

THE SPENCER REPORT 2020

**Annual Report for
The Spencer Foundation**

January 1, 2020 to
December 31, 2020



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The Spencer Foundation invests in education research that cultivates learning and transforms lives.

We believe education research is integral to improving education, making education systems equitable, and increasing opportunities to learn across the lifespan.

Our Core Commitments

We support education research that is:

Rigorous

Intellectually ambitious, innovative, and methodologically sound.

Relevant

Touching on the most pressing questions and opportunities in education.

Equitable

Representing a diversity of scholars and scholarship contributing to learning environments grounded in justice.

Transformative

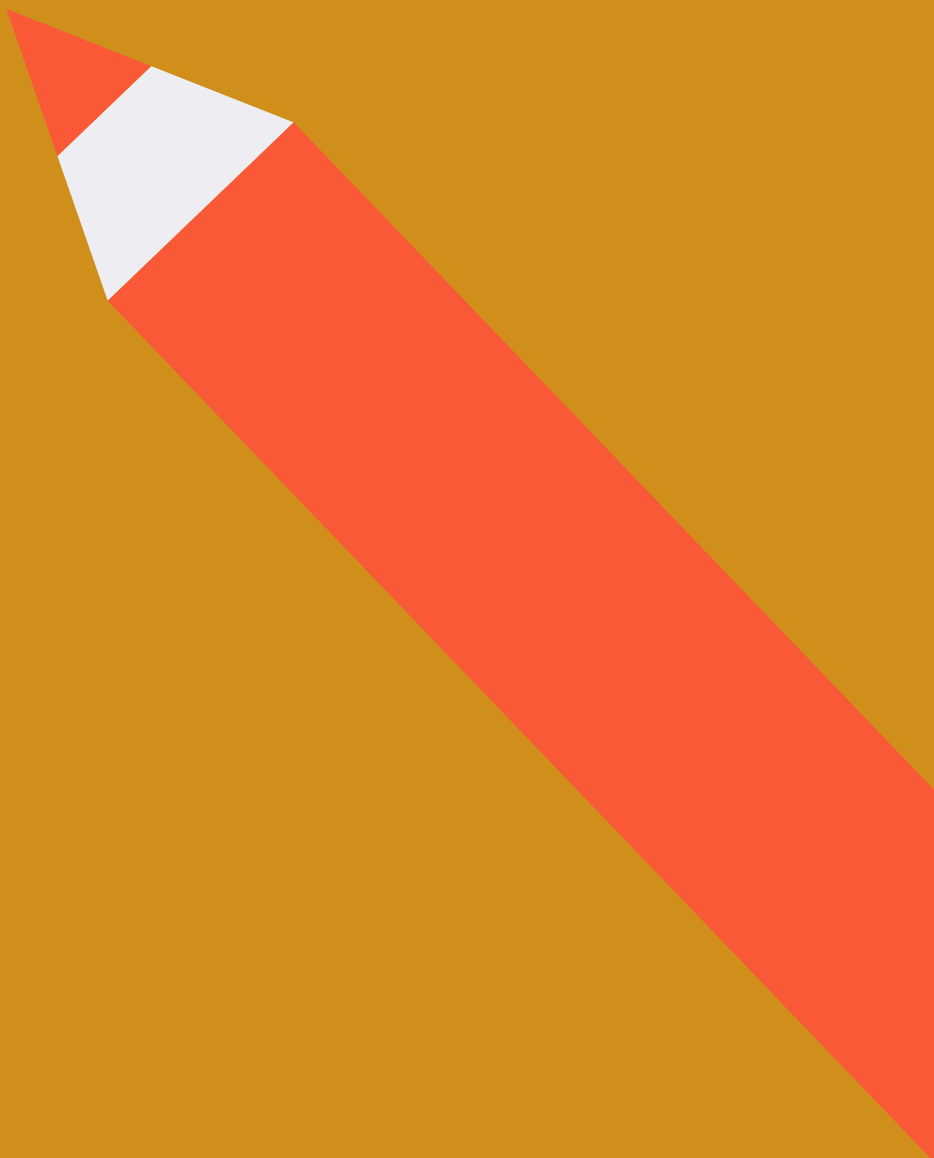
Reaching beyond academic audiences and leading to lasting improvement in education and learning.

