



**NACDS FOUNDATION
GRANT OPPORTUNITY:
SUPPORTING COMMUNITY PHARMACY EDUCATION**

RELEASE DATE: October 2026

Questions from Applicants due November 6, 2026, at 11:59 pm EST

Proposals due by November 29, 2026, at 11:59 pm EST

**National Association of Chain Drug Stores Foundation
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Arlington, VA 22209
www.nacdsfoundation.org**

Grant Opportunity - Supporting Community Pharmacy Education

Purpose and Need

The NACDS Foundation aims to improve the health and wellbeing of communities in America by sustainably supporting groundbreaking research, education, and scholarship programs that enhance health outcomes, foster equity, strengthen access, and advance public health. The **NACDS Foundation's Guiding Principles** include an approach that is **community-focused** by supporting leaders and researchers who prioritize the needs and experiences of all communities; **transformational** by anticipating research and educational opportunities to innovate and improve healthcare; and **agile** by promoting continuous learning and adaptation. The Foundation also serves as an **amplifier** by championing adoption of promising and proven models and as a **connector** by actively seeking and driving collaboration and new partnerships.

Community pharmacy remains one of the most accessible and trusted healthcare settings in the United States, creating important opportunities for students to learn about medication management, preventive services, chronic disease support, immunizations, testing, and other services that contribute to community health. Schools and colleges of pharmacy play a critical role in attracting and preparing the next generation of pharmacists through educational experiences that reflect the breadth, value, and evolving role of community pharmacy practice.

Program Objective

This Request for Programs supports educational programs, partnerships, and strategies that engage pharmacy students in community pharmacy education, experiential learning, curriculum innovation, and faculty- or preceptor-supported learning experiences. Through this program, the Foundation will invest in schools and colleges of pharmacy that develop creative, practical, and replicable educational approaches that strengthen student learning and prepare students to contribute to community health. Funds may be used to expand existing educational programs or build new programs.

Funded programs should focus primarily on student education, curriculum development, experiential learning, faculty or preceptor development, or educational innovation. Direct patient care activities may be included only when they are integral to student learning, educational evaluation, or the development of transferable educational models.

The program goals are to identify, support, and elevate innovative educational models that:

- Increase student awareness of community pharmacy practice and community health needs through educational programming.
- Inspire student interest in community pharmacy practice and pharmacy education opportunities.

- Expand experiential and practice-based learning opportunities that connect students to community pharmacy settings and community health priorities.
- Foster academic, community, and healthcare partnerships that enhance access, equity, and community wellness.
- Develop adaptable models, tools, and lessons learned that can inform broader adoption across pharmacy education.

The Foundation is particularly interested in forward-thinking educational solutions that strengthen student learning, support curriculum innovation, connect learning to community health priorities, and demonstrate potential for broader adoption across pharmacy education.

Alignment of Proposals with the NACDS Foundation's Purpose

The mission, vision, and purpose of the NACDS Foundation are separate and distinct from those of NACDS. The NACDS Foundation is recognized as a 501(c)(3) charitable and educational organization by the IRS, and as such, must maintain certain standards in research, as well as separation from the NACDS trade association's goals and advocacy. All aspects of research and educational programs supported by the NACDS Foundation and any associated materials and publications should be consistent with the NACDS Foundation's charitable purpose of improving the health and wellness of people in America through innovative research and educational programs, among other initiatives.

Scalability and replicability concerns, as well as an assessment of barriers to implementation, may warrant a general financial analysis. However, program purposes and aims **should not address business or marketing issues**. Prohibited aspects of educational programming include, but are not limited to, the profitability of providing certain pharmacy services or healthcare services, the pricing of pharmacy services, business or marketing strategies, or any market research regarding demand for, or satisfaction with, certain pharmacy services.

Likewise, **NACDS Foundation funded educational programming cannot support analysis or advocacy regarding pharmacy regulatory or business issues**, such as advocating for expanded pharmacy services under scope of practice laws or promoting regulatory or marketplace recognition of pharmacists as healthcare providers. Although specific patient outcomes may be measured and reported on, as can reduction in healthcare costs to the broader public health system or the patient, NACDS Foundation cannot and does not fund education programs with the goal of promoting pharmacy services or the pharmacy profession.

Additionally, applicants will be required to submit plans to disseminate their findings to appropriate publication platforms. The NACDS Foundation works collaboratively with academic partners to prepare communications regarding funded programs for publication.

