

Grants at a Glance: Steps for Submitting External Grants

Timeline for Proposal Development

Time Prior to Due Date	Steps for Faculty
6+ months	<ul style="list-style-type: none"> • Inform Laura Girardeau¹ of preliminary project ideas. • Begin to conceptualize project, find funding options, plan roles and responsibilities with collaborators, solicit partners (e.g., schools, districts) and supporting expertise (e.g., evaluators, senior personnel). • Meet with Laura and/or Amy Roth McDuffie if you would like assistance with these steps. • If private foundations or individual/corporate donors are appropriate, contact Sara Kinser for additional support.
Agency/ Foundation Request for Proposals (RFP) Released (2+ months)	<ul style="list-style-type: none"> • Inform Laura Girardeau of plans to submit to a specific call. • Consult with your campus grant administrator² about budget planning, due dates³, and requirements for supporting documents (e.g., bio-sketches, current & pending, and other supporting documents). • Write proposal narrative, write and/or work with grant administrator/collaborators on supporting documents (e.g., bios, current and pending support forms, budget justification, support letters). • Schedule narrative editing with Laura. (<i>Optional and recommended</i>). • If collaborating, agree on roles, responsibilities, budget allocation, and credit share. For inter-college and/or inter-university proposals, allow extra time for grant administrators to coordinate budgets and agreements.
1-2 months	Contact Amy Roth McDuffie to arrange for faculty with relevant expertise to review and provide feedback on your proposal. (<i>Optional, recommended for larger federal proposals</i>)
2-4 weeks	Contact Laura Girardeau for proposal review and editing. Contact Sara Kinser for private foundation proposal reviews. (<i>Optional, recommended for all external proposals</i>)
1 week	Discuss final proposal submission with campus grant administrator (and Sara Kinser for private foundation/corporate grants) and submit the budget and supporting documentation. (<i>One week is a guideline, use date determined by your grant administrator in earlier planning meetings</i>).
4 business days	Submit final proposal narrative to campus grant administrator (<i>4 days is a minimum, use date determined by your grant administrator in earlier planning meetings</i>).
PLEASE REMEMBER: Your (PI) deadline is in ADVANCE of the agency deadline.	

¹ Laura Girardeau is the COE Faculty Research Development Coordinator. Please contact her as soon as you begin planning by emailing lgirardeau@wsu.edu. Laura will inform others of your planned proposal (e.g., administrators, grant administrators/budget coordinators for your campus). For foundation grants or corporate sponsors, Sara Kinser will connect you with WSU Foundation staff. Keep in mind that a foundation or corporate proposal goes through a similar preparation process as any other state or federal agency.

² **WSU requires that you work with your campus grant administrator** to write your budget. Primary contacts are: Bev Rhoades (Pullman), Deborah Cox (Spokane), Nancy Carr (Tri-Cities), and Peggy Bowe (Vancouver).

³ Your grant administrators will determine the date by which your materials are due to their office. In most cases, your materials are due **one week or more prior to the agency/foundation deadline** to allow time for processing and approvals within WSU. Many factors such as holidays, number of proposal deadlines coinciding, and agency submittal process requirements could necessitate earlier due dates than those indicated above.

Support Available

Required

- Campus grant administrators work with faculty on developing the budget and justifications, setting a timeline, and meeting agency/foundation requirements for supporting documents.

Recommended

- Laura Girardeau researches funding options, advises on writing strategies, edits proposal narratives and journal manuscripts, and serves as liaison with other WSU personnel.
- Sara Kinser researches private and corporate funding options, serves as liaison with private foundations and reviews private foundation proposals.
- Amy Roth McDuffie advises on grant conceptualization and funding agencies, arranges faculty review committees, reviews federal/larger proposals, and facilitates connections for collaborative teams.

Tips for Planning Your Proposal

- **Plan ahead!** Rushed proposals are less likely to be funded. We can offer support only when time allows for careful reading, editing, and feedback, and you will need time to incorporate suggestions. Often suggestions involve revisions that affect the budget and other substantive changes (e.g., increasing participants, increasing length of data collection, adding senior personnel with particular expertise).
- **As soon as you start planning**, talk to your grant administrator about the process and the due dates and inform Laura.
- Collaborate when possible. Larger grants tend to need expertise from several areas.
- For larger federal grants, it is helpful to communicate with program officers about your plans. They often can provide proposal-specific advice and information not included in the RFP. Contact Amy Roth McDuffie before contacting a program officer and for assistance on preparing for your meeting. You should provide the program officer with a 1-page overview in advance of your meeting. If others in the college are submitting to the same RFP, we might want to coordinate efforts to meet with a program officer.
- For private foundations and corporations, Sara Kinser (COE Development Office) and Esther Pratt (WSU Foundation) can often set up meetings with program officers and help you prepare.
- If your proposal is declined, consider resubmitting. Acceptance rates are much higher on the second or third try – especially for federal grants. Before revising, request a meeting with a program officer. Often program officers will provide additional information and suggestions for revising that they did not include in your letter.

Steps for Developing and Submitting a Grant Proposal
College of Education
(Pullman, Spokane, Tri-Cities, Vancouver)

Purpose

External funding is a key component of the WSU strategic plan, and the College of Education seeks to grow its external funding for faculty research and scholarship. The primary purpose of the steps in this document is to establish clear and predictable procedures for faculty preparing and submitting proposals for external funding as a PI, Co-PI, or key personnel. In addition, the steps seek to ensure that (a) faculty members are properly supported in these efforts, (b) professional staff and administrators are clear on their role in the process, (c) the potential impact on educational programs is anticipated and dealt with, and (d) proposal review mechanisms are in place to enable the College to submit the most competitive proposals possible. Note that the steps have been agreed upon by decision-makers on each campus.

Note. The steps in this document apply to external grant proposals to federal and state agencies, foundations (unless treated as gifts), contracts, WSU New Faculty Seed Grants, and limited submission proposals to OGRD. Supplemental information on cross-department and cross-campus proposals, foundation grants, contracts, and limited submission proposals are contained in a later section under Additional Considerations. The procedures do not apply to internal grant and fellowship competitions within the college such as the Faculty Funding Awards, Berry Family Fellowship, and Nichols Mitchell Faculty Fellowship. For these latter competitions follow the procedures described in the respective announcements to faculty.

Contact Information

WSU-Pullman

Finance and Budget Manager
 Beverly Rhoades
 5-7912; bevr@wsu.edu

Director of Development (Pullman)
 Andrea Farmer
 5-4966; a.farmer@wsu.edu

Faculty Research Development Coordinator
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WSU Foundation, Assistant Director
 Esther Pratt
 5-2077; estherpratt@wsu.edu

Associate Dean for Research (ADR)
 Amy Roth McDuffie
 (509) 372-7384
mcduffie@wsu.edu

Assistant Director of Development
 Sara Kinser (Pullman)
 5-8880; skinser@wsu.edu

WSU-Spokane

Grants/Contracts Mgr.
Deborah Cox
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Interim Academic Director

John Roll
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WSU-Tri Cities

Finance Budget Manager
Nancy Carr
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Development Coordinator

Grants Staff (all):
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Marisela Garza (WSU Foundation)
2-7207; marisela.garza@tricity.wsu.edu

Interim Vice Chancellor for Research,
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Akram Hossain
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WSU-Vancouver

Grant and Contract Administrator
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Director of Development and Alumni Relations
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Interim Director of Research and Graduate Education
Christine Portfors
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Proposal Coordinator / Project Specialist
Lynda Olin
(360) 546-9788; lynda.olin@vancouver.wsu.edu

Academic Director
Sharon Kruse
(360) 546-9670; sharonkruse@wsu.edu

Office of Grants, Research and Development (OGRD)

Grants and Contract Coordinator
Lourana Swayne (education contact)
5-7261; l.swayne@wsu.edu

