Not speaking today on behalf of Spencer

Just from personal experience

☺

Our Spencer Grants

1. Small Research Grant	2. Research Practice Partnership (RPP) Grant
$50,000	$400,000
Co-PIs Guerrettaz, Marcos-Miguel & Bell	Co-PIs Guerrettaz, Sobotta & Webb
2019-2020 (plus, multiple 'no cost' extensions due to COVID & PI maternity leave)	2025-2027 (Active grant)

About Spencer: In Their Words

*"The **goal of all...our research grants** is to support **rigorous, intellectually ambitious and technically sound research...** scholarship that develops **new foundational knowledge** that may also have a lasting impact on **policy-making, practice, or educational discourse"***

- *"**Most pressing questions...**in education"*
- *"**Creative and open-minded scholarship"***
- *"**Deep inquiry"***
- *"**Robust questions"***
- *"Education research that **cultivates learning & transforms lives**."*

    – *From Spencer websites*

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Spencer Research Grants:
Our Understandings

1. Research with...
   - practical educational implications
   - *and* rigorous, cutting-edge, scholarly contribution to the broader discipline(s)
2. Spencer also champions research with societal impact (broadly): Examples...
   - Diversity, equity, and inclusion
   - Societal betterment, harmony, civility & reciprocity
   - Learning advancements
   - Teacher workforce & capacity building

Comparing Spencer Grants to Other Agencies: Anecdotal

	U.S. Department of Education (Federal)		Spencer
1. Focus on…	"*Implementation*" and "*evaluation*" of an educational innovation	**VS**	"*Foundational research*" (only)

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1. Focus on…	"*Implementation*" and "*evaluation*" of an educational innovation	**VS**	"*Foundational research*" (only)
2. Types of research (maybe?)	*Quantitative* research favored? Some secondary interest in qualitative?	**VS**	Quantitative but also more appreciative of (cutting edge) *qualitative* research?

Tips: _Years_ Before Winning First External/Spencer Grant

- Build track record: Smaller research grants
- Grant writing training through WSU
  1. Full semester introductory series (ORSO?)
  2. Day-long "Grant Writers" workshop
  3. Semester-long, individualized, intensive "Grant Writers" coaching: Peg AtKisson MD, PhD (Pros and cons)
  4. "Community Engaged Research Program" for faculty (WSU ORAP), specific to our RPP grant
  5. Other WSU grant-writing workshops/supports

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Interdisciplinary Proposal Successes: Anecdotal Observations

Very familiar with 5 funded Spencer proposals:

- 3 (most) included disciplinary expert co-PIs
  - ➤ Outside education or at periphery
  - ➤ Linguistics, History & Native American studies faculty
- 2 funded proposals that did not include such interdisciplinary co-PI teams were:
  - ➤ By world renowned education scholars
  - ➤ At highly exclusive universities (UC Berkley, University of Pennsylvania)

Suggestion:

As appropriate to proposal…

Consider co-PIs who are disciplinary experts outside education

**(e.g., humanities, physical sciences, other social sciences, etc.)**

Tips: Writing the Grant

- ***Re-submission*** key: Both our funded Spencer grants; Within 1 year of initial submission
- Start very ***early*** & ***revise*** frequently
- Become expert on the ***grant proposal instructions***
  - ➢ 3 different guides for Spencer RPP grant (60 pages)
- Get ***feedback*** early (and often, as feasible):
  - – Laura Girardeau & Jason Johnson
  - – Senior faculty, ORAP foundations expert if available, colleagues, friends, spouse/family member, etc.

Tips: Grant Proposal Itself

Section
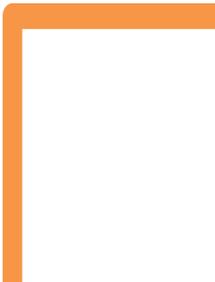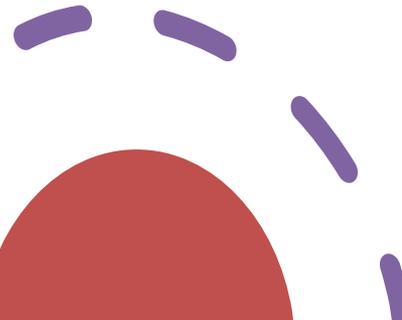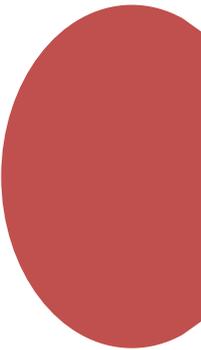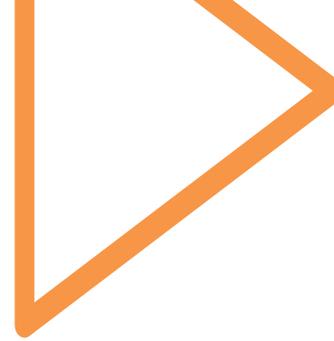
Tips: Grant Proposal Document Basics

- Use ***language/terminology of grant instructions***, authentically (e.g., RPP grant "practices," "processes," "policy," "capacity building," etc.)
- ***Give many specifics*** in example research plans: Specific timeline, specific sites, participant numbers, etc.
- Especially if large***, give your project an impactful name*** in grant proposal (e.g., CAMINOS, Project Himyunéewit [Kinship])
  - ➢ Projects confidence & significance
- Include a ***dissemination plan***: Table at end of narrative

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Dissemination Plan Table: Example
(2019 Spencer Small Research Grant)

Be specific: High impact journal/conference names, submission date, specific sub-topic as needed, etc.