Program Scope

The NACDS Foundation is soliciting applications for programs that address one or more of the Topic Areas below:

Program Topic Areas

Community Pharmacy Career Exploration

Programs designed to introduce students to the breadth and impact of community pharmacy practice. Applicants are encouraged to propose approaches that fit their local context, including comprehensive initiatives and focused approaches that can grow over time.

Examples may include, but are not limited to:

- Student-centered career exploration initiatives, such as career storytelling, speaker series, student panels, site visits, shadowing, digital engagement campaigns, or self-guided advising modules that help learners understand community pharmacy settings, services, patient care roles, and career pathways.
- Mentorship and leadership programs that connect students with community pharmacy practitioners, residents, alumni, faculty, or peer ambassadors while building professional identity, confidence, and understanding of pharmacists' contributions to community health.
- Early exposure programs for prospective students, pre-pharmacy students, or first-year pharmacy students that highlight the public health and patient care impact of community pharmacy.

Experiential Learning Innovation

Novel approaches that strengthen student engagement with community pharmacy practice through hands-on learning. Proposals may include comprehensive experiential models, practical pilots, shared placements, virtual or hybrid activities, or partnership-based experiences that are feasible across programs with varying levels of resources.

Examples may include, but are not limited to:

- Enhanced community-based, longitudinal, rural, underserved, or high-need IPPE and APPE models that expose students to patient care services, care coordination, community health activities, access barriers, and community-responsive care models.
- Practice-based educational innovation programs in which students help explore, design, evaluate, or learn from community pharmacy service models as part of structured learning experiences.

- Interprofessional community care experiences that engage students with other health professions, public health partners, community organizations, or social service providers.
- Virtual, hybrid, simulation-supported, shared, regional, or employer-academic placement models that expand access to practice-based learning opportunities when local placement capacity is limited.

Didactic Curricular Innovation

Novel approaches that strengthen student engagement with community pharmacy practice through didactic curricular experiences. Options may range from new courses, certificates, or integrated curricular tracks to modular or adaptable learning activities that can be adopted within existing courses.

Examples may include, but are not limited to:

- Community pharmacy-focused electives, courses, certificates, or curricular tracks that introduce students to evolving patient care roles and future practice opportunities.
- Simulation experiences that allow students to practice patient counseling, clinical service delivery, care coordination, documentation, or team-based decision-making in community pharmacy scenarios.
- Individual or group programs, innovation challenges, design sprints, case competitions, or pitch events that encourage students to develop practical solutions related to practice-based innovation, team-based care, public health, implementation science, service design, or community-responsive pharmacy practice.
- Modular learning activities, case libraries, discussion guides, micro-credentials, student-led learning communities, journal clubs, or seminar series that can be integrated into existing courses.

Educational Innovation in Community Pharmacy Practice Research

Creative educational approaches that engage students with emerging community pharmacy practice research models. Proposals may draw on institutional resources, practice partnerships, technology platforms, or research capacity, or may test smaller-scale educational pilots that demonstrate feasibility and potential for adaptation by other programs.

Examples may include, but are not limited to:

- Student-engaged educational research programs related to community pharmacy services, such as medication management, immunization services, screening and prevention activities, chronic disease support, or care transitions.
- Technology-enabled models that use telehealth, digital health tools, remote monitoring, patient engagement platforms, digital portfolios, dashboards, shared online resources, or data-informed service delivery to connect students, faculty, preceptors, and community partners.

- Population health, community health, or practice transformation learning initiatives that help students examine medication access, prevention, health equity, social determinants of health, care coordination, team-based workflows, implementation barriers, or sustainable service models.
- Future-focused educational models that help students explore emerging community pharmacy opportunities, new partnerships, community-based research approaches, or innovative service delivery strategies.
- Small-scale feasibility studies, proof-of-concept pilots, rapid-cycle improvement programs, or student-engaged research and implementation programs that test promising ideas, generate practical tools, and identify lessons learned before broader implementation.

Faculty and Preceptor Development

Initiatives designed to strengthen educational capacity and support high-quality community pharmacy learning environments. Applicants may propose comprehensive development programs or practical, scalable resources that help faculty and preceptors innovate within available time, staffing, and financial constraints.

Examples may include, but are not limited to:

- Faculty and preceptor development programs that strengthen teaching, mentoring, assessment, feedback, curricular integration, and support for student learning in busy community pharmacy practice environments.
- Community pharmacy residency, fellowship, or practitioner educator pathways that prepare pharmacists to serve as effective educators, preceptors, mentors, and practice innovators.
- Shared teaching models, employer-academic partnerships, communities of practice, faculty-preceptor learning collaboratives, or train-the-trainer models that expand instructional capacity, connect expertise across courses and rotations, and sustain development efforts over time.
- Innovative community pharmacy teaching resources, including case libraries, facilitator guides, preceptor toolkits, assessment rubrics, onboarding materials, or repositories of adaptable learning activities.