Summary of Steps for Developing and Submitting a Grant Proposal

<u>Proposal Step</u>	<u>Time before agency deadline</u>
<u>Step 1</u> : Conceptualize the grant project and identify potential funding sources	ASAP ¹
<u>Step 2</u> : Submit the fillable on-line Proposal Planning form	ASAP ¹
<u>Step 3</u> : Verify grant facilities and arrangements with Chair or Academic Director, and, for urban campuses, Vice-Chancellor/Director for Research	ASAP ¹
<u>Step 4</u> : Preliminary consultation on grant budget with campus Finance/Budget Manager	ASAP ¹
<u>Step 5</u> : Complete the grant proposal as per agency guidelines	1-3 months ²
Faculty Research Development Coordinator and/or urban campus Proposal Coordinator editing and feedback (recommended)	1-2 months ²
Submit proposal to the Associate Dean for Research for faculty feedback (recommended)	2-4 weeks ³
<u>Step 6</u> : Finalize the grant budget with the campus Finance/Budget Manager	1 week
<u>Step 7</u> : Submit completed proposal to campus Finance/Budget Manager	4 business days
<u>Step 8</u> : Campus finance/budget office submits proposal to funding agency via OGRD	2 business days
<u>Step 9</u> : Post-submission guidelines	

¹ Although no specific deadline is provided for the first four steps, keep in mind that it may take several months to develop a well-designed, competitive proposal, particularly to a federal agency.

² Major grant proposals should generally be written 2-3 months before the agency deadline, particularly if feedback from the Faculty Research Development Coordinator and/or faculty reviewers is sought, as recommended. The College will work with faculty on shorter timelines, but keep in mind that rushed proposals are generally less likely to be successful.

³ For faculty feedback, major proposals should be submitted to the Associate Dean for Research at least 4 weeks before the agency deadline; for smaller proposals, at least two weeks before the agency deadline.

Grant Proposal Steps and College Support

Step 1: Conceptualize the grant project and identify potential funding sources

In general, the conceptualization of a grant project represents a triangulation of three elements: (a) the faculty member(s)' research interests and expertise; (b) identification of the significant or cutting-edge research questions that need to be addressed in the area of interest and expertise; and (c) identification of one or more funding agencies that support research consistent with (a) and (b).

(a) Faculty member(s)' research interests and expertise:

In general, faculty members are more likely to be successful if they pursue grant funding in areas in which they have already demonstrated some expertise, typically through a track record of research and publication. This is not to say that new or junior faculty members cannot obtain grant funding. However, review panels typically assess the investigator's capacity to successfully complete the grant project as proposed, and a relevant track record can be important in this evaluation. Similarly, federal grant agencies frequently like to see one or more preliminary studies that are relevant to the grant project. Researchers may need to conduct these studies without funding or obtain support for preliminary work through local sources. COE faculty funding awards and WSU seed grants for new faculty can be important in this regard. Less established faculty may also seek to serve as Co-PIs on the grant proposals of more experienced principal investigators (PIs). Increasingly, collaborative grants that combine the research interests and expertise of faculty in more than one discipline are encouraged, but it is still possible to obtain funding as an individual PI. For collaborative proposals, early formation of a collegial team of researchers with the requisite interests and expertise is an important part of this step. Finally, with an eye towards tenure and promotion decisions, it is strongly recommended that faculty pursue grant opportunities that are synergistic with their research programs and avoid grants that do not connect well to their scholarship.

(b) Identification or discovery of the significant research questions in the faculty member's area of interest and expertise:

Requests for Proposals (RFPs) typically specify research questions or areas of interest of the funding agency. However, for investigator-initiated proposals there may be no substitute for a review of the literature in one's proposed area of research to identify the significant gaps in knowledge and the important or unresolved research questions that need to be addressed. Use of state-of-the-art research methods can also be important and can also be identified in the review of literature. This step could take several months, which should be considered as faculty target realistic agency deadlines for grant submissions (see suggested timelines in earlier Summary of Steps for Developing and Submitting a Grant Proposal). As a rule-of-thumb, if the researcher is not convinced of the significance and impact of the proposed project, it will probably be difficult to make a persuasive case to the funding agency.

(c) Identification of appropriate funding agencies:

The COE Faculty Research Development Coordinator, Associate Dean for Research, and the Development Staff can be useful sources of information regarding funding opportunities. For example, the Office of Grant and Research Development (OGRD) and the COE Faculty Research Development Coordinator distribute funding announcements to targeted faculty on a regular basis. In some cases, however, the deadlines for submission can make it difficult to formulate quality proposals in time and there is some risk that faculty will pursue a grant strategy that is more reactive than planful. As a result, faculty are also encouraged to research and maintain familiarity with the ongoing program areas at federal agencies and foundations that support research in their areas of interest. Faculty can typically identify research foci, funding priorities, and lists or abstracts of previously funded grants for these program areas on the agency websites. A list of some of the agencies/program areas and foundations that support research in the areas of interest and expertise of COE faculty members is shown in Appendix D of this document. Once a grant idea has been sufficiently developed to communicate its essential components to others, it is recommended that researchers communicate with the relevant program officers at prospective funding agencies to determine whether the project is viewed as well-targeted to their interests and priorities. In some cases, funding agencies or foundations may require letters of interest or inquiry to be submitted prior to submission of complete proposals. Program officers can also provide recommendations or guidelines regarding typical funding amounts and the preferred or maximum number of years for proposed projects.

College support for Step 1: Conceptualizing the grant project and identifying potential funding sources

The Faculty Research Development Coordinator (FRDC) on the Pullman campus conducts regular searches using the Pivot/COS data base for funding opportunities and distributes relevant announcements to targeted faculty. Grant communications from the WSU Office of Grant and Research Development (OGRD) are also forwarded to relevant faculty. The Development Staff can also serve as a liaison with the WSU Foundation regarding available foundation funding opportunities. The FRDC can also provide assistance in crafting letters of interest or inquiry to foundations, typically a first step in seeking foundation support. Faculty members themselves will generally be most qualified to conceptualize and design their proposed studies, given their expertise in the specific areas of the proposed research. However, in some cases, the FRDC and/or Associate Dean for Research may be able to assist faculty members in refining their ideas, considering possible sources of funding, and organizing meetings of faculty who may collaborate on research proposals. Proposal Coordinators at the urban campuses may provide similar support for urban campus faculty. The College will also provide or arrange for periodic workshops that address grant conceptualization and the search for relevant funding sources. In special circumstances, the College can support faculty travel activities as preparation for developing a proposal for funding (e.g., to meet with collaborators or agency program officers).

Step 2: Submit the Online Proposal Planning form

Once it is clear that you aim to submit a grant proposal, fill out and submit the fillable on-line Proposal Planning Form. When you click on submit the form will be received automatically by the Faculty

Research Development Coordinator, Laura Girardeau, who will, in turn, submit it to the relevant individuals listed below. The Proposal Planning Form will be available on the college website under the Research menu and can also be obtained by e-mailing the Faculty Research Development Coordinator. For collaborative proposals, only the PI (if in the College of Education) or a single COE collaborator (for grants originating in other departments) should submit the form. This form, which is shown in Appendix A, provides relevant information about the investigator(s), the targeted agency or foundation, RFP number or program announcement, and a web address for a description of the funding program or opportunity. This information is needed when the Finance/Budget Manager prepares the eRex form that accompanies the proposal to the Office of Grant and Research Development. For proposals to private and corporate foundations, this form will also be used by COE and WSU Foundation staff to determine whether your proposal will be treated as a research proposal (and submitted via OGRD) or as a gift (and submitted via WSU Foundation; see section on Proposals to Foundations under Additional Considerations later in this document). The Proposal Planning Form lists the target deadlines for various steps in the proposal development and submission process. The Faculty Research Development Coordinator will submit the Proposal Planning Form to the following individuals:

- Department Chair and Academic Director
- Associate Dean for Research (ADR)
- COE Faculty Research Development Coordinator (FRDC)
- Campus Finance/Budget Manager
- Andrea Farmer, Director of Development (for all Pullman-based grants) and Sara Kinser, Assistant Director of Development
- Urban Campus Development Director (if a private or corporate foundation proposal originating at an urban campus)
- WSU Foundation (Esther Pratt) (if a private or corporate foundation proposal)
- For WSU Spokane – John Roll, Senior Vice-Chancellor for Academic Affairs
- For WSU Tri-Cities – Akram Hossain, Interim Vice-Chancellor for Research, Graduate Studies & External Programs
- For WSU Vancouver – Christine Portfors, Interim Director of Research and Graduate Education

The Faculty Research Development Coordinator will also submit copies of all subsequent Letters of Inquiry/Interest prepared by Pullman faculty to Sara Kinser, Assistant Director of Development at the Pullman campus.

