

# COVID-19 and Equity in Education (CEE) Mini-Research Grant for Emerging Scholars

## Call for Applications

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### About the Mini-Research Grant

The [COVID-19 and Equity in Education \(CEE\) project](#) seeks to fund research proposals to conduct new research or to expand and enhance existing research focusing on COVID-19 pandemic recovery and equity in the K–12 education system. We are particularly interested in improving our understanding, through research, of the experience of Black and Latinx students and/or students experiencing poverty—as well as the communities and K–12 education systems that serve them.

We welcome proposals for between \$5,000 and \$25,000 that:

1. are relevant to the most pressing questions faced by communities serving Black and Latinx students and/or students experiencing poverty in one or more of the following states: California, Florida, New York, Tennessee, Texas, and Washington;
2. advance strength- and resiliency-based perspectives;
3. investigate questions central to COVID-19 and equity in K–12 education;
4. incorporate data from the CEE Initiative’s longitudinal database; and
5. use a wide array of quantitative or qualitative research methods.

We are committed to enhancing the diversity and cultural competence of the behavioral and social science research fields and ensuring that individuals from underrepresented backgrounds are not marginalized or excluded from opportunities, resources, and supports to excel in their career pursuits. The CEE Mini-Research Grants seek to enhance the diversity and cultural competence of the field by supporting emerging and community-based researchers who reflect the racial, cultural, and socioeconomic diversity of the communities to be served. The CEE mini-research grants are funded by the [AIR Equity Initiative](#).

### About the CEE Initiative

The [CEE project](#) is creating a broad, in-depth view of how states, districts, and their communities—especially those with higher percentages of Black and Latinx students and students experiencing poverty—responded to the pandemic's effect on K–12 learning opportunities. This project

aims to contribute to the foundation for a field of study focusing on community responses to the pandemic and to empower communities and researchers to examine and implement strategies to improve equity in K–12 education. The project focuses on six states: California, Florida, New York, Tennessee, Texas, and Washington.

An archive of state, district, and community data in the **COVID-19 longitudinal database** will enable a broad view of pre-pandemic, during, and post-pandemic trends. The longitudinal database draws on data from data sets across the sectors of education, health, housing, social services, employment, and technology access. Researchers can explore the database through a search engine and a mapping or graphing interface. The database includes data for six focus states and covers the 3 years prior to the COVID-19 pandemic (2016–17, 2017–18, and 2018–19) and the 4 years (2019–20, 2020–21, 2021–22, and 2022–23) after the COVID-19 pandemic. The database includes data on state, county, census tract, district, and school levels. Please find the beta version of the CEE longitudinal database [here](#) and an overview of the database in the appendix.

In addition, **ethnographies** and **community partnerships** will provide deeper insights into responses to the pandemic and their outcomes. The CEE project is supported with funds from the Bill & Melinda Gates Foundation and the AIR Equity Initiative.

## Deadlines

**Applications Open:** February 3, 2022

**Full Proposal Deadline:** March 8, 2022

**Grants Awarded:** April 7, 2022

**Time Period:** One year

## Applicant Eligibility

- We are accepting proposals from the following applicants:
  - Individuals or teams working or studying at a nonprofit organization with a 501(3)c status.
  - Graduate students currently attending a master’s or doctoral program in good standing.
  - Researchers who have completed their master’s or doctoral program within the last 5 years.
  - Community-based researchers, postsecondary education faculty, or a team of faculty-led graduate students.
- Applicants must propose work that is focused on understanding the most pressing questions and promising responses by communities with Black and Latinx students and students experiencing poverty in one or more of the following six states: California, Florida, New York, Tennessee, Texas, and Washington.

- We only support proposals to conduct research. ***Projects with a central focus on areas other than K–12 education research are not eligible.***
- We strongly encourage researchers who reflect the racial, cultural, and socioeconomic diversity of the communities to be served to apply.