Table 4

Dissemination strategy

Activity	Audience	2020	2021
Pilot typology	MUSE International (our research consortium)	Jan.-Dec.	
Workshop	American Council of Teachers of Foreign Languages Convention	Nov.	
Round-table	American Association for Applied Linguistics Conference		March
Presentation	Hispanic Linguistics Symposium		Oct.
Publish	- *Modern Language Journal* - *Foreign Language Annals* - *Journal of Spanish Language Teaching* - *Hispania*	Oct. 2020 - Dec. 2021	

Tips: Strategically Scale Up Research

- Why? → More competitive proposal
- Not as difficult as expected (2019 Spencer grant): e.g., Idaho 5 miles from Pullman

Research Site	National Region
Washington (Pullman)	1. Pacific Northwest region
Idaho (Moscow)	2. Rocky Mountain Region
Find a co-PI/collaborator in 1 other state	3. Midwest, Southwest, or New England, etc.

TA-DA!

We made a national research proposal !

3 national regions

Tips: General Readability

Make proposal *easy for reviewers to read*

- Lots of *space* on pages:
    - Crammed text: Off-putting to reviewers
    - 12-pt font, double spaced text: Projects confidence
- Avoid *acronyms*; Hard for reviewers to remember
- *Consistent terminology*
    - Pedagogical materials vs. teaching materials vs. language teaching → choose 1
    - Precise use of theory & jargon

Tips: Readability, Figures & Tables

Make proposal easy for reviewers to read

- Lots of 'easy to read' **tables & figures**
  - Appealing & helpful to reviewers
  - **To highlight key information** in grant; Easy to identify
  - Can help word count
  - Most figures created 'from scratch' by co-PI authors or significantly adapted
    - ➢Not many 'stock' figures

Figures & Tables in Our Proposals

2019 Small Research Grant

10-page narrative

- 5 figures
- 6 tables

2025 RPP grant

25-page narrative

- 5 figures (with several more in appendices)
- 5 tables (with several more in appendices)

Example Content of Our Figures & Tables

- Provisional coding schema
- Visual of pilot praxis model
- Overview: Expected data
- Researcher roles/ contributions
- Illustration of key innovative concept
- Overview: Research sites & teachers
- Other aspects of study design
- More!

Simple Example Table

Table 6

Expected contributions

Investigators	Expertise	Project leadership	Spanish
PI Guerrettaz	*Seminal scholarship: Materials-in-action* (see Tarone [2014] on Guerrettaz & Johnston, 2013)	-MDA	Near-native
Co-PI Marcos-Miguel	*Spanish:* -Linguistics -Textbooks	-Textbook analyses - Quantitative research	Native
Co-PI Bell	*Pragmatics:* -Discourse analysis -Quasi-experimental	-Discourse analyses	Spanish research experience

Example Coding Schema

Table 3

Instructional materials: Provisional coding

Category	Codes				
Task type:	Controlled	Open-ended			
Goals:	Communicate	Produce/analyze form(s) (e.g., grammar)	Display understanding	Analyze text	Increase automaticity	Non-linguistic
Information distribution across students:	Same information	Different information (e.g., jigsaw)			
Language/Text:	Amount	Difficulty	Genre/Text-type	Language(s) used	
Content/Topic:	Traditional Hispanic cultures	Entertainment	Grammar	Vocabulary	Personal	Current events
Mode:	Written	Still-Image	Video	Audio	Multimodal
Medium:	Paper	3D Objects	Digital device	Blackboard/ whiteboard	Body (i.e., gestures)
Source:	Teacher	Textbook	Other professional	Student	

Pilot Study Data: Proof of Concept

First, student 1 responds to teacher, while observing houses in materials:

T: *Si je vous demande de parler de ces deux maisons...* describe, compare them
[If I ask you to talk about these two houses... describe, compare them]

S1: *La maison un est plus petit que la maison deux.*
[House one is smaller than house two.]

T: *ok, quoi d'autre?*
[Okay, what else?]

Next, student 2 describes houses, building on student 1:

S2: *La maison deux est plus grande que la maison un.*
[House two is bigger than house one.]

T: *Par exemple*
[For example]

Next, student 3 describes houses, building on students 1 and 2:

S3: *La maison deux a deux étages.*
[House two has two floors.]

T : *Oui. Quoi d'autre?*
[Yes. What else?]

