Department of Teaching, Learning, and Leading, School of Education, University of Pittsburgh

**IL 3548 Grant Writing in Special Education**

Spring 2021

**Instructor**: Rachel Robertson, Ph.D.

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Office hours – Thursdays, 2-3pm @ Zoom personal meeting room: <https://pitt.zoom.us/j/5960349243>

**Meeting Time and Location**: Mondays, 1-3:30pm, remote

**Course Description**:

The purpose of this course is to introduce you to grant writing in special education (and/or other areas of your interest), and to prepare you to successfully obtain internal and external funding as a student and in the early stages of your post-doctoral career. This course will provide you with an introduction to available funding opportunities in special education research and training, the grant-writing process, and methodological approaches relevant to different funding options. This course is designed to provide a foundation for early career grant writing, as well as initial practice in writing grant applications in the area of special education.

**Course Objectives**:

***My ideas***

1. To become familiar with grant opportunities in special education available from the University of Pittsburgh, federal government, state government, and private foundations.
2. To develop an understanding of the grant writing process.
3. To develop an understanding of the conditions/assets needed to get a grant, such as the right team, track record, and resources.
4. To practice developing, writing, and revising your own grant applications.
5. To increase your likelihood of successfully obtaining grants in the future.

***Your ideas? What do you hope to get out of this class?***

1. Golden handcuffs – obligations of funders – expectations – ethical issues;
2. Figuring out what the reviewers are looking for
3. Behind the scenes – meeting with program officers
4. Peer/social support in grant writing
5. Inside scoop
6. More in chat!

**Text:** Readings will be available electronically.

**Expectations:**

***My ideas***

1. Academic integrity
   1. • Our products in this class reflect our own original work or are appropriately cited.
2. Attendance
   1. • I hope you will look forward to/want to come to our weekly meetings! I am expecting us all to be there each week as it is a small seminar and everyone’s presence and participation is needed for us all to get the most out of our time together. If you are unable to make it to a weekly meeting please let me know as soon as possible.
3. Participation
   1. • The more actively we all participate during weekly meetings the more we will learn and enjoy our time together. That said, I completely understand (and feel) Zoom fatigue! Therefore I will work to create a variety of virtual learning experiences and modes of responding. Please feel free to unmute/speak at any time, use a raise hand button, put comments/thoughts in the chat, etc. I also respect that sometimes you may feel the need to be still and listen.
4. Communication
   1. • Please communicate openly with me regarding your understanding of course material, assignments, and course format. If you have suggestions that may help with your experience in this class, I am eager to hear them. Additionally, I understand that life happens and may interfere with class or a due date – please communicate with me about special circumstances as soon as possible and we will make a plan together.

***Your ideas? What are your expectations for me? What are your expectations for each other? For yourself?***

These may include: the kinds of feedback you’d like from me on assignments; kinds of preparation or participation you want; my and peers’ behavior or communication during discussions; identification of resources to assist you; degree of individualization of course content, etc.

**Special Considerations and Accommodations:**

* If you require any special consideration or accommodation in any aspect of the course, please let me know within the first 2 weeks of class. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. You may contact the Disability Resources and Services at 648-7890 (Voice) or 383-7355 (TTD) for further information. Their office is located in 140 William Pitt Union.

**Grading:**

***My ideas***

I’ve been thinking a lot lately about how graduate school assignments and grading norms don’t

support risk-taking or exploration of new concepts and skills without potential consequences

(e.g., poor grades). Therefore, I’m going to incorporate assignments in which I evaluate your

response and give you quantitative and qualitative feedback, but the score you receive on these

assignments does not affect your final grade. I will make clear which assignments do and do not

affect your final grade.Instead, your final grade will reflect the thought and effort you bring to

your assignments/class activities and your development in course competencies over the

semester.

***Your ideas?***

What types or qualities of evaluation and feedback would be helpful for you and your

development?

Final course grades will be based on the University’s grading system identified below.

|  |  |  |  |
| --- | --- | --- | --- |
| *Percentage of Points Earned* | *Letter Grade* | *Level of Attainment* | *Grade Points* |
| 94-100 | A | Superior | 4.00 |
| 90-93 | A- |  | 3.75 |
| 88-89 | B+ | Adequate | 3.25 |
| 83-87 | B |  | 3.00 |
| 80-82 | B- |  | 2.75 |
| 78-79 | C+ | Minimal | 2.25 |
| 73-77 | C |  | 2.00 |
| 70-72 | C- |  | 1.75 |
| <70 | F | Failure | 0.00 |

**TLL Student Grievance Procedures:**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University’s Academic Integrity Guidelines at: <http://www.bc.pitt.edu/policies/policy/02/02-03-02.html>

When a student in TLL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (p. 16) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (2) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances within TLL is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.

2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator (if the issue concerns a class) or his or her advisor.

3. If the matter remains unresolved, the student should talk to the associate chair of TLL (currently Dr. Sheila Conway).

4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Shederick McClendon). If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer.

**Assignments:**

* ***Grant Proposal***: Your major assignment for this course will be writing a grant proposal. The proposal may be one you plan to submit during or after the course (to a Faculty and Student Research Grant Competition, for example) or practice for a submission in the future. Regardless it should be modeled upon an existing grant opportunity (e.g., FASR, IES, OSEP, Spencer, NIH). You will develop a grant team, submit rough drafts to the instructor, peers, and team members, and receive feedback prior to final submission. **[See class schedule for draft due dates [100 points]**
* ***Class Participation:*** Includes funding opportunity talks, grant proposal talks, discussion board participation, and substantive contributions to class discussions. Guidelines will be provided.