Related Innovations

Applicants are invited to share ideas that are in the spirit of this program but do not fit neatly into one of the categories above. Related Innovations should be used for cross-cutting, multi-institutional, or otherwise novel educational concepts that are not fully captured by the preceding topic areas.

- Cross-cutting initiatives that combine career exploration, experiential learning, didactic instruction, research, and faculty or preceptor development in a coordinated model.

- Regional or multi-institution collaboratives that pool expertise, practice sites, educational materials, or evaluation tools to expand access and reduce duplication of effort.
- Student innovation incubators, microgrant programs, or seed-funded pilot programs that allow learners to test community pharmacy ideas with appropriate faculty and practice partner support.
- Adaptable models that intentionally compare implementation in higher-resource and lower-resource settings to identify what is essential, what can be modified, and what supports broader adoption.

Desired Characteristics of Funded Programs

The NACDS Foundation is seeking proposals that demonstrate meaningful student engagement, educational innovation, and clear alignment with community health priorities:

Innovation in Pharmacy Education

Applications should identify the educational, curricular, experiential, or faculty/preceptor development challenge they seek to address and explain how the proposed approach offers a fresh, practical, or differentiated model. Innovation may include new curricula, learning models, partnerships, uses of technology, or approaches to engaging students in community-based education and experience.

Replication/Transferability

Programs should produce replicable and adaptable models that can be implemented across diverse schools and colleges of pharmacy nationwide. Strong proposals may include practical tools, frameworks, templates, or implementation guidance that identify which elements are core and which can be customized locally.

Sustainability

Programs should be designed to continue beyond the grant period. Applicants should identify what will remain in place after grant funding ends and describe the institutional support, partnerships, curriculum integration, staffing plans, or other strategies that will help sustain the work.

Measurable Student Learning and Educational Impact

Programs should include clear outcomes and evaluation methods that assess student learning, engagement, educational quality, curriculum integration, and short- or longer-term indicators of educational impact. Measures related to patient care and community health may be included when they are directly connected to the educational model.

Community-Level Collaboration

Programs are encouraged to leverage partnerships among academia, community pharmacy partners, healthcare systems, public health organizations, and community-based organizations to strengthen educational experiences, expand access to learning opportunities, and connect student learning to community health priorities.

Meaningful Student Engagement

Programs should meaningfully engage students in education, research, implementation, or community-based learning activities that prepare them to understand and contribute to community pharmacy practice, community health.

Funding Priorities

While all innovative proposals will be considered, preference may be given to programs that meaningfully engage students, strengthen community pharmacy education, improve curriculum or experiential learning, build educator capacity, and generate adaptable educational models that can inform broader adoption.

- Meaningfully engage students in community pharmacy education, experiential learning, research, or implementation activities
- Advance curriculum innovation, experiential learning, educator capacity, or educational models that prepare students to support community health and public health
- Include clear outcomes, evaluation methods, and dissemination plans that share findings, tools, or lessons learned
- Generate practical implementation insights, resources, or models that are adaptable across diverse schools, colleges, and community settings
- Demonstrate sustainable academic, community, healthcare, or public health partnerships that support long-term educational impact

Preference may be given to proposals that test bold, practical ideas with clear potential for broader impact.

Award Information

Award Amount:

- New program proposals: Up to \$100,000 per award
- Existing or continuing program proposals: Up to \$50,000 per award

Funding Period: Calendar Year 2027

Eligible Entities: Funding is available to 1) schools and colleges of pharmacy fully accredited by ACPE; 2) academic departments or centers within accredited schools or colleges of pharmacy; 3) collaborative partnerships led by accredited schools or colleges

of pharmacy. Multi-institutional and collaborative applications are encouraged. Proposals from organizations that have an advocacy focus to promote the industry of pharmacy or pharmacists, and for-profit educational organizations will not be considered.

Deadline for Submission of Proposals: Proposals may be submitted until November 29, 2026, at 11:59 pm EST.

Anticipated Award Notification: January 2027

Submission Information and Proposal Deadline

Two-Stage Application Process

To encourage broad participation while being mindful of applicant time and effort, the NACDS Foundation will utilize a two-stage application process.