Step 3: Verify grant facilities and arrangements with Chair or Academic Director

Meet with the Chair or Academic Director to discuss and verify facilities and other arrangements needed to conduct the project, e.g., likely timeline, proposed course releases, space arrangements, and other needs. This information will be needed in finalizing the grant proposal and budget. For Vancouver faculty, also verify arrangements with the Vice-Chancellor for Research, Graduate Studies & External Programs.

Step 4: Preliminary consultation on grant budget with the campus Finance/Budget Manager

Budget questions typically arise during the development of the project design (e.g., How many months of PI salary can be charged to the grant? Can the project afford to support one or more graduate research assistants? How many intervention specialists or data coders can the project support? Can the project pay research participants and, if so, how much?). Thus, before finalizing their research plan, faculty should consult with budget managers. Finance/Budget Managers, and if needed, the Associate Dean for Research, can also assist faculty in negotiating appropriate budgetary or contribution (effort) credit for proposals in which faculty serve as a Co-PI or other senior personnel. Consultation with Information Systems managers (e.g., Matthew Vaughn on the Pullman campus) may be needed regarding costs associated with computer hardware and specialized software requirements and licenses. Principal investigators should typically include funds for such needs if allowed by the funding agency.

Step 5: Complete the grant proposal as per agency guidelines

Complete all required elements of the grant proposal, carefully following the proposal guidelines provided by the funding organization (e.g., proposal abstract or summary, project description, biographical sketches, budget, current and pending support, facilities, letters of support, etc.). Appendix C lists typical components of a completed proposal. For major grants, this step may take several months and involve the design of multiple related interventions or studies.

Assistance of Faculty Research Development Coordinator (FRDC) and/or urban campus Proposal Coordinators (Recommended)

The faculty member is expected to have the substantive and methodological expertise to develop the research questions, design the project studies or activities, and write quality drafts of the grant proposal. When time permits, the Faculty Research Development Coordinator (FRDC) and/or urban campus Proposal Coordinators may be able to work collaboratively with the faculty member(s) in drafting some aspects of the proposal or in drafting letters of inquiry/interest, but the faculty member should take primary responsibility for proposal writing. Once a quality draft of the proposal (or project description) has been prepared, it is recommended that the faculty member(s) submit the proposal draft to the Faculty Research Development Coordinator (FRDC) and/or urban campus Proposal Coordinator, who can edit the proposal and make suggestions for improving clarity and persuasiveness. Multiple drafts of a grant proposal are likely to be necessary, so it is best if writing and editing is taking place at least 2-3 months before the grant proposal is due at the funding agency, particularly for major proposals. The FRDC and urban campuses Proposal Coordinators may be able to work with faculty on shorter timelines, but keep in mind that rushed proposals are generally less likely to be successful.

Obtaining faculty feedback on the proposal (Recommended)

If you submit a quality draft of your grant proposal (or at least the project description/design) to the Associate Dean for Research with sufficient lead time, the ADR will seek feedback on the proposal from faculty serving on the COE Grant and Research Advisory committee or other appropriate faculty. Realistically, to allow faculty sufficient time for non-trivial modifications to their proposals after receiving faculty feedback, draft proposals should be forwarded to the ADR as soon as possible and, for major proposals, preferably at least 4 weeks before a proposal is due at the funding agency. For smaller

proposals (e.g., new faculty seed grants, shorter foundation grants) it may be possible to obtain faculty feedback if the proposal is submitted to the ADR about 2 weeks before the agency, foundation, or internal WSU deadline. Proposal writers may also want to consult with the ADR or other faculty earlier in the grant writing process in order to get feedback on research design at an early stage in the grant writing process.

Additional College support for Step 5

A COE Sharepoint site (<https://share.coe.wsu.edu>) contains examples of successful (funded) grant proposals that college faculty have offered to share with others in the College. Sample proposals can also be forwarded to faculty by the Faculty Research Development Coordinator. If needed, the Associate Dean for Research (ADR) can assist in obtaining commitments and letters of support from partner units or organizations associated with the proposed work. The College provides or arranges for periodic workshops that address grant writing. Each September, a writing retreat for new faculty is conducted and an overview of the College's procedures for submitting proposals is presented.

Step 6: Finalize the grant budget with the campus Finance/Budget Manager

Work with your campus Finance/Budget Manager to finalize the details of the grant budget. Budgets should be consistent with the RFP or agency program officer advice regarding timelines and total amounts. Budgets should take into account any proposed course releases (see incentive policy in Appendix B), summer salaries, graduate student support, etc. If the proposal involves cross-campus or cross-college collaboration, budget managers at each campus or college will coordinate the budget development (see section #2 Cross-Campus and Cross-College Proposals under Additional Information later in this document).

Step 7: Submit completed proposal to campus Finance/Budget Manager

Send your final/completed proposal and all necessary documents to the Finance/Budget Manager at the campus from which the proposal originated (i.e., the primary PI's campus). This should be done 4 business days before the submission deadline at the funding agency. Note that proposals are expected to be submitted to the Office of Grant and Research Development (OGRD) by the Finance/Budget Manager at least 2 days before the agency deadline. Necessary documents may include such additional proposal components as letters of support, biographical sketches, and information on current and pending support (see Appendix C for typical proposal components).

Step 8: Campus finance/budget office submits proposal to funding agency via OGRD

At least 2 business days before the agency deadline, the campus Finance/Budget Manager will complete the eRex form associated with the proposal and upload the proposal and any associated materials to OGRD for submission to the funding agency. The eRex form should include both the name of the grant agency and the specific program within that agency to which the proposal is being submitted. Final approvals of the Budget Managers, Principal Investigator, Chairs/Academic Directors, and Associate Dean for Research are entered on-line before final submission to the funding agency by the Office of Grant and Research Development (OGRD). Note that private and corporate foundation grants are also submitted through OGRD unless they are designated as gifts by WSU Foundation (see section on Proposals to Foundations under Additional Considerations below). Upon submission of a grant proposal

from the Pullman campus, Bev Rhoades will forward a copy of the proposal to Sara Kinser in the COE Pullman Development Office.

Step 9: Post-submission guidelines

If revisions to the budget or scope of the project are required in order to receive funding (e.g., based on agency requests or feedback), work with the campus budget managers and, if relevant, Department Chairs and Academic Directors. The Associate Dean for Research (ADR) can also provide consultation on this process, as needed. If the grant is awarded, the campus finance/budget office will assist faculty investigators in planning grant expenditures and monitoring balances. Department finance personnel assist Principal Investigators in making purchases associated with the grant project. General oversight of grant projects may also be offered by Department Chairs, Academic Directors, and the Associate Dean for Research.

Submissions of revised proposals to the same agency go through the same steps outlined above for original submissions, with faculty giving special attention to the recommended revisions specified by panel reviewers and program officers.

