



Using and Identifying Evidence-Based Practices for Grant Writing

June 30, 2017

We will begin at 1:00 PM EDT

Call in: 1-888-850-4523

Access code: 565189

If joining by phone, please mute your phone

This project has been funded at least in part with federal funds from the U.S. Department of Education under contract number ED-ESE-15-A-0014. The content of this webinar does not necessarily reflect the views or policies of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

Welcome

Technical issues: Send a message via the chat feature in the bottom left of the screen to the host

Questions: Send content questions and comments through the chat feature.

Evaluation: Please take a moment to provide feedback about today's webinar. A link to the participant survey will be provided at the end of the webinar

LINCS

Community

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Welcome!



Welcome to the LINCS Community, a professional learning space for adult educators. Get involved by joining a discussion group or finding an event in which to participate. Learn more [about us](#).

Discussion Groups

Share and gain knowledge and resources in our [discussion groups](#). The LINCS Community has 16 groups focused on topics important to the field of adult education. Each group is led by a subject matter expert who facilitates discussion and serves as a content expert.

@LINCS_ED Feed

Tweets[Follow](#)

Announcements

OCTAE - Correctional Education Position Available

by: JoM

Posted: Jul 6 2015 - 1:27pm

[Attention]: LINCS Explores Digital Badges in Adult Education, Next...

by: LINCS_Communications

Posted: Jul 6 2015 - 9:08am

Share Your Knowledge! Online Portfolios & Micro-credentials...

by: LINCS_Communications

Posted: Jul 1 2015 - 9:06am

[View All](#)

New Resources

See below for recently added resources:

Unlocking Potential: Results of a National Survey of Postsecondary...

Topic Areas: Correctional Education

A Reentry Education Model: Supporting Education and Career...

Topic Areas: Correctional Education

Poll Question 1: How did you hear about today's event?

- OCTAE all hands meeting
- OCTAE newsletter
- Community College Interagency Working Group meeting
- LINCS announcement
- Email announcement from a Minority Serving Institution (MSI) team member or community of practice (CoP) coach
- Other

CoP Coaches



Rikki Welch

Insight Policy Research
HBCU & PBI Coach

rwelch@insightpolicyresearch.com



Laura Rasmussen Foster

RTI International
NASNTI & TCU Coach

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Jeanne Snodgrass

RTI International
AANAPISI & HSI
Coach

snodgrass@rti.org

Poll Question 2: Which of the following best describes your primary organizational affiliation?

- 2-year institution
- 4-year institution
- Secondary institution
- Government agency
- Nonprofit organization
- Advocacy group
- Other

Poll Question 3: If you work in a MSI, to which of the following groups does your institution belong?

(Check all that apply.)

- AANAPISI—Asian American and Native American Pacific Islander Serving Institutions
- HSI—Hispanic Serving Institutions
- HBCU—Historically Black Colleges and Universities
- NASNTI—Native American Serving Nontribal Institutions
- PBI—Predominantly Black Institutions
- TCU—Tribal Colleges and Universities
- None of the above

Using and Identifying Evidence-Based Practices for Grant Writing

Featured Speakers

Christopher Weiss—What Works Clearinghouse,
U.S. Department of Education

Angelo Williams, Human Capital Development
Consultants

Garth Clayton, Richland College

An Overview of the What Works Clearinghouse

CHRIS WEISS

NCEE – WHAT WORKS CLEARINGHOUSE

About the WWC

Initiative of the U.S. Department of Education's Institute of Education Sciences (IES)

- Established in 2002, first reports in 2005, first reports in the postsecondary area in 2013

Review the research on educational interventions – programs, products, policies, and practices aimed at improving student outcomes

Produce documents that help educators and decisionmakers make choices using scientifically-based research.

Primary Activities of the WWC

- Produce systematic reviews that provide a comprehensive overview of completed research
- Develop practice guides that combine systematic evidence and expert opinion to identify effective practices
- Summarize the findings of individual studies
- Review studies submitted as evidence for the Department's evidence-based grant competitions
- Disseminate findings through whatworks.ed.gov

The WWC Website and Resources

The What Works Clearinghouse

The screenshot shows the top navigation bar of the IES WWC website. It includes the IES WWC logo, the text 'What Works Clearinghouse', a 'MENU' button, and a search bar with 'Search' and 'Go' buttons. Below the navigation bar is a green banner with the text 'Select topics to Find What Works based on the evidence'. Underneath the banner is a grid of 12 topic icons with labels: Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Schoolwide Programs, Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and Postsecondary.

