALARY CHARGED TO A GRANT?

If you haven't been contacted yet by Jennifer Jones regarding your grant-funded summer salary, please fill out [this survey](#) as soon as possible.

FUNDING OPPORTUNITIES TO CONSIDER

BRADY FOUNDATION

Existing Educational Program Evaluation Grants

The Foundation is currently accepting Existing Program Evaluation (EPE) proposals that have the potential to provide data that will inform how to address disparities in educational opportunities associated with race, ethnicity, and family income. The primary aim must concern evaluating the effectiveness of programs designed to promote positive cognitive and/or achievement outcomes for children (birth through 18 years) with the goal of informing ways to close the educational opportunity gaps associated with race, ethnicity, and income.

Deadline: Stage 1 Applications are accepted throughout the year. If Invited to Continue, Stage 2 Proposal Due Dates are listed on the funder website.

[CLICK HERE FOR MORE INFORMATION](#)

CAPLAN FOUNDATION FOR EARLY CHILDHOOD

The foundation is an incubator of promising research and development projects that appear likely to improve the welfare of young children, from infancy through 7 years, in the United States. Welfare is broadly defined to include physical and mental health, safety, nutrition, education, play, familial support, acculturation, societal integration and childcare. Grants are only made if a successful project outcome will likely be of significant interest to other professionals, within the grantee's field of endeavor, and would have a direct benefit and potential national application. The Foundation's goal is to provide seed money to implement those imaginative proposals that exhibit the greatest chance of improving the lives of young children, on a national scale.

Deadline: 31 May 2024

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EDUCATION TESTING SERVICES

English-language Researcher/Practitioner Grant Program

The purpose of the TOEFL English-language Researcher/Practitioner Grant Program is to enable practitioners to become involved in ETS's efforts to promote English language learning, and to support education and professional development for English-language teachers worldwide through ETS's assessments and services. The main objectives of this grant program are: 1) to provide language teachers who have direct contact with English learners in classrooms with opportunities to conduct and collaborate in research; 2) to accumulate additional information about the effectiveness of using TOEFL test scores for decision making in various contexts; 3) to build a better understanding of the complex relationships among learner characteristics, English language learning environment and learning outcomes.

Deadline: 12 July 2024.

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FOUNDATION FOR CHILD DEVELOPMENT

FCD Young Scholars Program (YSP)

The Foundation believes that a deeper understanding of the role of ECE professionals in enhancing young children's early learning experiences can ultimately improve the chances for all children to reach their full potential. All proposed research must have primary questions that are relevant to the ECE workforce. All supported research questions must support scientific inquiry into the implementation of specific ECE programs, policies, or practices. While substantial research has focused on examining what constitutes high-quality early learning experiences and the impact of policies and programs to identify "what works," implementation research is needed to better understand how to bring about high-quality experiences for different groups of children, across different settings and contexts. Finally, all supported research must have a clear connection to programs, policies, and practices that have the potential to result in a positive impact on the ECE workforce and on the young children in the YSP priority populations. For proposed research projects involving either primary data collection or a combination of primary data collection and secondary data analysis, the maximum grant award, including indirect costs, is \$225,000 to be used over a two- to three-year period. Eligible researchers must have received their doctoral degrees (e.g., Ph.D., Ed.D., Psy.D., J.D., etc.) between January 1, 2014 and June 30, 2022.

Deadline: 13 June 2024 (Letter of Intent); 13 October 2024 (Application)

[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. Examples of project areas that fall within this philosophy: 1) Innovative research into the causes, the prevention and/or the alleviation of learning disabilities; 2) 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 Oct 2024.