PIs should inform campus Finance/Budget managers, the Associate Dean for Research, and the Faculty Research Development Coordinator when they learn the disposition (e.g., awarded, denied) of their proposals, as well as the WSU Foundation for foundation proposals. This is particularly important for proposals that originate from other universities with COE faculty as Co-PIs. The Faculty Research Development Coordinator or Associate Dean for Research will inform Sara Kinser, Pullman Assistant Director of Development, of the disposition of proposals that originated from the Pullman campus.

PIs are also encouraged to share the comments of the agency review panel, or the faculty member's summary of those comments, with the Associate Dean for Research. Review panel comments, which will be kept confidential, may help the ADR identify patterns in unsuccessful proposals that the College may be able to address.

Additional Information

1. Participation in proposals from other units

COE faculty members may be asked to be part of a grant proposal that will be submitted by a PI from another unit on campus. When budgets are built that have representation from multiple units on campus, the actual dollar amounts and faculty credit are typically negotiated, initially by the collaborating researchers. With early involvement by the Associate Dean for Research, Department Chair, and Finance/Budget Manager, faculty will be in a better position to negotiate needed resources, obtain university credit for their work, and ensure that the college and department receive appropriate F&A (indirect cost) revenue. In these situations, the individual might be listed in the proposal under key personnel. Depending on a faculty member's responsibilities on the project and value in obtaining the grant, negotiating for a role as a Co-PI is possible. The benefits of Co-PI status include a more visible role for the faculty member, a recognized position by the funding agency, stature for the college, and a more competitive position when pursuing additional funding, particularly as a PI.

2. Cross-campus or cross-college proposals

For cross-campus or cross-college proposals, key budget personnel will work with one another early in budget development to ensure that budgets are developed appropriately and, as best possible, that faculty members have the resources they need to do the work. In addition, the lead campus or college will create subaccounts for the other campuses or colleges involved with the project. The budget person for the originating campus will be responsible for OGRD budget approval, eREX preparation, and uploading the proposal. Should questions or concerns about the submission process surface, please contact Lourana Swayne, the OGRD contact person for the College of Education. Bev Rhoades and/or Amy Roth McDuffie, the Associate Dean for Research, are also available for assistance.

As with other external grant proposals, a Proposal Planning Form should be submitted by a COE faculty member as soon as it is clear that one or more COE faculty members will be included in the grant proposal. It may be more difficult to estimate and control the timeline for submission of grant materials when proposals originate in other departments. However, COE faculty members are encouraged to facilitate and communicate to PIs the timelines indicated on the Proposal Planning Form, particularly for Steps 6, 7, and 8.

3. Contracts

Faculty who are contracted to perform specific work for a grant proposal should follow the steps described previously for external grants, including submitting the Proposal Planning Form as soon as they become aware that their contracted work will be part of an external grant proposal. Step 1 (Conceptualizing the grant project and identifying potential funding sources) will be less relevant and in Step 5 (Completing the grant proposal) the faculty member will describe the scope of their own contracted work on the larger grant. All other grant proposal steps apply.

4. Proposals to foundations

In today's competitive grants climate, private and corporate foundations are a viable option for funding for COE faculty. Many foundations aim to improve education for children and youth, especially underserved populations. However, some do not fund academic research, so read guidelines closely. Funding amounts range from small to quite large. Even more so than with federal funding agencies, building and maintaining a relationship with funding foundations and their program officers can be important in obtaining continued foundation support over time (e.g., by reviewing foundation proposals, forwarding copies of your published works that resulted from their funding).

Faculty may identify foundation grants from several sources including the WSU Foundation, the Office of Grant and Research Development (OGRD), notifications from the college's Faculty Research Development Coordinator, the Development Staff and by individual faculty searches of relevant foundations on the web (e.g., see the list of relevant foundations and websites for searching foundations in Appendix D).

Regardless of the source of the information, faculty should complete and submit the fillable on-line Proposal Planning Form (see Appendix A), which is automatically received by the Faculty Research Development Coordinator. If only a letter of interest or inquiry is being submitted (i.e., not a full proposal) faculty only need to fill out the top half of the Proposal Planning Form before submitting it (in other words, you do not need to fill in the Proposal Steps and Target Dates on the bottom half of the form). Submitting this form ensures that you receive maximum assistance in preparing your proposal and/or letter of inquiry/interest and that all relevant personnel are aware that you plan to submit a foundation grant.

WSU support for foundation grants

WSU has several support systems in place for faculty seeking foundation grants. WSU Foundation can provide background information, insider tips, funding histories, contact with officers, and budget ideas regarding specific foundation applications. For this type of information, faculty can contact Esther Pratt at the WSU Foundation directly or through the Assistant Director of Development, Sara Kinser. For state and community foundations, it is especially important to work with WSU Foundation, whose personnel seek to manage access to these foundations. The Faculty Research Development Coordinator also helps faculty write in the appropriate style, which is often simpler, briefer and more persuasive than other types of grant writing.

Submission Process

The submission process for foundation funding can vary depending on the donor foundation and whether the funding is viewed as a gift or research grant. In general, research grants address particular research questions and have specific obligations regarding timelines, budgets, and outcomes. In contrast, gifts are typically offered in support of programs or interventions (e.g., services to students) with more limited obligations or constraints (e.g., regarding timelines, reports, and the use of the funds). However, the distinction between a research grant and a gift is sometimes "gray," and the judgment is best left to the

WSU Foundation in consultation with OGRD. This decision can be communicated to the faculty member and grant support personnel in a timely manner upon faculty submission of the Proposal Planning Form, which, for foundation grants, is submitted by the Faculty Research Development Coordinator to campus Development Officers and the WSU Foundation (among others).

If the proposal for foundation funding is being treated as a research grant proposal by the WSU Foundation, follow the steps provided earlier in this document for submitting proposals. This includes submitting the final proposal to your campus Finance/Budget Manager, who will submit the proposal to OGRD (for some foundations, OGRD will submit the proposal to the WSU Foundation for review, approval, and submission to the funding foundation). By submitting your proposal through OGRD, it also ensures that your foundation proposal is recorded in the WORQS system that is used for annual review purposes.

If the proposal for foundation funding is being treated as a gift by the WSU Foundation, submit your proposal to WSU Foundation using their instructions.

5. Limited submission proposals

In “Limited Submission” opportunities, the sponsor restricts the number of applications or proposals that an institution can submit. In this case, OGRD initiates an internal screening process to determine which application(s) will be approved for submission to the sponsor. Submit the fillable on-line Proposal Planning Form (see Appendix A). Then follow procedures for limited submissions outlined by the Office of Grant and Research Development (OGRD) to apply (http://informer.ogrd.wsu.edu/documents/Limited_Submission_Procedures.pdf). This may involve submission to OGRD by the internal deadline a three- to five-page project description and a one-page tentative budget, or, in other cases, a letter of interest (LOI). Consult your campus Finance/Budget Manager regarding the one-page budget, if a budget is requested. Plan ahead for limited submissions, especially if you are located on an urban campus. These submissions require a cover sheet with signatures from department heads and staff who may be on other campuses. Electronic signatures are accepted.