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices, and policies* in education. *Our goal* is to provide educators with the information they need to make evidence-based decisions. We focus on the results from *high-quality research* to answer the question "What works in education?" Find more information [about the WWC](#).

HIGHLIGHTS



WWC launches redesigned website

[Take a video tour of the site to learn about new features and resources](#)



The What Works Clearinghouse

IES WWC What Works Clearinghouse MENU

Find What Works based on the evidence How to Use FWW Print

FIND RESEARCH WITH STUDENTS LIKE YOURS

Filter by topic

- Literacy
- Mathematics**
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence

142 Results filtered by:

Mathematics x

Evidence of effectiveness ⁱ	Intervention ⁱ	Grades examined ⁱ	Compare ⁱ
	Teach for America (TFA)	K-12	<input type="checkbox"/>
	I CAN Learn® Pre-Algebra and Algebra	8	<input type="checkbox"/>
	Cognitive Tutor® Algebra I	8-PS	<input type="checkbox"/>
	Pre-K Mathematics	PK	<input type="checkbox"/>
	Building Blocks for Math (SRA Real Math)	PK	<input type="checkbox"/>
	Lindamood Phoneme Sequencing® (LiPS®)	1-4	<input type="checkbox"/>
	Odyssey® Math	4-8	<input type="checkbox"/>
	University of Chicago School Mathematics Project (UCSMP) Algebra	8	<input type="checkbox"/>

The What Works Clearinghouse

WWC SUMMARY OF EVIDENCE FOR THIS INTERVENTION

[Export](#) [Print](#)

Cognitive Tutor® Algebra I

Cognitive Tutor®, published by Carnegie Learning, is a math curricula that combines textbooks and interactive software.

Reviewed Research

Secondary Mathematics

June 2016

[EVIDENCE SNAPSHOT](#)

[INTERVENTION REPORT \(848 KB\)](#)

[REVIEW PROTOCOL](#)

Outcome domain ⓘ	Effectiveness rating ⓘ	Studies meeting standards ⓘ	Grades examined ⓘ	Students ⓘ	Improvement index ⓘ
Algebra		5 studies meet standards	8-PS	6,854	
Mathematics achievement		1 study meets standards	9-10	658	--

The What Works Clearinghouse

IES WWC What Works Clearinghouse MENU

Find What Works based on the evidence

[How to Use FWW](#) [Print](#)

FIND RESEARCH WITH STUDENTS LIKE YOURS

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	Cognitive Tutor® Algebra I	8-PS	<input type="checkbox"/>
	Pre-K Mathematics	PK	<input type="checkbox"/>
	Building Blocks for Math (SRA Real Math)	PK	<input type="checkbox"/>
	Lindamood Phoneme Sequencing® (LiPS®)	1-4	<input type="checkbox"/>
	Odyssey® Math	4-8	<input type="checkbox"/>
	University of Chicago School Mathematics Project (UCSMP) Algebra	8	<input type="checkbox"/>

The What Works Clearinghouse

Was research done with students like yours? ✕

Select one or more characteristics important to describe your students, grades, school, and setting.

Grade ▶ Select the racial composition of your students.

Race ▶

Ethnicity ▶

Gender ▶

Class type ▶

School type ▶

Urbanicity ▶

Region/State ▶

Asian

0% 0 25 50 75 100

Black

0% 0 25 50 75 100

Native American

0% 0 25 50 75 100

Pacific Islander

0% 0 25 50 75 100

White

0% 0 25 50 75 100

Not specified

0% 0 25 50 75 100

Hint

Use the slider or type a percentage in the box to make your selection.