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

LIBRARY OF CONGRESS

Teaching with Primary Resources

The Library seeks to solicit project proposals that expand the body of innovative strategies, tools, and materials for meaningful teaching and learning with Library of Congress materials. Specifically, the Library of Congress seeks to make awards to support the creative and wide-ranging educational use of Library online resources that serves sub populations of Americans based on their unique professions, ethnicities, geographic locations, abilities, interests, affiliations, and other attributes. Proposed projects may focus on diverse content areas such as Science, technology, engineering, and mathematics (STEM), literacy (including media literacy), social studies, civics, art, teacher education, public health, journalism, justice and equality, and other areas that coincide with applicants' passions, expertise, and professional experience. However, the project must address demonstrated educational needs of specific recipient populations and provide solutions that standard practice, documented experience, or research suggest would be effective.

Deadline: 21 May 2024.

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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. Most grants will be between \$15,000 and \$25,000. This call is repeated 2 times a year.

Deadline: 20 June 2024; 18 Jan 2025 (LOI); 27 Aug 2024; 26 March 2025 (Full Proposal).

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL INSTITUTE OF HEALTH

Providing Research Education Experiences to Enhance Inclusivity for a Diverse Substance Use and Addiction Scientific Workforce

The NIH Research Education Program (R25) supports research education activities in the mission areas of the NIH. The overarching goal of this R25 program is to support educational activities that encourage individuals from diverse backgrounds, including those from groups underrepresented in the biomedical and behavioral sciences, to pursue further studies or careers in research.

Deadline: 14 May 2024

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NATIONAL SCIENCE FOUNDATION

Artificial Intelligence, Formal Methods, and Mathematical Reasoning

The Artificial Intelligence, Formal Methods, and Mathematical Reasoning (AIMing) program seeks to support research at the interface of innovative computational and artificial intelligence (AI) technologies and new strategies/technologies in mathematical reasoning to automate knowledge discovery. Mathematical reasoning is a central ability of human intelligence that plays an important role in knowledge discovery. In the last decades, both the mathematics and computer science communities have contributed to research in machine-assisted mathematical reasoning, encompassing conjecture, proof, and verification. This has been in the form of both formal methods and interactive theorem provers, as well as using techniques from artificial intelligence. Recent technological advances have led to a surge of interest in machine-assisted mathematical reasoning from the mathematical sciences, formal methods, and AI communities. In turn, advances in this field have potential impact on research in AI.

Deadline: 03 June 2024; 05 Feb 2025.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

Discovery Research PreK-12 (DRK-12)

The goal of the DRK-12 program is to catalyze research and development that enhances all preK-12 teachers' and students' opportunities to engage in high-quality learning experiences related to 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). The program solicits proposals along two strands: (1) Learning and (2) Teaching.

Deadline: 13 Nov 2024.

[CLICK HERE FOR MORE INFORMATION](#)

FUNDING OPPORTUNITIES TO CONSIDER

NATIONAL SCIENCE FOUNDATION

Computer Science for All

This program aims to provide all U.S. students with the opportunity to participate in computer science (CS) and computational thinking (CT) education in their schools at the preK-12 levels. With this solicitation, the National Science Foundation (NSF) focuses on both research and research-practice partnerships (RPPs) that foster the research and development needed to bring CS and CT to all schools. Specifically, this solicitation aims to provide (1) high school teachers with the preparation, professional development (PD) and ongoing support they need to teach rigorous computer science courses; (2) preK-8 teachers with the instructional materials and preparation they need to integrate CS and CT into their teaching; and (3) schools and districts with the resources needed to define and evaluate multi-grade pathways in CS and CT.

Deadline: 04 June 2024; 12 Feb 2025.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

EHR Core Research: Building Capacity in STEM Education Research

The EHR Core Research (ECR) program offers this ECR:Core solicitation and 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: 3 Oct 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.

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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 July 2024.