Round 1: Concept Proposal

Applicants will submit a brief concept proposal describing their proposed program, including:

- Program overview and rationale
- Alignment with Foundation Guiding Principles
- Innovation and anticipated impact
- Potential for scalability and sustainability
- Key collaborators and stakeholders
- Draft budget

Round 1 applications are intended to provide a high-level overview of the proposed program and are designed to minimize applicant burden while allowing the Foundation to identify the most promising concepts.

Following review of Round 1 submissions, a select group of applicants will be invited to participate in Round 2.

Round 2: Invitation-Only Collaborative Refinement Phase

Applicants selected for Round 2 will be invited to participate in a Collaborative Refinement Phase designed to further develop and strengthen the most promising program concepts. Selection for the Collaborative Refinement Phase should be viewed as an indication that the NACDS Foundation sees significant potential in the proposed concept and wishes to explore its development further. This phase is intended to create an opportunity for dialogue, feedback, and refinement as the Foundation and applicants work together to identify programs with the greatest potential for impact, scalability, and long-term value to pharmacy education and community pharmacy practice.

The purpose of this phase is not simply to request additional information, but to engage applicants in a deeper discussion about program design, implementation, scalability, sustainability, and anticipated outcomes. The Foundation recognizes that innovative ideas often benefit from thoughtful discussion and collaborative refinement before final funding decisions are made.

As part of the Collaborative Refinement Phase, invited applicants may be asked to provide additional information such as:

- Expanded program description
- Implementation approach and timeline
- Evaluation and outcomes assessment plan
- Sustainability strategy
- Detailed budget information
- Partnership details and stakeholder engagement plans

To minimize applicant burden and encourage meaningful discussion, the Foundation may utilize alternative formats in lieu of a traditional full-length second proposal. These may include:

- An abbreviated written application
- Virtual presentations to Foundation leadership and reviewers
- Interactive question-and-answer sessions
- Program discussions focused on innovation, implementation feasibility, scalability, and long-term impact

The Foundation reserves the right to determine the specific format of the Collaborative Refinement Phase based on the number and nature of applications received.

Purpose of the Collaborative Refinement Phase

The Collaborative Refinement Phase is intended to:

- Reduce applicant burden while allowing deeper exploration of promising concepts
- Create opportunities for dialogue between applicants and Foundation reviewers
- Strengthen innovative ideas with high potential for impact
- Better understand implementation considerations, partnerships, and sustainability plans
- Identify programs that can serve as scalable models for pharmacy education nationally
- Foster forward-thinking educational solutions that strengthen student learning and can serve as scalable models for community pharmacy education

The Foundation anticipates that this phase will provide applicants with an opportunity to further refine and strengthen their proposed programs before final funding decisions are made.

Program Timeline

Date	Action
October 15, 2026	Grant opportunity announced and application portal opens
October 29, 2026, at 3 pm EST	AACP Webinar to review grant program and answer questions
November 6, 2026, at 11:59 pm EST	Final day for submitting questions about this funding opportunity. Submit your questions here.
November 29, 2026, 11:59 pm EST	Application window closes for Round 1
December 2026	Selected applicants will be invited to participate in Round 2
January 2027	Finalists complete Round 2
January 2027	Award recipients will be announced
Calendar Year 2027	Award funding period

Round 1 Application Requirements

All applicants must submit their Round 1 application electronically by 11:59 pm EST on November 29, 2026. The application can be accessed via this link: [NACDS Foundation Grant Application](#). Instructions for submitting the proposal are described below. Proposals received after the deadline or submitted by hard copy, mail, other delivery methods, or facsimile will not be reviewed. Each team will be required to provide information in the following areas in its Round 1 application:

School/College of Pharmacy Name	Identify the school or college of pharmacy leading this program and submitting the application.
Program Topic Area	Select one or more of the following: • Community Pharmacy Career Exploration • Experiential Learning Innovation • Didactic Curricular Innovation • Educational Innovation in Community Pharmacy Practice Research • Faculty and Preceptor Development • Related Innovations
New or Existing Program	Indicate if this application is proposing a new program or expanding an existing program.
Requested Award Amount	Indicate the requested award amount for the 2027 calendar year. Detailed budget information may be requested during Round 2. New program - \$100,000 Expand existing program - \$50,000