Appendix A
College of Education Proposal Planning Form

Information about Proposed Project

PI: Name _____ e-mail _____ Department _____ Campus _____

Co-PI(s) (if any)

Name _____ e-mail _____ Department _____ Campus _____

Name _____ e-mail _____ Department _____ Campus _____

Name _____ e-mail _____ Department _____ Campus _____

Name _____ e-mail _____ Department _____ Campus _____

Proposal title (can be tentative):

Funding agency:

Specific program at agency:

URL for RFP or application package:

Submission deadline:

Estimated project period:

Human subjects involved: Yes ___ No ___

Proposal Steps and Target Dates (*not needed for Letters of Inquiry*)

Proposal steps	Time before agency deadline	Target date
Step 1: Conceptualize project and select funding agency	ASAP ¹	
Step 2: Submission of on-line proposal planning form	ASAP ¹	
Step 3: Verify facilities and arrangements with chair/director, and, for urban campuses, Vice-Chancellor/Director for Research	ASAP ¹	
Step 4: Preliminary consultation on the grant budget with the campus Finance/Budget Manager	ASAP ¹	
Step 5: Write the grant proposal as per agency guidelines	1-3 months ²	
Faculty Research Development Coordinator and/or urban campus Proposal Coordinator editing and feedback (recommended)	1-2 months ²	
Submit proposal to Associate Dean for Research for faculty feedback (recommended)	2-4 weeks ³	
Step 6: Finalize the grant budget with the campus Finance/Budget Manager	1 week	
Step 7: Submission of final/complete proposal to campus finance/budget office.	4 business days	
Step 8: Campus budget/finance office submission of proposal to funding agency	2 business days	

¹ Although no specific deadline is provided for the first four steps, keep in mind that it may take several months to develop a well-designed, competitive proposal, particularly to a federal agency.

² Major grant proposals should generally be written 2-3 months before the agency deadline, particularly if feedback from the Faculty Research Development Coordinator, urban campus Proposal Coordinators, and/or faculty reviewers is sought, as recommended. The College will work with faculty on shorter timelines, but keep in mind that rushed proposals are generally less likely to be successful.

³ For faculty feedback, major proposals should be submitted to the Associate Dean for Research (ADR) at least 4 weeks before the agency deadline; for smaller proposals, at least two weeks before the agency deadline.

Appendix B

Faculty Incentives and Distribution of F & A Funds

Faculty Incentives

1. To provide more time to carry out funded project activities, tenure-line and clinical faculty can request buyout of a course with 12.5% of their full-time academic year salary funded by the grant. The 12.5% savings (accruals) will go to the campus in which the proposal originates. When permitted by the grant agency and the total grant budget, faculty are encouraged to charge a larger percentage of their academic year salary to the grant to enable larger accruals (salary savings) for the college or campus. At the Pullman campus, any additional academic year salary savings will be provided to the faculty member (PI, Co-PI) in an accrual account that can be used for grant or other work-related expenses such as summer salary, travel, books, etc.

2. As a general policy the college supports buying out of up to 3 courses per academic year, assuming no adverse impacts to the instructional program in which the faculty member teaches. Approval of the buyout must be approved by the department chair or academic director prior to proposal submission to ensure that the courses will be covered by adjunct or regular faculty. Implementation of the buyout is based on the unique needs of each program and campus. The course buyout policy is:

- 1 course release requires 12.5% of the academic year salary
- 2 course release requires 25% of the academic year salary
- 3 course release requires 37.5% of the academic year salary

3. Academic administrators on fiscal year (12 months) appointments may obtain grant-related accrual accounts for funds that exceed 12.5% of their fiscal year salary. The 12.5% is calculated on the fiscal year salary excluding stipends. The 12.5% savings will go to the campus in which the administrator works.

4. Any proposal, funded or unfunded, will be awarded credit in the annual review process and for tenure and promotion purposes as described in the college's Tenure and Promotion Handbook.

5. As per WSU policy, faculty can automatically work two summer months on any combination of teaching and externally funded projects. With approval of the provost, faculty can also obtain three months of work, if the source of funding is from external sources (WSU-sponsored grants or contracts).

F & A Distribution

In accordance with WSU Executive Policy #2 – Policy for Allocating Facilities and Administrative Cost Recovery Revenue – F & A earnings from grants are distributed as follows:

1. For grants originating in Pullman: 8% to the Dean and 15% to the PIs department.
2. For grants originating from an urban campus: 11.5% to the urban campus Chancellor and 11.5% to the COE Dean.

Appendix C

Typical Proposal Components

Note. This checklist is for faculty information only and is not submitted as part of the proposal submission process.

- Proposal
- Proposal abstract or summary
- Budget
- Budget Justification
- Biosketch or résumé
- Current and pending support
- Letters of support
- Additional supplemental materials specific to the project and or funding agency
- 3-4 sentence abstract for eRex

Appendix D

Common Grant Sources for COE Faculty

**Note: This list provides examples of relevant programs. However, the list is not exhaustive. Specific programs and funding vary each year.*

Federal Grant Programs (selected)

NSF Innovative Technology Experiences for Students and Teachers (ITEST)

The ITEST program through research and model-building activities seeks to build understandings of best practice factors, contexts and processes contributing to K-12 students' motivation and participation in the science, technology, engineering, and mathematics (STEM) core domains along with other STEM cognate domains (e.g., information and communications technology (ICT), computing, computer sciences, data analytics, among others) that inform education programs and workforce domains

NSF Discovery Research (DRK 12)

The Discovery Research K-12 program (DRK-12) seeks to significantly enhance the learning and teaching of science, technology, engineering and mathematics (STEM) by preK-12 students and teachers, through research and development of innovative resources, models and tools (RMTs). Projects build on fundamental research in STEM education and prior research and development efforts that provide theoretical and empirical justification for proposed projects. Teachers and students who participate in DRK-12 studies are expected to enhance their understanding and use of STEM content, practices and skills.

NSF Cultivating Cultures for Ethical STEM (CCE STEM)

CCE STEM seeks proposals for innovative research projects to foster ethical STEM research in science and engineering, including interdisciplinary, inter-institutional and international contexts. Projects will use basic research to produce knowledge about what constitutes responsible or irresponsible, just or unjust scientific practices and socio-technical systems, and how to best instill students with this knowledge. Projects can include qualitative and/or quantitative approaches. Proposals should specify plans to deliver findings to appropriate research and educational communities and assist them to implement projects or programs based on findings.

NSF Improving Undergraduate STEM Education (IUSE HER)

Design and Development projects are larger-scale efforts that also may fall within the Engaged Student Learning or Institutional and Community Transformation track. These projects focus on new interventions or strategies to achieve well-specified STEM learning objectives, including refinements on the basis of small-scale testing. Research to explore how effective teaching strategies and curricula enhance learning and attitudes, how widespread practices have diffused through the community, and how faculty and programs implement changes in their curriculum are appropriate. Research results should provide a foundation for creating learning materials, teaching strategies, faculty development approaches, and evaluation methodologies that have the potential for a direct impact on STEM educational practices.

NSF Cyberlearning and Future Technologies Program

This program integrates opportunities offered by emerging technologies with advances in what is known about how people learn. The program's aim is to advance technologies that specifically focus on the experiences of learners; innovations that simply focus on making teaching easier will not be funded. Proposals that focus on teachers or facilitators as learners are invited; the aim in these proposals should be to help teachers and facilitators learn to make the learning experiences of learners more effective.\

NSF ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers

The goal of the ADVANCE program is to increase the representation and advancement of women in academic science and engineering careers to aid in development of a more diverse science and engineering workforce. ADVANCE encourages institutions of higher education and the broader science, technology, engineering and mathematics (STEM) community, including professional societies and other STEM-related not-for-profit organizations, to address various aspects of STEM academic culture and institutional structure that may differentially affect women faculty and academic administrators.

NSF Research on Education and Learning (REAL)

The REAL program fund research on STEM learning, STEM environments, and broadening participation research. Projects can cover formal and informal settings, childhood through adulthood, for all groups and life stages.

NSF Advancing Informal STEM Learning (AISL)

This program seeks to advance new approaches to and evidence-based understanding of the design and development of STEM learning in informal environments; provide multiple pathways for broadening access to and engagement in STEM learning experiences; advance innovative research on and assessment of STEM learning in informal environments; and develop understandings of deeper learning by participants. The AISL program supports five types of projects: (1) Pathways, (2) Research in Service to Practice, (3) Innovations in Development, (4) Broad Implementation, and (5) Conferences, Symposia, and Workshops.

