ALER

Association of **L**iteracy **E**ducators & **R**esearchers

ALER Research Grant

GUIDELINES FOR 2020 AWARD YEAR

The *Association of Literacy Educators & Researchers* promotes research in Literacy Teacher Education through its annual conference, its publications, and its Division and Committee activities. The ALER Research Grant extends this support. Contingent upon available funds, each year ALER will award one grant, up to a maximum of $3000, for promising research that addresses significant questions in **literacy teacher education**. **To align with this purpose, the study must include, but is not limited to, pre-service or in-service teachers as participants. Study setting could be the college classroom, a preschool-high school classroom, or a professional development setting.** Other settings may be appropriate. Eligible studies may be carried out using any research method or approach as long as the focus of the project is on literacy teacher education. (Maximum length of the proposal is 1800 words: Abstract and references are not counted in word count.) Activities such as developing new programs or instructional materials are not eligible for funding except to the extent that these activities are necessary to conduct the research.

Eligibility:
To be eligible for the Literacy Teacher Education Research Grant, the applicant must:
- Be a member of the *Association of Literacy Educators and Researchers,*
- Be a full time faculty member at a College or University,
- Have not received a Literacy Teacher Education Research Grant within five years from current submission date,

- Have a doctorate degree or its equivalent.

Project Requirements:

The project proposal must:
- Be focused on Literacy Teacher Education;
- Be completed within two years;
- **Be submitted in** Word or its equivalent;
- **Not contain any personal information, except on the Cover Page, including** applicant's name, institutional affiliation**, or** any personal information that identifies the applicant on any part of the proposal. The grant competitions will be conducted as a blind review.
- Follow specified word or page requirements.
- Be submitted electronically by August 1, 2020
- Please submit applications to Leslie La Croix at llacroix@gmu.edu.

All project proposals must include:

Cover Page
- First and last name
- Project Title
- Mailing address
- Phone number and email address
- Institutional affiliation and position/title

Project Overview
- Full project title
- Abstract-Describes the purpose, method, and potential significance of the proposed research (maximum 50 words; not counted in 1800 word limit).
- Proposed project start date (mm/dd/yyyy).
- Proposed project end date (mm/dd/yyyy).

Project Description: Refer to the Evaluation Protocol for expected elements for each component. **(Maximum 1800 words: Abstract and references are not counted in word count.)**
- Purpose and Objectives – Identify the purpose and objectives of proposed project.
- Research Question --Identify the research question(s) or problem(s) being studied.
- Perspective(s) or Theoretical Framework --Describe the perspective/framework that informs proposed project.
  Include relevant citations to research and theory that frame the proposed project.
- Rationale – Explain how this research project supports yet extends previous work.
- Methods – Describe and justify methods and procedures.
- Data Collection – Describe and justify data collection process and procedures.

- Data Analysis – Describe how data will be analyzed. Explain how this approach enables research questions to be answered.
- Research Significance --Discuss the potential impact of the project on research and practice in literacy teacher education.

References: Provide complete bibliographic information for all sources cited in the proposal using the most current American Psychological Association (APA) style.   Cite submitter's publications as Author, YEAR.

Brief Budget: Describe how grant funds will be spent. Funds can be used to purchase research materials, office supplies, graduate assistant support, and clerical support. Funds may be used for other research related expenses. Provide an explanation for these "other" expenses. (Not part of scoring of the grant but used to determine appropriateness of expenditures.)

<u>**Review Procedures and Evaluation Criteria**</u>: members of the Association of Literacy Educators & Researchers' Research Review Applications: Grants Subcommittee in combination with invited research reviewers. Each proposal undergoes three blind reviews. Each applicant will be notified of the outcome and receive copies of the reviews by **(September 30, 2020)**

Grant Recipient Requirements
An interim report should be submitted which describes the status of the project. A final report in the form of a manuscript or an ALER conference presentation (proposal?) must be completed no later than two years following the award date. The interim and final reports should be submitted to the Chair of the Literacy Teacher Education Grants Committee.

Disbursement of Funds
Funds are distributed in two payments. Two-thirds will be distributed at the beginning of the study and one-third with the receipt of the interim report. **Note: no in-kind fees allowed.**

Criteria for Applying Numerical Rating to the Proposal

Review Procedures and Evaluation Criteria

Applications are reviewed by members of the *Association of Literacy Educators and Researchers* Literacy Teacher Education Grants subcommittee in combination with outside reviewers. The chairperson assigns each proposal for three blind reviews. Recommendations for funding are made to the Association's Board of Directors for final approval. All applicants will be notified of the outcome no later than September 30, 2020.

Proposal Review:

The scores will be based on a scale of 1 (low) to 4 (high) and multiplied by the new weight and category criteria below. In addition, the committee has defined the category criteria on the next page.

Criteria	Weight
Research Question	4
Theoretical Framework/Perspectives; Literature Review	3
Rationale	3
Methods and Data Treatment	4
Significance of Project Impact	4
Clarity and Specificity	4
Coherence of the Proposal	3

Category Rating: Assign a score for each category based on the full description of each category. Criteria will be ranked from 1 (low) to 4 (high), and then multiplied by the corresponding weights listed for a possible total point value of 100.

For a rating of 4: Superior
All category criteria are met and presentation is complete, well developed and appropriately supported

For a rating of 3: Good
All category criteria are met but presentation lacks some depth or may not have sufficient support

For a rating of 2: Fair
All category criteria may be met but are insufficiently developed and lacks appropriate support

For a rating of 1: Poor
Major problems in the category; presentation is incomplete or incoherent

Category Descriptions

Research Question(s)

- Includes clearly stated research question(s).
- Includes clearly significant research question(s).

Theoretical framework/perspective(s) Literature Review
- Describes framework/perspective explicitly.
- Discusses how framework/perspective relates and informs the research focus.
- Describes relevant existing knowledge and how that knowledge relates to the proposed study.

Rationale

- Relates the research question to the relevant, supporting research literature or to some existing database.
- Explains how this proposed study extends previous work.

Methods and Data Treatment

- Identifies the type of research, such as naturalistic, case study, quasi-experimental, mixed methods.
- Describes study participants or informants.
- Identifies, when appropriate materials, and procedures:
    - Methods
    - Data Collection Strategies
    - Data Analysis Procedures

Significance of Project Impact

- Discusses why the study is significant.
- Identifies what populations will benefit, and in what ways.

Clarity and Specificity

- Describes project components explicitly.
- Describes project components in an organized and logical way.

Coherence of Proposal

- Connects components (research questions, methods, and data analysis procedures) to the theoretical framework/perspective.

Direct questions & submit materials to Leslie La Croix at llacroix@gmu.edu
In the subject line type: ***ALER GRANT***

Additional copies of this information can be obtained from Association of Literacy Educators & Researchers at www.aleronline.org.