## Proposal Narrative

The proposal narrative should include the following information in no more than 2,000 words (about four single-spaced or eight double-spaced pages) in 12-point Times New Roman font:

- Project summary or abstract
- Project significance (need for the research, contribution to the field)
- Project rationale (summary of literature, relationship of the proposed research to the literature, summary of conceptual framework or theory guiding the proposed research)
- Central research questions
- Hypotheses to be tested (if applicable)
- Description of proposed research methods (if applicable, include information about the research design, data sources, sample, description of key constructs and measures, and analysis methods)
- Use and relevance of the longitudinal database in the proposed design
- Brief dissemination plan (including conferences, scholarly journals)

The online application will include instructions to upload separately the following documents:

- Budget narrative (including information and justification about travel, equipment and software, and other expenses including supplies, participant stipends/costs, communication, and transcription)
- Timeline with key milestones
- Applicants' curriculum vitae

## Evaluation Criteria

A team of CEE staff and other experts at AIR will evaluate the CEE Mini-Research Grant proposals based on the following key criteria:

1. Significance and relevance of the study to the lived experience of communities serving Black and Latinx students and/or students experiencing poverty (20 points).
2. Conceptual clarity and potential contribution of the proposed study (including project rationale, central research questions, hypotheses to be tested if applicable) (20 points).
3. Use and relevance of the longitudinal database in the proposed design (10 points).

4. Strength and appropriateness of proposed research design and alignment to the research question (20 points).
5. Budget, budget justification, and timeline (completing research by March 2023) (15 points).
6. Dissemination plan (15 points).

## Supports

Successful applicants will receive the following additional supports during the grant period:

- Guidance and mentorship to support the execution of the study.
- Technical support in using the longitudinal database.
- Opportunity to participate in the CEE community of researchers.<sup>1</sup>
- Opportunities to share and present findings to national audiences.

## CEE Mini-Research Grant Application

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Thank you for your interest in applying for the CEE Mini-Research Grants. **Please submit your application by 11:59 p.m. (ET) on Tuesday, March 8, 2022.** Late applications will not be accepted.

To access the application, [click here](#).

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<sup>1</sup> The CEE Community of Researchers is a collaborative network of emerging and community-based researchers dedicated to advancing equity in education through focused research and engagement on the pandemic and pandemic recovery experiences for Black and Latinx students and students experiencing poverty.

# Frequently Asked Questions

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## 1. Who is eligible to apply?

We are accepting proposals from the following applicants:

- Individuals or teams working or studying at a nonprofit organization with a 501(3)c status.
- Graduate students currently attending a master's or doctoral program in good standing.
- Researchers who have completed their master's or doctoral program within the last 5 years.
- Community-based researchers, postsecondary education faculty, or a team of faculty-led graduate students.

## 2. What do we support?

The research must be focused on understanding the most pressing questions and promising responses by communities serving Black and Latinx students and/or students experiencing poverty in one or more of the following six states: California, Florida, New York, Tennessee, Texas, and Washington.

We only support proposals to conduct research. *Projects with a central focus on areas other than K–12 education research are not eligible.*

## 3. Do you fund research in other countries?

No. In line with the CEE Initiative's objectives, all proposals must focus on one or more of the following states: California, Florida, New York, Tennessee, Texas, and Washington.

## 4. Do I have to submit a letter of inquiry before submitting an application?

No. Applications do not require an initial letter of inquiry.

## 5. Are there deadlines for submitting an application?

The second call for 2022 CEE Mini-Research Grants will opened on February 3, 2022. The deadline for submitting an application is March 8, 2022. Awards will be announced in April 2022.

## 6. How long should my proposal be?

Applicants will be guided by prompts throughout the online application regarding the length of each section of the proposal. The proposal narrative should be no more than 2,000 words (about four single-spaced or eight double-spaced pages).

## **7. What should my proposal substantively include?**

The proposal narrative should include the following information:

- Project summary or abstract
- Project significance (need for the research, contribution to the field)
- Project rationale (summary of literature, relationship of the proposed research to the literature, summary of conceptual framework or theory guiding the proposed research)
- Central research questions
- Hypotheses to be tested (if applicable)
- Description of proposed research methods (if applicable, include information about the research design, data sources, sample, description of key constructs and measures, and analysis methods)
- Use and relevance of the longitudinal database in the proposed design
- Brief dissemination plan (including conferences, scholarly journals)

The online application will include instructions to upload separately the following documents:

- Budget narrative (including information and justification about travel, equipment and software, and other expenses including supplies, participant stipends/costs, communication, and transcription)
- Timeline with key milestones
- All applicants' curriculum vitae

## **8. What are the budget restrictions?**

Applicants can request between \$5,000 and \$25,000 for their research. A budget narrative will be requested at the time of application. The proposed budget must be aligned with the level of effort and scope of work proposed, and the funds must be utilized by March 2023.

## **9. How many grants will you offer this year?**

At this time, the project will offer funding to four or five mini-grant proposals.

## **10. If my application gets rejected at this time, will there be an opportunity to submit again?**

Yes. Applicants will be able to submit their application again next year (2022–23).