Print

Compare ⓘ

The What Works Clearinghouse

Filter by topic

- Literacy
- Mathematics**
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Dropout Prevention
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation

Evidence of effectiveness ⁱ	Intervention ⁱ	Grades examined ⁱ	Students like yours? ⁱ	Compare ⁱ
	Teach for America (TFA)	K-12	● ● ●	<input type="checkbox"/>
	I CAN Learn® Pre-Algebra and Algebra	8	● ● ●	<input type="checkbox"/>
	Cognitive Tutor® Algebra I	8-PS	● ● ●	<input type="checkbox"/>
	Pre-K Mathematics	PK	● ● ●	<input type="checkbox"/>
	Building Blocks for Math (SRA Real Math)	PK	● ● ●	<input type="checkbox"/>
	Lindamood Phoneme Sequencing® (LiPS®)	1-4	● ● ●	<input type="checkbox"/>
	Odyssey® Math	4-8	● <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
	University of Chicago School Mathematics Project (UCSMP) Algebra	8	● <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
	Accelerated Math	2-8	● ● ●	<input type="checkbox"/>
	Saxon Math	1-8	● ● ●	<input type="checkbox"/>
	Everyday Mathematics®	3-5	● <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

The What Works Clearinghouse



REVIEWS OF INDIVIDUAL STUDIES

Use this search page to find *individual studies* that have been reviewed by the WWC. Select options from the filters, or enter author/title information into the search box. The resulting list of studies connects you to more information, including whether the study has been included in a WWC publication that summarizes evidence from more than one study.

All Ratings	All Designs (for studies meeting standards)	All Topics
<input type="checkbox"/> Select studies with at least one statistically significant positive finding	Search WWC Reviewed Studies	Clear Selections

Displaying 1 - 10 of 9901 results

First Previous **1** 2 3 4 5 6 7 8 ... Next Last

Aaron, P. G., & Malatesha Joshi, R. (1992). *Reading problems: Consultation and remediation*. New York: Guilford Press.

The What Works Clearinghouse



REVIEWS OF INDIVIDUAL STUDIES

Use this search page to find *individual studies* that have been reviewed by the WWC. Select options from the filters, or enter author/title information into the search box. The resulting list of studies connects you to more information, including whether the study has been included in a WWC publication that summarizes evidence from more than one study.

Meets WWC standards with or with <input type="checkbox"/>	All Designs (for studies meeting standards) <input type="checkbox"/>	Postsecondary <input type="checkbox"/>
<input checked="" type="checkbox"/> Select studies with at least one statistically significant positive finding	<input type="text" value="Search WWC Reviewed Studies"/>	Clear Selections

Displaying 1 - 10 of 59 results

[Previous](#) [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [Next](#)

Abelman, R., & Molina, A. (2001). *Style over substance revisited: A longitudinal analysis of intrusive intervention*. *NACADA Journal*, 21 (1-2), 32-39.

The What Works Clearinghouse



WWC REVIEW OF THIS STUDY



Export



Print

The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring (Working Paper No. 16881).

Bettinger, E. P., & Baker, R. (2011). Retrieved from: <http://www.nber.org/papers/w16881>. Retrieved from: <https://eric.ed.gov/?id=ED517379>

RANDOMIZED CONTROLLED TRIAL EXAMINING 3,527 STUDENTS, GRADE PS

Review Details

Findings

Sample Characteristics

Additional Sources

Reviewed: August 2012

For:

 [Single Study Review \(552 KB\)](#) (findings for InsideTrack)

Using:

 [Single Study Review Review Protocol 2.0](#)

 [Review Standards 2.1](#)



MEETS WWC
STANDARDS
WITHOUT
RESERVATIONS



AT LEAST ONE
STATISTICALLY
SIGNIFICANT POSITIVE
FINDING

Additional Resources

Webinar – Finding Evidence with the WWC

<https://ies.ed.gov/ncee/wwc/Multimedia/26>

Online Training

<https://ies.ed.gov/ncee/wwc/OnlineTraining>

Questions: Contact the WWC

 facebook.com/whatworksclearinghouse

 Twitter: @WhatWorksED

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 Help Desk

Much Ado About Funding...

A former program officer's non-evidence based musings/guide to getting the best out of your relationship with a funder.