Collaborative

Engaging expertise and perspectives across disciplinary boundaries, institutions, practitioners, families and communities.

2.0

An Introduction from Spencer President Na'ilah Suad Nasir



We are very pleased to share with you the Spencer Foundation 2020 Annual Report. It has been many years since the foundation has produced a formal annual report, and we do so now with intention.

It has been almost four years since I became President at Spencer, and during that time we have been working hard to steward the stellar legacy of the foundation. We have continued to fund high-quality, rigorous education research across the field. We also have been taking seriously our commitments to equity, in all aspects of our work. This commitment to equity includes working on ourselves internally as an organization, but also is fundamentally about our grantmaking: Are our review processes equitable? Are we providing the right resources to the field? Do our calls for research and descriptions of our programs message what is important to us? Who do we fund, and who do we not fund?

We believe that equity is a process, and while we have made some important progress, we are not at all finished. Importantly, we must each hold ourselves accountable and be transparent as we move towards equity. We submit this report, in the spirit of transparency, to share our progress. We are also excited to share the big picture of our grant-making this year, trends in the field, and our funding rates in each program to provide a more expansive picture of the grant-making work we do at Spencer.

We have intentionally kept this report succinct rather than report all of the many kinds of activities we have undertaken this year, such as convenings, initiatives, collaborations and white papers. Please visit our website for more information on our Racial Equity Initiative, and other activities. In the meantime, we hope what we share in this report is of interest and that it provides insight into our work, our journey, and our goals.

We hope in this year of tumult, you and your families are well, and you have found some peace and some grace for yourselves and for those around you.

Na'ilah Suad Nasir
President

\$13,603,710

Total award amount in our field-initiated research grant programs during 2020



Top Topics Awarded:



Submissions soar in 2020

For funding decisions made in 2020, we received 2,187 applications to our field-initiated research grant programs (Lyle Spencer Research Awards; Research Grants on Education: Large; Research Grants on Education: Small, and Research-Practice Partnerships), compared with 1,169 the previous year. Of these, we funded 88.

We were pleased by the number of applications we received this year—amid a global pandemic that upended lives, work and research agendas—and deeply impressed by the quality of those submissions. The 60 percent jump in applications between this year and last likely was due to several factors, including declining research and higher-education budgets at universities; but it is without question a testament to scholars' commitment to doing critical work at a time of both unprecedented challenge and opportunity for students, families, communities, schools, and school systems.