NSF STEM-C Partnerships: Computing Education for the 21st Century

STEM-C Partnerships combines and advances the efforts of both the former Math and Science Partnership (MSP) and the former Computing Education for the 21st Century (CE21) programs. It is critical that our nation maintain a competent, competitive and creative STEM workforce, including teachers. Therefore, NSF aims to inspire and motivate the next generation of that workforce, while ensuring that it has the skills, competencies, and preparation to be successful. As we transition to a global, knowledge-based economy that is often driven by information technology and innovation, it is increasingly important that STEM workforce preparation includes a strong foundation in computing. Thus, the STEM-C Partnerships program addresses both the need for advances in K-12 STEM education generally, as well as the need to elevate the inclusion of computer science education.

NSF Promoting Research and Innovation in Methodologies for Evaluation (PRIME)

This program seeks to support research on evaluation: (1) exploring innovative approaches for determining the impacts and usefulness of STEM education projects and programs; (2) building on and expanding the

theoretical foundations for evaluating STEM education and workforce development initiatives, including translating and adapting approaches from other fields; and (3) growing the capacity and infrastructure of the evaluation field. Three types of proposals are supported: Exploratory Projects including proof-of-concept and feasibility studies; extensive Full-Scale Projects; and workshops and conferences.

NSF Development and Learning Sciences (DLS)

DLS supports fundamental research that increases our understanding of cognitive, linguistic, social, cultural, and biological processes related to children's and adolescents' development and learning. Research supported by this program will add to our basic knowledge of how people learn and the underlying developmental processes that support learning, social functioning, and productive lives as members of society.

NSF Faculty Early Career Development Program (CAREER)

National Science Foundation's most prestigious award in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education and the integration of education and research within the context of the mission of their organizations.

NSF EHR Core Research (ECR)

EHR seeks proposals to help synthesize, build and/or expand research foundations in the following core areas: STEM learning, STEM learning environments, workforce development, and broadening participation in STEM. We invite researchers to identify and conduct research on questions to improve STEM learning in general or address specific challenges of great importance. *Core Research Proposals* (maximum 5 years, \$1.5 million) study a foundational research question/issue designed to inform the transformation of STEM learning and education. *Capacity Building Proposals* (maximum 3 years, \$300,000) support groundwork to advance research within four core areas.

NSF: Traineeship Program (NRT)

This program develops bold, transformative and scalable models for STEM training to ensure that graduate students develop skills, knowledge, and competencies to pursue research and research-related careers. Goals are to advance cutting-edge interdisciplinary research in high priority areas, prepare STEM graduate students for careers within or outside academe, and develop models for transformative improvements in graduate education. Projects may develop and test scalable models for STEM graduate education, extend training to STEM graduate students and disseminate successful models within the national graduate education community; advance potentially transformative interdisciplinary research in high priority areas; train STEM graduate students in technical and professional skills for research and research-related careers; and provide evidence-based strategies to broaden participation of diverse students.

NSF Social Psychology

This program supports basic research on human social behavior, including cultural differences and development over the life span. Among many research topics supported are: attitude formation and change, social cognition, personality processes, interpersonal relations and group processes, self, emotion, social comparison, social influence, psychophysiological and neurophysiological bases of social behavior.

NSF Smart and Connected Health (SCH)

This program aims to develop next-generation health care solutions and encourage existing and new research communities to focus on breakthrough ideas in a variety of areas, such as sensor technology, networking, information and machine learning technology, decision support systems, modeling of behavioral and cognitive processes, as well as system and process modeling. Effective solutions must satisfy a multitude of constraints arising from clinical/medical needs, social interactions, cognitive limitations, barriers to behavioral change, heterogeneity of data, semantic mismatch and limitations of current cyberphysical systems. Such solutions demand multidisciplinary teams ready to address technical, behavioral and clinical issues ranging from fundamental science to clinical practice.

NSF CREATIV

CREATIV (Creative Research Awards for Transformative Interdisciplinary Ventures): a pilot grant mechanism to encourage cross-disciplinary science. The program helps break down disciplinary barriers within NSF and encourages program managers to use new tools, collaboration modes and techniques in the merit-review process to widen the pool of discoveries beyond traditional means.

NSF: Alliances for Graduate Education and the Professoriate (AGEP)

This program promotes strategic alliances of institutions and organizations to develop, implement, and study innovative evidence-based models and standards for STEM graduate education, postdoctoral training, and academic STEM career preparation that eliminate or mitigate negative factors and promote positive practices for URMs. *Knowledge Adoption and Translation (AGEP-KAT)* - Projects to adopt or expand research findings, evidence-based strategies and practices related to participation and success of URMs in STEM graduate education, postdoctoral training, and academic STEM careers at higher education institutions. *Broadening Participation Research in STEM Education (AGEP-BPR)* - Investigator initiated empirical research projects to create and study new theory-driven models and innovations on participation and success of URMs in STEM graduate education, postdoctoral training, and academic STEM careers.

IES Cognition and Student Learning

This program supports research to apply advances in cognitive science to education practice. The long-term outcome should be an array of tools and strategies (e.g., instructional approaches, computer tutors) based on principles of learning and information processing gained from cognitive science. These evidence-based methods should improve learning in education delivery settings from pre-K through high school and for vocational or adult basic education or remedial/bridge programs for under-prepared college students.

IES Education Technology

The Education Technology topic supports research on education technology tools designed to provide or support instruction in reading, writing, mathematics, or sciences (including pre-reading, pre-writing, early mathematics, and early science), improve study skills, or provide professional development for teachers related to instruction in reading, writing, mathematics, or the sciences. The long-term outcome will be an array of education technology tools that have been documented to be effective for improving student reading, writing, mathematics, and science achievement.

IES Effective Teachers and Effective Teaching

The Effective Teachers and Effective Teaching (Effective Teachers) topic supports research on effective strategies for improving performance of classroom teachers in ways that increase student learning and school achievement in reading, writing, mathematics and the sciences for students from kindergarten through high school. The long term outcome will be an array of programs (e.g., professional development programs), assessments, and strategies (e.g., recruitment and retention policies) that have been demonstrated to be effective for improving and assessing teacher quality in ways that are linked to increases in student achievement.

IES English Learners

The English Learners (EL) topic supports research on the improvement of academic achievement in reading, writing, mathematics, or science, as well as other school outcomes (e.g., graduation rates) for students in kindergarten through high school who are English learners. The long-term outcome of this research will be an array of tools and strategies (e.g., assessments, instructional approaches, programs, and policies) that have been documented to be effective for improving academic outcomes for EL students.

IES Improving Education Systems: Policies, Organization, Management, and Leadership

This topic supports research to improve student learning through direct improvements in the organization and management of schools and education systems and through the establishment of policies intended to foster such improvements. The long-term outcome of this research will be an array of tools and processes (e.g., organizational strategies, professional development strategies, management practices, assessments, and policies to foster improvements in the latter) that have been documented to be effective for improving the ways in which schools and/or districts operate and, thereby, improving student outcomes.

IES Mathematics and Science Education

This topic supports research on the improvement of mathematics and science knowledge and skills of students from kindergarten through high school. The long-term outcome of this research will be an array of tools and strategies (e.g., curricula, programs, assessments) that are documented to be effective for improving or assessing mathematics and science learning and achievement.

IES Postsecondary and Adult Education Research

This topic supports research to improve the reading, writing, and numeracy skills of learners in adult education programs; the enhancement of targeted learning outcomes of postsecondary students; and the increase in access to, persistence in, and completion of postsecondary education. The long-term outcome of this research will be an array of tools and strategies (e.g., practices, assessments, programs, policies) documented to be effective for improving education outcomes of adult learners (i.e., students at least 16 years old and outside of the K–12 system) and postsecondary students at the college level.