CEO Dean	List the CEO Dean of the school or college of pharmacy and their contact information, including email address and phone number.
Primary Contact	List the primary contact for this application and their contact information (email and phone number).
Accreditation Status	Identify the accreditation status of the school or college of pharmacy. Only fully accredited programs will be considered for this program.
Collaborative Application	If this program is being developed in collaboration with another institution, list the organization and describe how the organizations will be working together. If multiple schools/colleges of pharmacy are collaborating, all programs must be fully accredited by ACPE.
Program Name	Provide the full title of the program.
Program Description	Provide a brief description of the proposed program, including its high-level goals and objectives. (8-10 sentences total)
Innovation	Describe what problem this program is trying to solve and how this approach is innovative. (2-3 paragraphs total)
Alignment with NACDS Foundation Guiding Principles	Describe how this program aligns with NACDS Foundation's Guiding Principles described in the Purpose and Need section.
Program Impact	Indicate the estimated number of faculty members, students, and practicing pharmacists impacted and involved in this proposed program.
Potential for Scalability and Sustainability	Describe the sustainability, replication, dissemination, or broader relevance of this program to pharmacy education.
Draft Budget	Upload a draft budget for the award amount proposed. A budget template can be found here.
Evaluation	The following factors will be used by the NACDS Foundation to evaluate proposals: Program fit: The proposal aligns with the grant purpose and goal of strengthening student learning, curriculum innovation, experiential learning, or educator capacity in community pharmacy education. Innovation and distinctiveness: The idea is clearly defined and shows a fresh, compelling, or differentiated approach. Student learning and educational impact: The concept has strong potential to benefit students, strengthen educational programming, and prepare learners for community pharmacy practice.

	Feasibility: The proposal appears realistic in scope and achievable enough to justify a fuller proposal. Broader impact: The idea shows potential for sustainability, replication, dissemination, or broader relevance to pharmacy education.
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Questions regarding the Proposal

All questions related to this funding opportunity should be [submitted here](#) no later than November 6, 2026, at 11:59 pm EST.

Please note that Applicants who fail to report a known or suspected problem with the funding opportunity or fail to seek clarification and/or correction of the funding opportunity shall submit a proposal at their own risk.

General Terms and Conditions

Confidentiality of Proposals

The content of submitted proposals will be held in confidence by the NACDS Foundation and will not be disclosed to any other proposer. Notwithstanding the foregoing, the NACDS Foundation expressly reserves the right to have proposals analyzed or reviewed by an independent review committee and by other third parties under obligations of confidentiality to the Foundation.

Contractual Obligations

Neither this RFP nor the selection of a proposal by the independent review committee shall constitute an offer to contract to conduct the program. Only a written grant agreement executed by both the Foundation and the selected applicant(s) will create any obligations on behalf of either the Foundation or the applicant(s).

RFP and Negotiation Cancellation

The NACDS Foundation reserves the right to amend or cancel this RFP for any or no reason at any time, with or without notification. The NACDS Foundation reserves the right to stop grant negotiations at any time prior to the execution of a written grant agreement without liability or further obligations.

Potential for Future Funding Opportunities

The NACDS Foundation reserves the right to hold all submitted proposals on file and consider proposals not selected for future funding opportunities.

Post-submission Communication

The NACDS Foundation may ask Applicants questions about or request a presentation regarding a submitted proposal. Additionally, the NACDS Foundation may hold an on-site visit for finalist Applicants. Please note that some or all Applicants who are not selected for funding may not receive a response of any kind, and that submitted materials cannot be retrieved/files cannot be returned.

Cost for Proposal Preparation

Costs incurred in the development and submission of the proposal will be the sole responsibility of the proposer and cannot be charged to the NACDS Foundation nor included in any cost element of the proposal.

Proposal Selection

The NACDS Foundation reserves the right to accept or reject any or all proposals and may enter into negotiations with any applicant without prior notification to any other applicant. The NACDS Foundation shall have the sole right and option to use whatever evaluation and selection criteria it deems appropriate in selecting applicant(s); the criteria outlined in this RFP will be used for evaluation and selection. An objective review committee will make recommendations to the NACDS Foundation based on the evaluation criteria outlined in this RFP.

Restricted Grant Agreement Process

The award of grant funds will be conditional on the applicant(s) entering into a restricted grant agreement with the NACDS Foundation. The Foundation intends to provide active oversight of funded educational programs, which may include conference calls with the program team, written reports, and observation of program activities. NACDS Foundation support shall be recognized on publicly distributed materials, as appropriate.

Statement of Understanding and Terms and Conditions

Submitted proposals must contain a signed statement by an authorized representative indicating understanding of the requirements of the RFP and agreement to be bound by the terms and conditions of the proposal.