Do This, Not That! Grant Writing Strategies for the Institute of Education Sciences

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1

IES Grant History

Three funded research grants:

- ***Exploring Writing Instruction Delivered by Teachers Providing Services to Students with Disabilities*** (Ciullo PI; Collins Co-PI; Graham Co-PI*; 2018-2022)

- ***Writing in Middle School Science and Social Studies: Exploring Instruction and Support for Students with Disabilities*** ([Project Explore] Mason PI*; Ciullo & Collins Co-PI; 2019-2023)

- ***Comprehensive Meta Analysis of Writing Interventions for Grades K to 5*** (Collins PI; Ciullo Co-PI; Graham- Co-PI*; 2020-2022)

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2

2

IES Awards

IES Project Type	Maximum Duration	Maximum Cost
Measurement	4 years	$2,000,000
Exploration	4 years	$1,700,000
Development and Innovation	4 years	$2,000,000
Initial Efficacy and Follow-Up	Initial Efficacy: 5 years	$3,800,000
	Follow-Up: 3 years	$1,500,000

Source:
Institute of Education Sciences (IES), U.S. Department of Education (2020). *Request for Applications. CFDA 84.305A & 84.324A*

3

Overview of Tips

Do This!
1. Graphically display the theoretical / conceptual framework
2. Integrate language from the Request for Applications (RFA)
3. Build the "right" team
4. Connect the project to "improved outcomes" and "long-term solutions"
5. Include an itemized budget justification

4

Overview of Tips

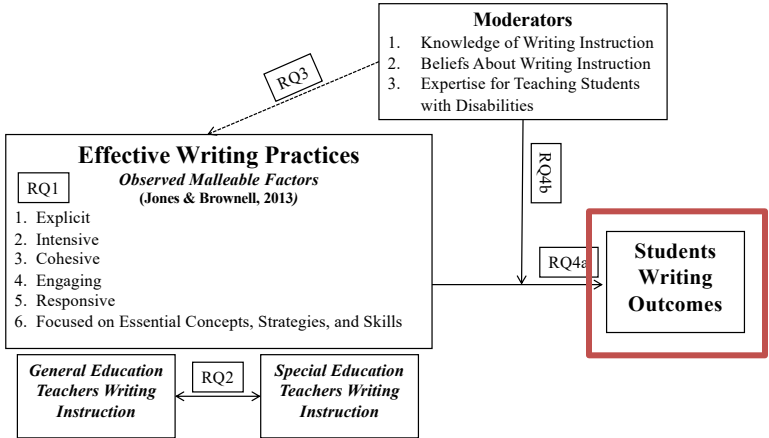***Not That! – Pitfalls to Avoid***

1. Failing to demonstrate how the project addresses a critical need
2. Proposing a study that is not feasible
3. Not introducing all variables / factors
4. Not developing a writing "game plan"
5. Resisting flexibility when not funded

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5

5

Do This #1: Graphically display the theoretical / conceptual framework

Figure 1. Conceptual framework depicting associations to be explored in this investigation of writing instruction for teachers who support students with disabilities.

Source: Ciullo, S., Collins, A. A., & Graham, S. (2018-2022). *Exploring Writing Instruction Delivered by Teachers Providing Services to Students with Disabilities* (Award R324A180137). Institute of Education Sciences (IES).

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6

6

3

Do This #1b: Graphically display the theoretical / conceptual framework
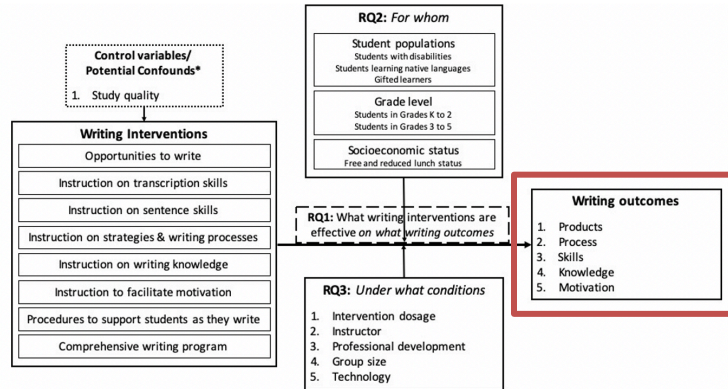
Note. *Inclusion of reading competence as an exploratory control variable in the models will depend upon how frequently such data is reported.

Figure 1. Conceptual framework depicting the exploration of what writing interventions are effective in Grades K-5 on what writing outcomes, for whom, and under what conditions.

Source: Collins, A. A., Ciullo, S.., & Graham, S. (Principal Investigator). (2020-2022). *Comprehensive Meta-Analysis of Writing Interventions for Students in Grades K to 5* (Award R305A200363). Institution of Education Sciences (IES).