IES Reading and Writing

The Reading and Writing (Read/Write) topic supports research on the improvement of reading and writing skills of students from kindergarten through high school. The long-term outcome of this research will be an array of tools and strategies (e.g., assessments, instructional approaches) that are documented to be effective for improving or assessing reading and writing.

IES Social and Behavioral Context for Academic Learning

This topic supports research on social skills, dispositions, and behaviors to improve student outcomes (e.g., grades, standardized test scores, attendance, high school graduation rates) in typically developing students from kindergarten through high school. The long-term outcome of this research will be an array of tools and strategies (e.g., assessment tools and behavioral interventions) that have been documented to be effective for improving or assessing social skills, dispositions, and behaviors that support academic and other important school-related outcomes of students from kindergarten through high school.

IES Early Learning Programs and Policies

This topic supports research on the improvement of school readiness skills (e.g., pre-reading, language, vocabulary, early science and mathematics knowledge, social skills) of prekindergarten children (i.e., three- to five-year-olds). The long-term outcome of this research will be an array of tools and strategies (e.g., assessments, instructional approaches, programs, and policies) that have been documented to be effective for improving school readiness skills for pre-K children in center-based prekindergarten settings.

IES Statistical and Research Methodology in Education

This topic supports research to advance education research methods and statistical analyses. The long-term outcome of this research program will be a wide range of methodological and statistical tools that will better enable education scientists to conduct rigorous education research.

IES Researcher-Practitioner Partnerships in Education Research

This program supports partnerships composed of research institutions and state or local education agencies, to identify an education policy/practice issue with important implications for improving student achievement that is of high priority for the education agency, carry out initial research regarding the education issue, and develop a plan for further research on the issue. The goal is to conduct research with direct implications to improve programs, processes, practices, or policies that improve student outcomes.

IES Continuous Improvement in Education Research

This program supports well-established partnerships among research institutions and State or local education agencies to address a specific education issue or problem of high importance to the education agency. The partnership will select an existing approach to the issue/problem showing evidence of improving student outcomes. The partnership will adapt and revise the approach by applying continuous improvement strategies to improve implementation, intermediate outcomes, and student outcomes. The partnership will identify and implement systemic changes to support success of the approach.

IES Methods Training for Education Researchers

This program aims to ensure that researchers have the skills to produce research that is rigorous in method, and also relevant and accessible to education stakeholders such as practitioners and policymakers. This topic supports training of current education researchers to maintain and upgrade their methodological skills. The focus on improving the rigor of education research has led to an ongoing development and adaptation of methods concerning the design of education studies and analysis of the data collected.

IES Training in Education Research Use and Practice

This program brings together policymakers, practitioners, and researchers around a specific issue in order to share the latest evidence on the issue with policymakers and practitioners and to provide policymakers and practitioners an opportunity to talk with researchers on their own informational needs (e.g., examining program options and research evidence on pre-K programs and developing research-based recommendations for a state or school district interested in developing or expanding such programs; reviewing research evidence on adult basic education and English language instruction and its implications for increasing the effectiveness of courses offered by school districts, community colleges, and other providers.

IES Professional Development for Teachers and Related Services Providers

This topic supports research that identifies effective strategies to improve performance of current teachers, other instructional personnel, and related services providers in ways that increase reading, writing, language, mathematics, science, social, behavioral, or secondary transition outcomes, and functional skills that improve the educational outcomes of students with disabilities or at risk for disabilities in K-12 grades.

IES Unsolicited Opportunities

Check the IES website for more information on unsolicited opportunities in a given year.

US Dept. of Ed: Title III, Part A Programs - Strengthening Institutions

The program helps eligible IHEs (institutions of higher education) become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions. Funds may be used for planning, faculty development, and establishing endowment funds. Administrative management, and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student service programs to improve academic success, including innovative, customized, instruction courses to retain students and move them into core courses and through program completion, which may include remedial ed and English language instruction.

US Dept. of Ed, GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs

This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

US Dept of Ed: Recreational Programs

This program provides individuals with disabilities inclusive recreational activities and related experiences that can be expected to aid them in their employment, mobility, socialization, independence, and community integration. Project periods last three years and the federal share of costs is 100 percent in year 1, 75 percent in year 2, and 50 percent in year 3. Projects must maintain, at a minimum, the same level of services over the three-year project period and assure that the service program awarded will be continued after the federal assistance ends.

US Dept. of Ed: Innovative Approaches to Literacy Program

This program is administered by the Office of Elementary and Secondary Education. For more information, check the website or email oesse@ed.gov.

US Dept. of Ed: Improving Teacher Quality State Grants

This program aims to improve academic achievement by improving teacher and principal quality, increase the number of highly qualified teachers in classrooms, increase the number of highly qualified principals and assistant principals in schools, and increase the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.

US Dept. of Ed: Transition to Teaching

The program supports project that 1) Recruit and retain highly qualified midcareer professionals (including highly qualified paraprofessionals) and recent graduates of IHEs, as teachers in high-need schools, including recruiting teachers through alternative routes to teacher certification; 2) Encourage the development and expansion of alternative routes to certification under state approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual or other factors in lieu of traditional course work in the field of education. The program funds national, regional, statewide, and local projects.

US Dept. of Ed: Migrant Education, Even Start

This program is designed to help break the cycle of poverty and improve the literacy of participating migrant families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. This program supports family literacy projects. Projects provide for: early childhood education; adult literacy (adult basic and secondary-level education and instruction for English language learners [ELLs]); parenting education; and interactive parent-child literacy activities for participating families, often through other entities providing these services, such as government agencies, colleges and universities, public schools, Head Start programs, and other public and private community-based groups.

USDA Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants Program (SPECA):

This program aims to: (a) promote and strengthen secondary and 2-year postsecondary agriscience and agribusiness education and Agriculture in the K-12 Classroom in order to help ensure a qualified workforce to serve the U.S. food, agricultural and human sciences system; and (b) promote complementary and synergistic linkages among secondary, 2-year postsecondary, and higher education programs in food, agricultural and human sciences in order to attain excellence in education and encourage youth to pursue and complete a baccalaureate or higher degree in food, agricultural and human sciences.

USDA Higher Education Challenge (HEC) Grants Program

Projects should: (1) address a State, regional, national, or international educational need; (2) involve a creative or non-traditional approach toward addressing that need that can serve as a model to others; (3) encourage and facilitate better working relationships in the university science and education community, as

well as between universities and the private sector, to enhance program quality and supplement available resources; and (4) result in benefits that extend beyond grant period.

USDA Agriculture and Food Research Initiative - Childhood Obesity Prevention

This Challenge Area Focuses on the societal challenge to end obesity among children, the number one nutrition-related problem in the US. This program is designed to achieve the long-term outcome of reducing the prevalence of overweight and obesity among children and adolescents 2-19 years. The Childhood Obesity Prevention Program supports Multi-function Integrated Research, Education, and/or Extension Projects and Food and Agricultural Science Enhancement (FASE) Grants.

USDA Resident Instruction Grants Program for Institutions of Higher Ed in Insular Areas (RIIA)

This program promotes the ability of Insular Area Institutions to carry out teaching and education programs within a broadly defined arena of food and agricultural sciences. By strengthening institutional educational capacities in instruction and curriculum and enhancing the quality of teaching and learning, this program will help Insular Area Institutions meet their unique needs. Eligible institutions are located in an Insular Area and have a demonstrable capacity for teaching and extension programs in food, agriculture, natural resources and human sciences. Individual Land-grant colleges and universities, and other institutions with Land-grant status through Federal legislation, and are located in Insular Areas are eligible.