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NATIONAL SCIENCE FOUNDATION

Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES)

NSF INCLUDES seeks to motivate and accelerate collaborative infrastructure building to advance equity and sustain systemic change to broaden participation in STEM fields at scale. Significant advancement in the inclusion of groups that have historically been excluded from or under-served in STEM will result in a new generation of STEM talent and leadership to secure the Nation's future and long-term economic competitiveness. With this solicitation, NSF offers support for five types of projects that connect and contribute to the National Network: (1) Design and Development Launch Pilots, (2) Collaborative Change Consortia, (3) Alliances, (4) Network Connectors, and (5) Conferences. All NSF INCLUDES funded projects must operationalize five design elements of collaborative infrastructure - (1) shared vision, (2) partnerships, (3) goals and metrics, (4) leadership and communication, and (5) expansion, sustainability, and scale - to create systemic change that will lead to the substantially broadened participation of individuals from historically excluded and undeserved groups in STEM.

Deadline: 22 Oct 2024.

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FUNDING OPPORTUNITIES TO CONSIDER

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](#)

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: 09 Oct 2024.

[CLICK HERE FOR MORE INFORMATION](#)

NATIONAL SCIENCE FOUNDATION

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

Through this solicitation, NSF seeks to foster a network of S-STEM stakeholders and further develop the infrastructure needed to generate and disseminate new knowledge, successful practices and effective design principles arising from NSF S-STEM projects nationwide. To support collaboration within the S-STEM network, NSF will fund several S-STEM Research Hubs (S-STEM-Hub). The S-STEM Network (S-STEM-Net) will collaborate to create synergies and sustain a robust national ecosystem consisting of multi-sector partners supporting domestic low-income STEM students in achieving their career goals, while also ensuring access, inclusion, and adaptability to changing learning needs. The Hubs will investigate evolving barriers to the success of this student population. It will also disseminate the context and circumstances by which interventions and practices that support graduation of domestic low-income students (both undergraduate and graduate) pursuing careers in STEM are successful.

Deadline: 26 March 2025

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OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES (OSERS)

Disability Innovation Fund (DIF): Creating a 21st Century Workforce of Youth and Adults with Disabilities Through the Transformation of Education, Career, and Competitive Integrated Employment Model Demonstration Project

The purpose of the Disability Innovation Fund (DIF) Program, as provided by the Consolidated Appropriations Act, 2023 (Pub. L. 117-328), is to support innovative activities aimed at increasing competitive integrated employment (CIE) as defined in section 7 of the Rehabilitation Act of 1973 (Rehabilitation Act) [29 U.S.C. 705(5)] for youth and other individuals with disabilities.

Deadline: 08 July 2024.

[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.

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FUNDING OPPORTUNITIES TO CONSIDER

SPENCER FOUNDATION

Racial Equity Special Research Grants

The Racial Equity Research Grants program is interested in funding 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. In this cycle of funding, we will continue to fund scholarship focused on a range of communities and issues with respect to equity. We encourage proposals from across the methodological spectrum, including qualitative methods, mixed-methods, and quantitative methods. We want to especially encourage Racial Equity proposals that focus on the following areas: (1) innovative forms of measurement and assessment, (2) artificial intelligence (AI), and (3) current political challenges in k-12 and higher education around diversity, equity, and inclusion.

Deadline: 29 May 2024 (LOI); 27 June 2024 (Full Proposal).

[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.

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U.S. DEPARTMENT OF EDUCATION

Teacher Quality Partnership Grant

The purposes of the TQP program are to improve student achievement; improve the quality of prospective and new teachers by improving the preparation of prospective teachers and enhancing professional development activities for new teachers; hold teacher preparation programs at institutions of higher education (IHEs) accountable for preparing teachers who meet applicable State certification and licensure requirements; and recruit highly qualified individuals, including individuals of color and individuals from other occupations, into the teaching force.

Deadline: 06 May (LOI); 03 June 2024.