*DR. ANGELO WILLIAMS , PRINCIPAL DIRECTOR
HUMAN CAPITOL DEVELOPMENT CONSULTANTS (HCDC)*

Experience (Philanthropy, Government, Faculty)

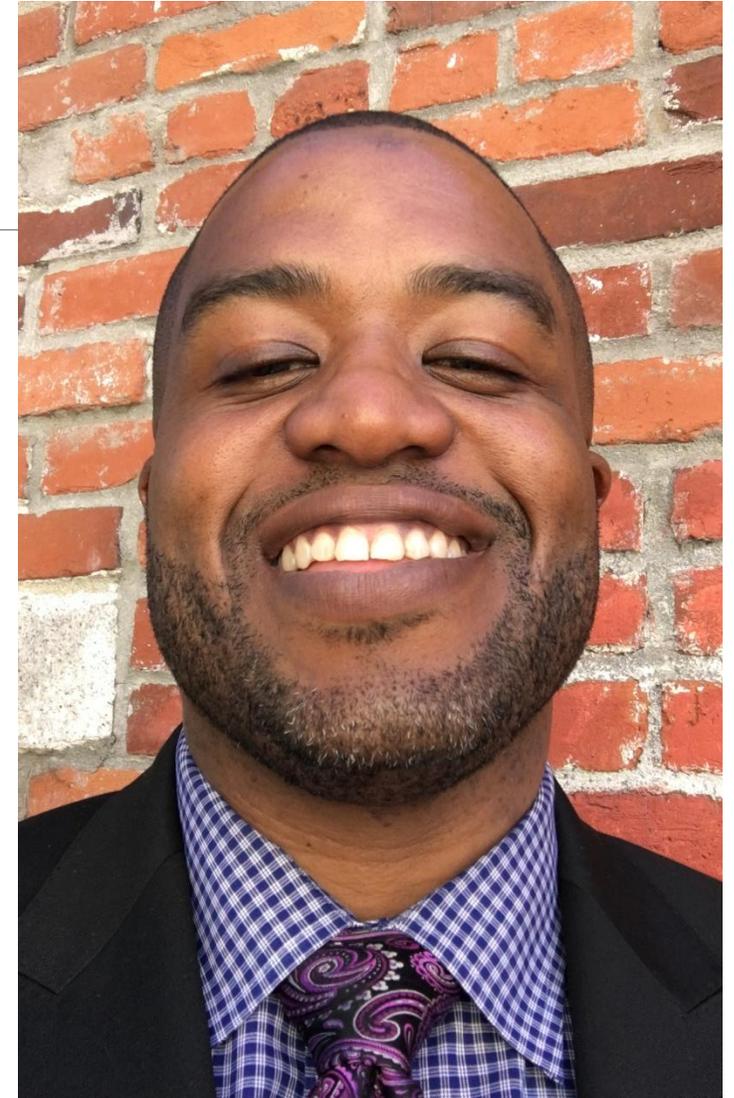
- Principal Consultant, Human Capital Development Consultants (HCDC)
- Program Officer, WK Kellogg Foundation (Philanthropy, Foundation)
- Assistant Executive Director, CSBA and CSBA Foundation (School Board Governance)
- Assistant Vice Chancellor, CC Chancellor's Office (Statewide Shared Governance)
- Interim Dean, Cosumnes River College (College Shared Governance)
- Education Policy Consultant, Senate, Assembly (Public Policy)
- Reviewer: Journal of African American Males in Education (JAAME)
- Drexel University: Diversity, Shared Governance, Strategic Planning, Leadership and Public Policy
- CSUS : Diversity, Shared Governance, Supervision, Leadership and Public Policy
- Sacramento City College, Sierra College: Sociology, Social Construction, Organizational Development

Board Service

- Higher Ed.: College Track Sacramento, American River Community College Foundation, LRCFT
- California Library Foundation Board, Nehemiah Emerging Leaders Program Alumni Board

Education

- Doctorate: Educational Leadership and Policy, CSU Sacramento
- Master of Arts: Higher Education Leadership and Policy, CSU Sacramento
- Bachelor of Arts: Sociology & African American Studies, UC Davis
- Dissertation – INREACH : Study of a Low Cost Retention Intervention for Afr. Am. Community College Students



Questions for You from a Former Program officer's POV

OUTCOME DATA, VALUES, MISSION.:

Foundations, more often than not, **do not fund new ideas**, they fund proven programs. If foundations tend to focus on transformational as opposed to transactional relationships **how much have you invested in building relationships** with organizations that share your values.