7

7

Do This #2: Integrate language from the Request for Applications (RFA)

Phrases from the IES RFA CFDA 34.305A (FY20):

Topic: Literacy/Reading & Writing

Project Type: Exploration

❖ "*NCER's goal is to identify **what works for whom, in what context**, and **why** in order to provide reliable information about how to <u>improve</u> education **outcomes** and narrow achievement gaps for U.S. students.*"

Collins, Ciullo, and Graham (2020-2022)

Award R305A200363

https://ies.ed.gov/funding/grantsearch/details.asp?ID=4483

❖ **Purpose:** For this project, the research team will conduct a research synthesis, including a comprehensive meta-analysis, to explore **what** writing interventions are effective on what writing **outcomes**, **for whom**, and **under what conditions** in kindergarten through grade 5.

8

8

4

Do This #3: Build the "Right" Team

Questions to consider when building your team:

❖ Who will contribute **content** expertise?

❖ What specialized **methodological** expertise is needed?

❖ What **percentage of time** should each team member dedicate to the project?

❖ What other specialized areas are needed for the **specific project**?

❖ What are the **responsibilities** of each team member?

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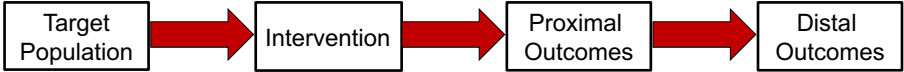*The rising STAR of Texas*

9

9

Do This #4: Connect the Project to "improved outcomes" and "long-term solutions"

Target Population → Intervention → Proximal Outcomes → Distal Outcomes

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10

10

Do This #5: Include an Itemized Budget Justification

Travel Number of staff traveling	Airfare/ Transportation	Hotel	Registration	Per diem meals	Excess Cost	Totals (per year)
IES Project Directors Meeting per person Total = 1 PI per year	$400 airfare $109 for parking and ground transportation ($400 + $109 = $509)	1 room for 3 nights @$251 a night for Years 1 & 2 ($251 × 3 = $753)	n/a	$76 for 3 days ($76 × 3 = $228)	$10	**$3,000 for Years 1 & 2** ($1,500 each year for PI)
Conference Travel per person Total = 3 PI/Co-PIs × 2 trips in Years 2	$400 airfare $109) for parking and ground transportation ($400 + $109 = $509)	1 room for 2 nights @$200 a night ($200 × 2 = $400)	$400	$59 per person for 3 days ($59 × 3 = 177)	$64	**$9,300 for Year 2** ($1,550 × 2 per person for 3 PI/Co-PIs)

11

11

Points to Ponder

1. How do these tips align with general grant writing strategies?

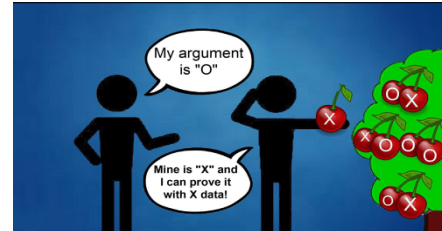2. What is different and specific to IES?

12

12

13

14

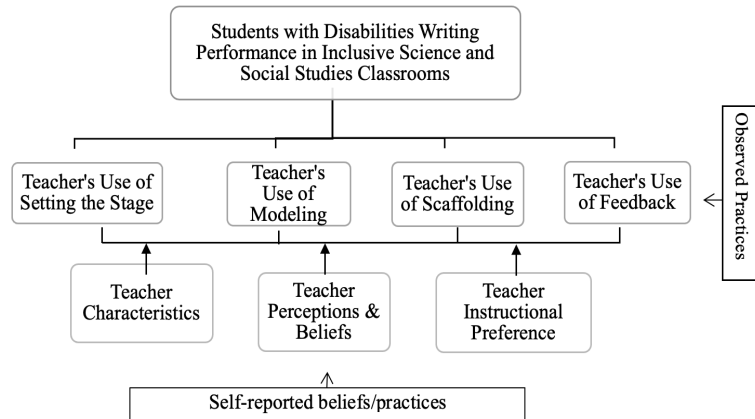## *Not That #3:* Not introducing all variables / factors

Figure 2. Project Explore Conceptual Framework

15

Not That #4: Not developing a writing "game plan"

❖ Pitfalls to avoid
  – Roles and expectations not clearly defined
  – Assuming you have "all summer" to write
  – Not providing ORSP with adequate time for checking documents, uploading, etc.

16

Not That #5: Resisting flexibility when not funded

08/04/2016	Forwarded for Peer Review	View Scores	Summary Statement	Not Recommended for Funding (Discussed by Full Panel)
08/06/2015	Forwarded for Peer Review	Not Forwarded for Full Panel Discussion and Scoring	Summary Statement	Not Recommended for Funding (Not Forwarded to Full Panel)

17

17

IES Resources

❖ Database of funded IES Research Grants:
https://ies.ed.gov/funding/grantsearch/index.asp

❖ Funding Opportunity Webinars:
https://ies.ed.gov/funding/webinars/index.asp

❖ Video depicting a panel review discussion of a grant proposal:
https://www.youtube.com/watch?v=42xGsGIrqJk

18

18