**[100 points]**

* + - ***Funding Opportunity Talks:*** For this assignment, you will research a funding opportunity and present it to the class. A sign-up sheet and guidelines will be provided. **[25 points towards your Class Participation grade]**
    - ***Grant Proposal Talks***: Throughout the course, you will be asked to discuss your grant ideas and progress on your grant proposal with the class. Guidelines and a sign up sheet will be provided. **[25 points towards your Class Participation grade]**
    - ***Discussion Board:*** Discussion board posts will be used to update the group on where you are in developing your grant interests, ideas, and proposal. **[25 points towards your Class Participation grade]**
* ***Final Grant Proposal Presentation***: You will present your final proposal to the class in a powerpoint presentation. **[50 points]**

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| Session  Date | Topics | Readings | Discussion Board | Funding  Opportunity Talks | Grant Proposal Talks | Speaker/  Activities/  Major Assignments |
| 1.  1/25 | Introductions and Welcome to the course  Resources for finding grant competitions |  |  |  |  | Discussion of Major Assignments  Assign Funding Opportunity Talks |
| 2.  2/1 | Graduate Student Research Grants  The Grant Proposal Overview  -Significance  -Research Plan  -Personnel  -Resources  -Budget | Pitt Faculty and Student Research Guidelines and Rubric Criteria  Grant Writing Tips for Graduate Students | 🗱 Discussion Board #1: Identify three external grants that interest you. Post your three grants with a brief comment on why each is of interest on Canvas discussion board before class #2. | ⸙Graduate Student Research Grants | •Possible grant competition and topic for your grant proposal assignment | Dr. Gina Garcia, Department of Educational Foundations, Organization, and Policy, SOE |
| 3.  2/8 | Internal grants for faculty  Developing the Significance Section | Pitt Momentum Funds – Seeding, Teaming, Scaling |  | ⸙Internal Grants for Faculty |  | Dr. Bethany Gibbs, Health and Human Development, SOE |
| 4.  2/15 | Early career grants | 10 tips for Successful Grant Writing  One early career competition guideline relevant to your interests. Examples:  IES – Early Career Webinar  Spencer Postdoctoral Fellowships  NIH Early Career | 🗱 Discussion Board #2 due before class | Early career grants |  | Dr. Jason Chow, University of Maryland |
| 5.  2/22 | Grants outside of Academia  Developing the Research Plan | TBD |  | ⸙Non-academic grants | •Significance of your grant proposal assignment | TBD  1:30pm – Sabina – 2:30pm – decide how much of each thing between syllabus and grants – scholar in residence/writing |
| 6.  3/1 | Training and Mentoring Grants  Developing the Resources Section | OSEP Training grants  OR  Other training grants relevant to your area/interest | 🗱 Discussion Board #3 | ⸙Training and Mentoring Grants |  | Drs. Sheila Conway and Tessa McCarthy, TLL |
| 7.  3/8 | Research Partnership Grants  Developing the Personnel Section | IES – RPP Webinar  OR  Another RPP funding competition |  | ⸙Research-Practice Partnership Grants | •Research Plan of your grant proposal assignment | Tracy Larson, Director of Early Childhood Partnerships, Office of Child Development, SOE |
| 8.  3/15 | Institute of Education Sciences (IES)  Developing the Budget Section | IES RFP relevant to your interests | 🗱 Discussion Board #4 | ⸙IES Grants |  | Dr. Lindsay Clare Matsumura  🗱 **Rough Draft/Outline of Significance and Research Plan Due** |
| 9.  3/22 | Spencer Grants  Developing Personnel and Resources sections | Spencer RFP of your choice (that you haven’t already read) |  | Spencer Grants | •What are your major budget items? | Dr. Jenn Russell, EFOP, SOE  \* My feedback on your rough drafts/outlines |
| 10.  3/29 | Local Foundation Grants  Budget  Workshop | Heinz grant guidelines  Or  FISA grant guidelines  OR  Another local foundation competition  Preparing a Budget | 🗱 Discussion Board #5 | Foundation Grants |  | Melanie Vignovich, Pitt Director of Strategic Initiatives, Corporate & Foundation Relations  Tommy Bost, Director of Grants Management, SOE  **🗱Rough draft of budget and budget narrative due (templates on Canvas)** |
| 11.  4/5 | NIH Grants  Personnel and Resources Workshop | NIH RFP of your choice (that you haven’t already read) |  | NIH Grants | •Who do you need/want on your grant team? Co-PI, Advisory Panel, Statistical Consultant, Etc. | Dr. Tom Farmer, Health and Human Development, SOE  **🗱** **Rough draft of personnel and resources sections** |
| 12.  4/12 | Other Grants  Reviewer Panels |  | 🗱 Discussion Board #6 | Other Grants | •What final “trouble spots” are you having in your proposal? | Dr. Kevin Crowley, EFOP, SOE  **🗱Present your grant evaluation criteria to the group**  **🗱Revised full grant due to reviewer panels** |
| 13.  4/19 | Reviewer Panel Meetings | Assigned peer grant proposals for your review |  |  |  | **🗱Reviewer decisions and feedback due to author by Wednesday night after meeting** |
| 14.  4/26 | Grant Proposal Presentations |  |  |  |  | **🗱Powerpoint presentations of final grant proposals**  **🗱Final grant proposal (Including response to reviewers) due Friday 4/30 by midnight** |