DIVERSITY MATTERS, MORE THAN YOU KNOW:

A part of the **proposal review process** includes data on diversity including clients, staff and leadership of the organization. Who are you serving? Who is serving the people you serve?

PLACE MIGHT BE THE SPACE: Many foundations are in PLACE, meaning they are funding in a specific geographic area. If you're not in that PLACE/area does your organization's work provide any insights/outcomes with similar geographic and or demographic (race, income, gender, sexual orientation) settings?

LONG TERM SUSTAINABILITY: Many proposals include information on funding for the program with no sense of long term sustainability. Many proposals are not funded because the organization is silent on long term sustainability.

Questions for
You from a
Former
Program
officer's POV



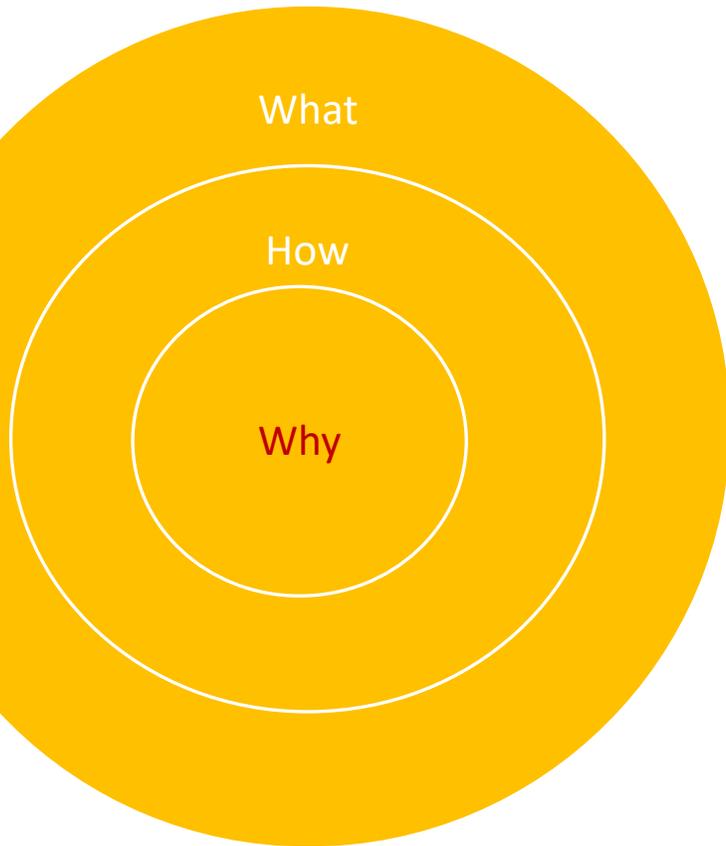
Questions for
You from a
Former
Program
officer's POV

HAVE YOU HARVESTED YOUR OUTCOME INFORMATION?: Insights and outcomes gleaned from your grant funded programs are the most valuable product your organization has to offer. It is a return on investment that you control.

ARE YOU (IN YOUR PROPOSAL, WITHIN YOUR ORGANIZATION) AWARE OF YOUR WHY, WHAT, HOW: The Golden Circle.....

THEORY OF CHANGE: Does your theory of change for your organization match the TOC for your grant?