## **11. Do I have to use the online application system?**

Yes. Applications should be submitted using the online application system. If you need assistance with the application platform, please reach out to Shoshana Rabinovsky ([srabinovsky@air.org](mailto:srabinovsky@air.org)). If you have questions on the content of the application, please reach out to Sushmita Subedi ([ssubedi@air.org](mailto:ssubedi@air.org)).

## Appendix. Longitudinal Database Overview

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### Database Sources

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The current longitudinal database includes data from the following sources:

- Covid 19 Data by JHU CSSE
- US School Closure Distance Learning Database
- Opportunity Insights Economic Tracker
- The EDFacts Initiative
- Common Core of Data (CCD)
- Civil Rights Data Collection (CRDC): EDFacts Supplemental Data
- Civil Rights Data Collection (CRDC)
- COVID-19 School Data Hub
- Focus States Public Education Data
- Focus States Public Education COVID-19 Data
- Household Pulse Survey
- Small Area Income and Poverty Estimates (SAIPE)
- American Community Survey (ACS)
- Multidimensional Deprivation Index (MDI)
- The Opportunity Index
- The Social Capital Project Social Capital Index (SCI)
- National Risk Index for Natural Hazards (NRI)
- CDC/ATSDR Social Vulnerability Index (SVI)

### Example Data Elements

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The table below provides a selection of example data elements (up to 3 items from each category, unit level, and source). The full list of categories currently includes 76 categories across the three different levels.

Category & Unit Level	Example Data Elements
<b>Education</b>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Reading and Language Arts (RLA)</li> </ul>
<b>Children with Disabilities (IDEA)</b>	<ul style="list-style-type: none"> <li>• Student Count</li> </ul>
<b>Civil Rights</b>	<ul style="list-style-type: none"> <li>• Absenteeism</li> <li>• Expulsions</li> <li>• Suspensions</li> </ul>
<b>English Learners (LEP)</b>	<ul style="list-style-type: none"> <li>• Student count</li> </ul>
<b>Enrollment</b>	<ul style="list-style-type: none"> <li>• Student count</li> </ul>
<b>Fiscal</b>	<ul style="list-style-type: none"> <li>• District financial</li> </ul>
<b>Focus States Public Data</b>	<ul style="list-style-type: none"> <li>• Absenteeism</li> <li>• Assessment</li> <li>• College Going</li> </ul>
<b>Free or Reduced Priced-Lunch (FRPL)</b>	<ul style="list-style-type: none"> <li>• Student Count</li> </ul>
<b>Geographics</b>	<ul style="list-style-type: none"> <li>• Education Demographic and Geographic Estimates (EDGE)</li> </ul>
<b>Graduation</b>	<ul style="list-style-type: none"> <li>• Graduation Rate and Cohort</li> </ul>
<b>Institution Basics</b>	<ul style="list-style-type: none"> <li>• Institution Characteristics</li> <li>• Institution Directory</li> </ul>
<b>Poverty</b>	<ul style="list-style-type: none"> <li>• Child Poverty</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Staff Count</li> </ul>
<b>COVID-19</b>	
<b>Cases</b>	<ul style="list-style-type: none"> <li>• Confirmed Cases</li> <li>• Deaths</li> </ul>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• School Closure</li> <li>• Child Learning</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>• Learning Model</li> <li>• Mask Policy</li> <li>• State Policy Milestones</li> </ul>
<b>Socioeconomic</b>	
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• ACS Estimates</li> </ul>
<b>Deprivation</b>	<ul style="list-style-type: none"> <li>• Multidimensional Deprivation Index (MDI)</li> </ul>

Category & Unit Level	Example Data Elements
<b>Economic Characteristics</b>	<ul style="list-style-type: none"> <li>• ACS Estimates</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>• Multiple-Source Estimates</li> </ul>
<b>Housing Characteristics</b>	<ul style="list-style-type: none"> <li>• ACS Estimates</li> </ul>
<b>Opportunity</b>	<ul style="list-style-type: none"> <li>• Opportunity Index</li> </ul>
<b>Social Capital</b>	<ul style="list-style-type: none"> <li>• Social Capital Index</li> </ul>
<b>Social Characteristics</b>	<ul style="list-style-type: none"> <li>• ACS Estimates</li> </ul>
<b>Unemployment</b>	<ul style="list-style-type: none"> <li>• Unemployment Claims</li> </ul>
<b>Vulnerability</b>	<ul style="list-style-type: none"> <li>• National Risk Index (NRI)</li> <li>• Social Vulnerability Index (SVI)</li> </ul>



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