[CLICK HERE FOR MORE INFORMATION](#)

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Rehabilitation Research and Training Center on Employment of Transition-Age Youth with Disabilities

The goal of this program is to strengthen the evidence base and to scale up effective employment interventions for transition-age youth with disabilities. You are required to address the following in your proposal: 1) You may focus your research on either transition-age youth with disabilities as a group, or transition-age youth with disabilities in specific disability or demographic subpopulations; 2) Describe and justify why you are focusing on your proposed population or populations of transition-age youth with disabilities; 3) Conduct research activities at one or more stages of research, according to NIDILRR's definition of stages of research; 4) Demonstrate that you will include transition-age youth with disabilities from racial and ethnic minority backgrounds in study samples; 5) Serve as a national resource center on employment among transition-age youth with disabilities; 6) Involve transition-age youth with disabilities and people representing other key stakeholder groups in all activities to make sure that the research-based information and products that you create are relevant, effective, usable, and accessible.

Deadline: 17 June 2024.

[CLICK HERE FOR MORE INFORMATION](#)

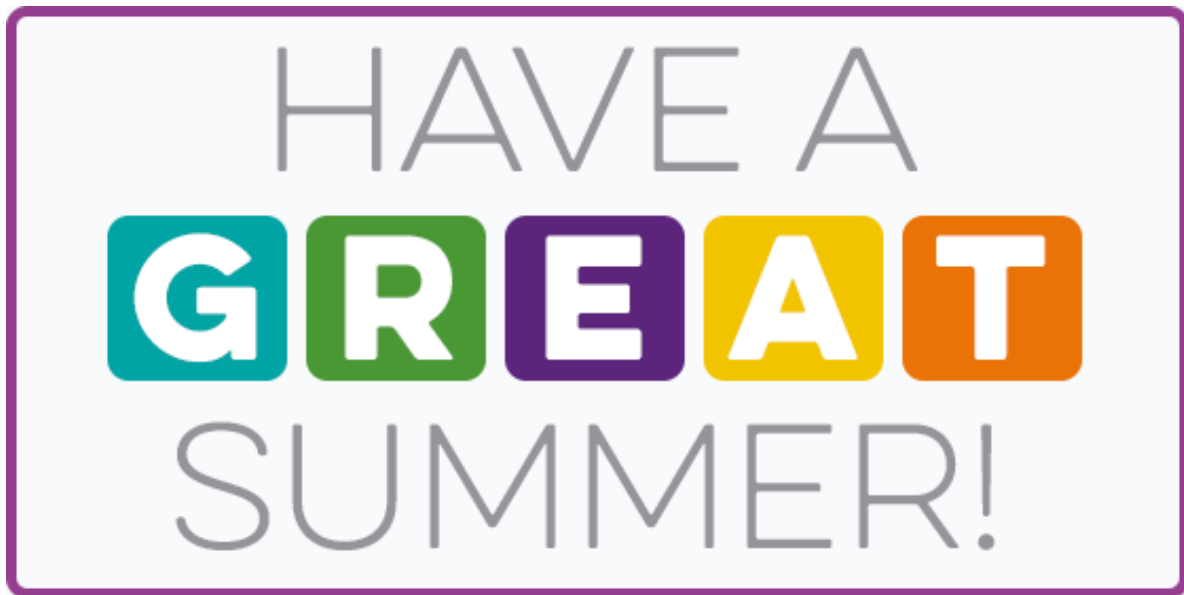
U.S. DEPARTMENT OF STATE

Global Undergraduate Exchange Program (Global UGRAD)

The Global UGRAD Program selects outstanding underserved students from East Asia and the Pacific, Europe and Eurasia, the Near East, South and Central Asia, Sub-Saharan Africa, and the Western Hemisphere to receive scholarships for one semester of non-degree study at U.S. institutions of higher education. Some students may also participate in one additional semester of pre-academic English language training. Funding should support approximately 245 participants, pending the availability of FY 2024 funds. Every effort should be made to maximize the number of scholarships awarded.

Deadline: 20 May 2024.

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RESEARCH/FUNDING SUPPORT

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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