The Golden Circle*: What's Your **Why**



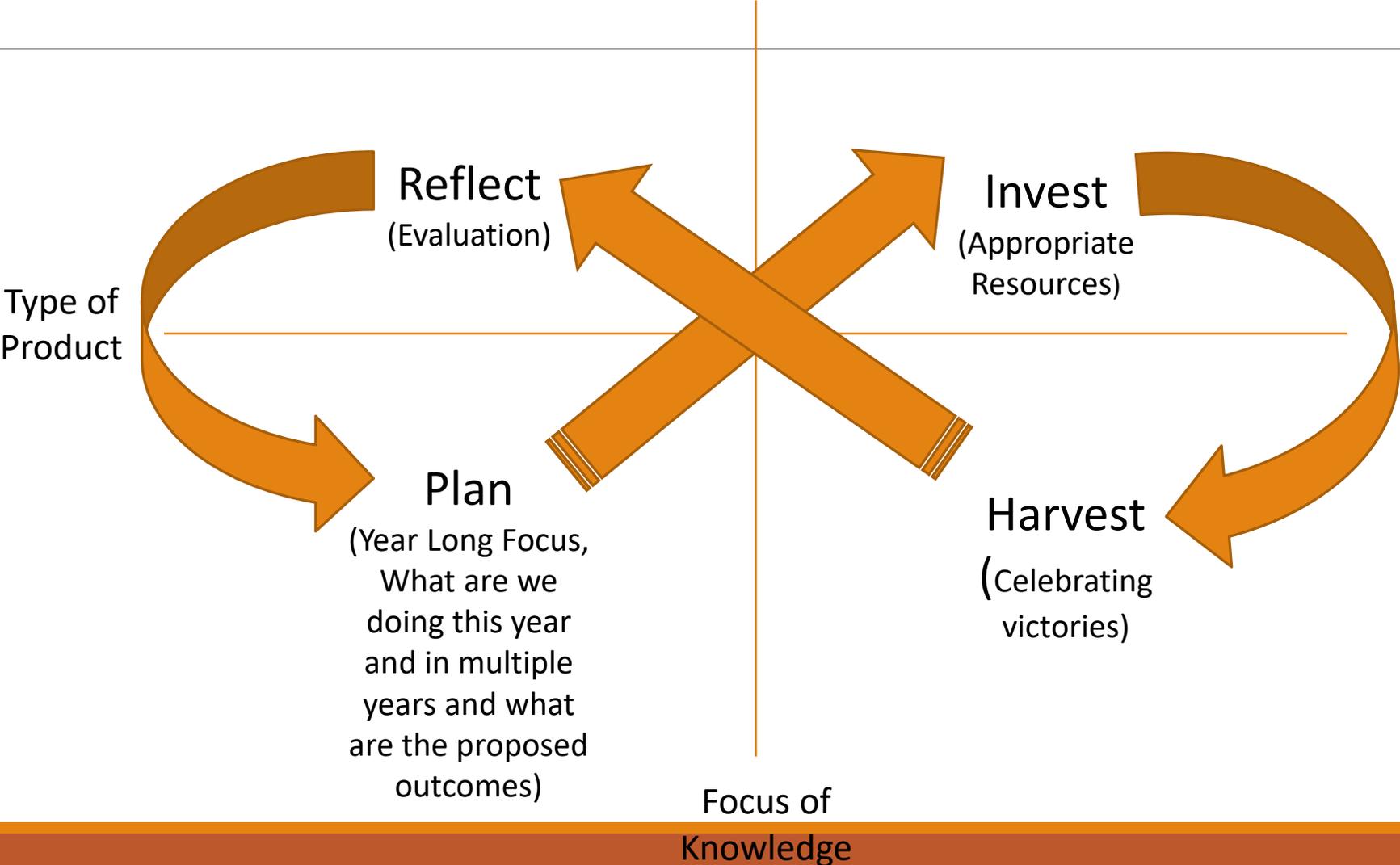
Why: What's your Purpose, cause, belief. Why does your organization exist. Why should anyone care. (Limbic Brain – Controls Behavior, not Language)
The Clarity of Why

How: What's your Process, yes, but also what makes you special, sets you apart from the competition (Limbic Brain- Controls Behavior, not Language)
The Discipline of How

What: What are your Products and services. (Neo-Cortex – Rational, analytical thought and Language)
The Consistency of What

*Source: <https://www.bing.com/videos/search?q=simon+sinek+-+the+golden+circle&view=detail&mid=5A5EA1F968E1E6AC47B95A5EA1F968E1E6AC47B9&FORM=VIRE>

Continuous Learning Cycle



How Governance Promotes Impact

Impact & Outcomes

**Instruction, Engagement,
Implementation, Services**

Organizational Culture
*(Conditions of practice
that enable continuous
improvement and
organizational success).*

**Governance Policies,
Priorities, Decisions
and Actions**

**Knowledge,
Skills, Beliefs of
Board Members**

GOVERNANCE MATTERS: If your board of directors or trustees have mapped their impact, how is that impact connected to your grant proposal?