USDA Distance Education Grants for Institutions of Higher Education in Insular Areas (DEG)

This program strengthens the capacity of Institutions of Higher Education in Insular Areas to carry out resident instruction, curriculum, and teaching programs in the food and agricultural sciences through distance education technology. This NIFA-administered grants program focuses on improving formal, postsecondary agricultural sciences education. Eligible institutions are located in an Insular Area and have a demonstrable capacity to carry out teaching and extension programs in the food, agriculture, natural resources and human sciences. Individual Land-grant colleges and universities, and other institutions that have Land-grant status through Federal legislation, and which are located in Insular Areas are eligible.

NIH Research Grants (R01 and R03 series)

NIH provides financial support for projects that enhance health, extend healthy life, and reduce the burdens of illness and disability. While NIH awards many grants specifically for research, it also provides grant opportunities that support research-related activities, including: fellowship and training, career development, scientific conferences, resources and construction. Check website for relevant programs.

Navy and Marine Corps STEM Education

ONR seeks proposals for innovative solutions to develop and maintain a robust STEM workforce and "game changing" solutions to establish and maintain a diverse pipeline of U.S. citizens interested in uniformed or civilian DoN (or Navy and Marine Corps) STEM-related workforce opportunities. FY15 targets High School, Post-Secondary education, and outreach to enhance the DoN (or Naval) STEM workforce and mission readiness. Focus is on key engineering and scientific areas in Naval S&T Strategic Plan, e.g., National Naval Responsibilities (see ONR website), and identified STEM-related workforce gaps and new strategic goals on the uniformed and civilian side: 1) Developing and strengthening engineering disciplines across all Naval activities and improving technician pipeline, 2) Developing capacity of Naval workforce to utilize big data analytics and enhance information science disciplines across all Naval activities, 3) Engaging Veterans in Naval STEM careers.

State Grants (selected)**Washington STEM**

Every economy in Washington is STEM-fueled. STEM Networks are a powerful strategy that supports communities to accelerate student success in alignment with local economic development. Washington STEM invests in communities to seed STEM Networks and spread promising practices across the state.

College Spark WA

Supports college access and success for low-income students in Washington State. Proposals use partnerships or shared resources for programs grounded in research-based methods with measurable outcomes.

Grant Search Tools (selected)

PIVOT (formerly COS): http://pivot.cos.com/funding_main

Free to all WSU employees. Very useful tool, especially for RFP-driven proposals. Includes some private sources. Over 24,000 records and 400,000 opportunities. Weekly email funding alert.

Foundation Center: <http://fconline.fdncenter.org/>

WSU Corporate & Foundation Relations (CFR) personnel can search database and provide information on past giving, names of board members, etc.

Grantsmanship Center: <https://www.tgci.com/funding-sources>

Free resource. Provides state-by-state listing to top grant-making foundations, community foundations and corporate giving programs.

Chronicle of Philanthropy (costs not paid by WSU)

<http://philanthropy.com/section/Guide-to-Grants/270/> - Searchable new grants database.

Grantsnet.org <http://grantsnet.org>

Excellent free site with resources on funds for training in sciences and undergraduate science education.

Foundation Grants (selected):**Arthur Vining Davis Foundation**

Secondary Ed grants support innovative professional development programs that strengthen teachers and their teaching in grades 9-12. Special consideration will be given to projects in their early stages that address the concerns and problems of secondary education on a national level. Proposals should develop solutions with potential for wide application or replication by others. Evaluation is an important component.

Boeing

Boeing supports primary and secondary education nonprofits in King, Pierce, and Snohomish Counties to improve and align systems that advance students' skills and ensure future success. Focus is on partnerships that strengthen STEM pathways for underserved students by implementing evidence-based curriculum and high-quality teacher professional development; Improving educational environments for all students and promoting excellent instruction through evidence-based practices and strong school leadership. Boeing also funds scholarships.

Bill & Melinda Gates Foundation: This foundation's programs often change, so check their website. Main focus is on global health and global pre-K education. Occasionally there are relevant NW programs (e.g, Family and Community Roles in Supporting Student Success (2013): to advance understanding of the impact of family and community on student achievement from early childhood through college).

Carnegie Corporation

Recent topics include: Improving Policy; Innovation in Classroom, School, College and System Design; Standards and Assessments; Innovation in Teaching and Human Capital Management.

Charlotte Martin Foundation.

Aims to ensure opportunities for all youth (age 6-18), particularly the underserved and economically disadvantaged, to develop their skills in education, creative and cultural expression and athletics in ways that ultimately promote their habits of lifelong learning and their ability to make strong and lasting contributions to their respective communities. Topics include Athletics, Cultural Programs, and Education.

Keck Foundation

Undergraduate Education Program: This program promotes distinctive learning and research experiences in science, engineering and the liberal arts; foster new levels of student engagement and understanding, especially through active learning and collaborative curriculum development; expand interdisciplinary activities in balance with needs of each discipline; incorporate research activities into the curriculum and raise the bar of expectations regarding publications and presentations by undergraduates; enhance science and technology literacy for students in all disciplines; and develop new ways to simulate critical thinking and other core competencies of a liberal arts education. *Note: Focus is on "undergraduate only" institutions, with emphasis on novel projects.*

Kellogg Foundation

The Educated Kids program aims to improve quality of both teaching and learning through leadership and professional development in which educators receive the support and training they need to deliver high-quality learning opportunities for all students. We support community-based family engagement efforts to empower parents, caregivers and families as leaders in children's development. *Focus is on birth to age 8.*

Spencer Foundation

This foundation funds creative, "big-think" projects on broad ideas. Research grant topics including the relationship between education and social opportunity; purposes and values of education, philosophy of education; teaching, learning & instructional resources; teaching and teacher development; organizational

learning in schools, school systems and higher education; and field-initiated proposals. Small grants are under \$50K, and large grants are over \$50K.

Sloan Foundation

The Sloan Foundation makes relatively large grants to support original research and broad-based education related to science, technology, and economic performance. Seeks projects that result in strong benefit to society for which funding from the private sector, government or other foundations is not available.

Stuart Foundation

Stuart Foundation grants focus on CA and WA: 1. Districts and Education Systems - developing district capabilities and promoting system-wide impact in districts and education systems. 2. Education Leadership: strengthening school, district and school board leadership to achieve system wide change. 3. Teaching and Learning: building education systems that provide students with effective and qualified teachers.

Wallace Foundation

Five major initiatives underway: School Leadership, After School, Arts Education, Summer and Expanded Learning, Audience Development for the Arts. Usually identifies experts and invites them to submit. They will review letters of interest.

Wells Fargo Foundation

Wells Fargo supports organizations that - promote academic achievement for low- and moderate-income students with a focus on math, literacy, and science and technology; - provide training for teachers and administrators working with low- and moderate-income students; and - encourage school partnerships with parents and guardians, the local community, and the business community. *Note: They fund Spokane County and King Co. areas, NOT Whitman County.*

William T. Grant Foundation

Relatively large research grants fund work on: (1) programs, policies, and practices that reduce inequalities in youth outcomes; and (2) when, how, and under what conditions research evidence is used in policy and practice that affect youth, and how its use can be improved.

Local Grants (selected)

Inland Northwest Community Foundation

Note: they do not fund academic research. INWCF awards grants to programs benefitting 20 counties in Eastern Washington and North Idaho. In Washington, they serve Adams, Asotin, Columbia, Ferry, Garfield, Lincoln, Pend Oreille, Spokane, Stevens and Whitman counties. In Idaho, they serve Benewah, Bonner, Boundary, Clearwater, Idaho, Kootenai, Latah, Lewis, Nez Perce and Shoshone counties. Some programs are restricted to specific communities: For Pullman region, choose Palouse Region/Pullman Community Grant Program. Read guidelines for regional restrictions.

Latah County Community Foundation

Supports organizations and programs that improve the quality of life in Latah County, Idaho. Grants will be made to fund activities, services and projects of organizations that are established as well as to provide assistance for new organizations to fill unmet and/or emerging community needs. *Up to \$3,000. In some cases, a match from other sources may be required.*