Finally, student 4 describes houses, building on students 1, 2 and 3:

S4: *La maison un a moins de lumière que la maison deux.*
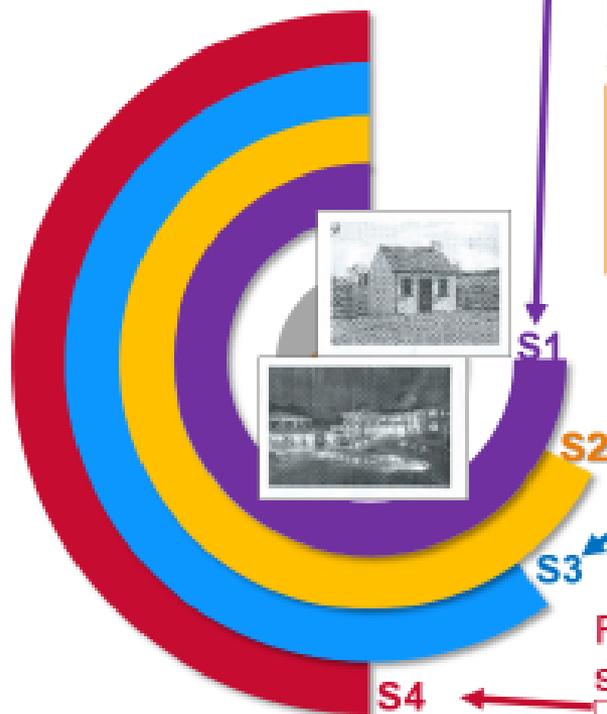[House one has less light that house two.]

Figure 3. "Snowball languaging"

A figure can be worth a thousand words

- Land crucial in our tribally-driven grant proposal (RPP)

- No map existed with exact information needed; We created this one

Figure 2

1857 Map of Tribes in U.S. Northwest (Adapted from Carlton, ill., 1857).

Map Key:

● Nez Perce Language Program, Lapwai, ID, Nez Perce Reservation, Current day, 2024

● Washington State University, Pullman, WA, Current Day, 2024

"Spencer Portal": Submission Platform

- Good interface
- Challenging & time-consuming management
  - Many steps for co-PIs: long before submission
    - ➤ (1) Create extensive profile, (2) link accounts
  - Budget for Spencer proposals
    - ➤ Noone in ADR office can access directly
    - ➤ Format different from WSU eREX
  - Spencer reporting & budgetary procedures unfamiliar to many SPS/ORSO officials

"Spencer Portal" Submission Platform

- Upon submission, "Spencer Portal" sometimes requires information that was not requested anywhere else.
  - E.g., Mandatory "research questions" (rather than research objectives, etc.) required *only* in Spencer Portal for RPP grant upon submission
  - E.g., Long list of new survey-type questions about proposal
  - Very stressful to do at 'last minute' → Check ahead!

Post Script

- Experience with 2 additional Spencer awards:
  - Spencer Mentor Award nomination of WSU colleague
  - Spencer Dissertation Fellowship of a PhD student
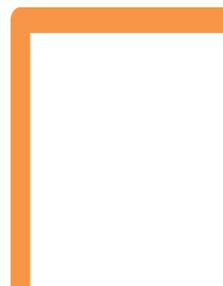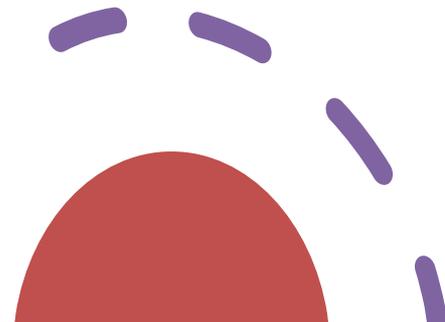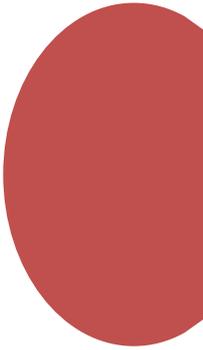- Various other Spencer awards on website

Acknowledgements

- Nez Perce Language Program
- Dr. Yvonne Sherwood
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- Pilot research funding for these Spencer grants:
  - Office of Research funding for Tipiziwin Tolman and pilot grant
  - WSU Transformative Change Initiative
  - WSU Advance
  - CESHS Professional Leave (Sabbatical) funding (2023-2024)
  - WSU Native Programs support

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Thank You

Questions?

Interdisciplinary Spencer Proposal Successes: 3 Examples

Grant focus	PI/co-PIs
How Spanish language textbooks/materials shape classroom discourse in U.S. Spanish classes	• Co-PI Guerrettaz, **Education faculty** • Co-PI Bell, **Linguistics faculty** • Co-PI Marcos Miguel, **Spanish applied linguistics faculty**
How land-grant universities can honor commitments to regional tribes by supporting tribally-led Indigenous language revitalization	• Co-PI Guerrettaz, **Education faculty** • Co-PI Sobotta, **Education & Native American studies** • Co-Webb, **Field expert in nimipuutímt (Nez Perce language)**
Foundational American and Latino/a/e studies history research, with K–12 impacts	Sole PI: John Nieto-Phillips, **Latino/a Studies** faculty, not an education scholar