Evidence-based Grant Writing—Can We Do It ... Now?

GARTH CLAYTON, CFRE, DEAN

RESOURCE DEVELOPMENT, CONSTITUENT RELATIONS, AND COMPLIANCE

RICHLAND COLLEGE

DALLAS, TX



Grant writing is technical/professional communication ...

- It's about getting a clear message across
- It may be collaborative
- It isn't creative writing

So what is known about grant writing and technical communication?

“Most research on science communication conducted to date is descriptive and correlational, and relatively little of the existing research can enable confident statements about causality” (National Academies of Sciences, Engineering, and Medicine, 2016, p. 64).

Even apart from causality, not much is known empirically. Most research in technical communication to date employs qualitative methods and/or sample sizes that make replications/aggregation of data impossible, and limit validity.

Some empirical research you might use

Serif/sans serif fonts don't appear to affect readability (Arditi & Cho, 2005). CAVEAT: Based on research with four human subjects.

But in one well-designed study (Brumberger, 2003) with 80 subjects, three typeface groups emerged—"elegance," "directness," and "friendliness" (p. 214). Times New Roman, Arial, and Garamond were all in the "directness" group.

By contrast, another study (Shaik, A., Chapparo, B., & Fox, D., n.d.) found that subjects (n = 563) ascribed "personalities" to typefaces they saw on screens, rather than in print.

- Times New Roman
 - "Stable"
 - "Conformist"
 - "Polite"
 - "Mature"
 - "Formal"
- Arial
 - "Stable"
 - "Conformist"
 - "Polite"
 - "Unimaginative"

Is lore on grant writing true? Questions of interest (perhaps) to grant writers ...

- Is it true that **readability** in a grant application should be at, say, a college (“grade 14” Flesch Kincaid) level? (n = 105 20-page applications)
- How important is it to **follow instructions**? (n = 558 250-word abstracts for funded and declined applications)
- Should grant writers use **graphics**? If so, what type/s? (n = 105 20-page applications)

Quantitative Analysis

- SPSS, T-tests, binomial tests
- Two-tailed
- Alpha at .05
- Sketchy information (in writing) from here on—not published yet!

Results

Readability—no significant difference in readability grades between funded and declined abstracts; funded proposals average readability grades significantly higher than Flesch Kincaid grade 14 (means of grade 16+ for both groups).

Agency required six data points in abstracts. There was a statistically significant difference in the number of these points included in abstracts for funded applications as opposed to abstracts for declined.

90.1% of funded applications used graphics, and 83.8% used tables. Very few used text boxes. Graphics tended to appear far more often in the sections addressing the project design. (Readability scores for these sections were also significantly *lower* than Flesch Kincaid grade 16)

Conclusions

- Researchers have just begun to conduct empirical research on grants.
- It is possible that readability is not affected by serifs, and perhaps it makes little difference if one uses Arial or Times New Roman.
- Likely, grant writers should aim for Flesch Kinkaid grade 16—someone who has completed four years of college.
- When narrative information becomes technical and condensed, graphics could help grant writers manage readability.

References

Arditi, A., & Cho, J. (2005). Serifs and font legibility. *Vision Research*, 45(23), 2926-2933.

Boettger, R., & Wulff, S. (2014). The naked truth about the naked this: Investigating grammatical prescriptivism in technical communication. *Technical Communication Quarterly*, 23(2), 115-140.

Brumberger, E. R. (2003). The rhetoric of typography: The persona of typeface and text. *Technical Communication*, 50(2), 206-223.

National Academies of Sciences, Engineering, and Medicine. (2016). *Communicating science effectively: A research agenda*. Washington, DC: The National Academies Press.

Shaikh, A., Chapparo, B., & Fox, D. (n. d.) Perception of fonts: Perceived personality traits and uses. Retrieved from <http://usabilitynews.org/perception-of-fonts-perceived-personality-traits-and-uses/>

Questions and Answers

Submit questions for both presenters via the chat feature

Upcoming Events

Upcoming MSI CoP Webinars

- Minority Serving Community College Communities of Practice: Problems of Practice and Feasible Solutions for 2017-2018 • July 13

Thank You

JOIN LINCS!

PLEASE COMPLETE THE [EVALUATION!](#)