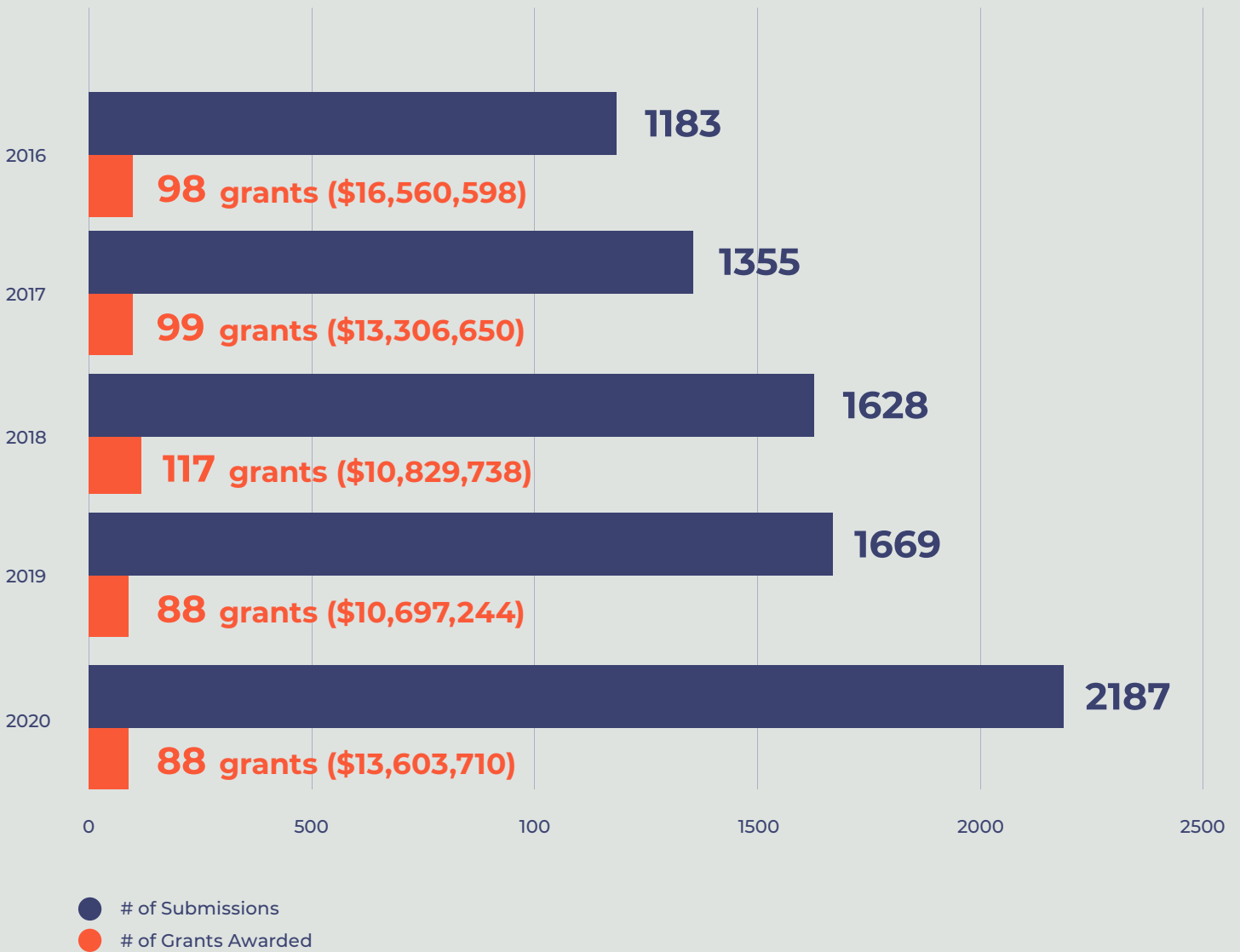
We believe that one factor contributing to the influx of applications is the time and energy Spencer staff has devoted to field engagement during the last two years. During that time, we visited 57 campuses, held more than 70 focus groups, conducted a national survey of scholars, and began hosting office hours for interested applicants. We targeted our outreach to institutions that had not previously applied to Spencer in substantial numbers. This strategy was predicated on the belief that high-quality research is not limited to particular institutions, geographies, approaches, or backgrounds and that the pressing issues facing education require the collective efforts of the field. As will be evident in subsequent pages of this report, we have had some success, not just in soliciting more applications, but also in funding the most diverse group of institutions and Principal Investigators in recent Spencer history.

Critically, we did not simply have an influx of submissions, but those submissions were of high quality. Between 16 percent and 32 percent of the proposals we received were rated as high-quality by external reviewers. Meanwhile, we funded between 2 percent and 5 percent of submissions to our field-initiated research grant programs. This rate is consistent with our peer organizations.

While we are proud of the rigor and competitiveness of our process, it also gives us pause. Our inability to fund all—or even most—of the compelling submissions we receive speaks to a critical need in the field for more funding for education research.

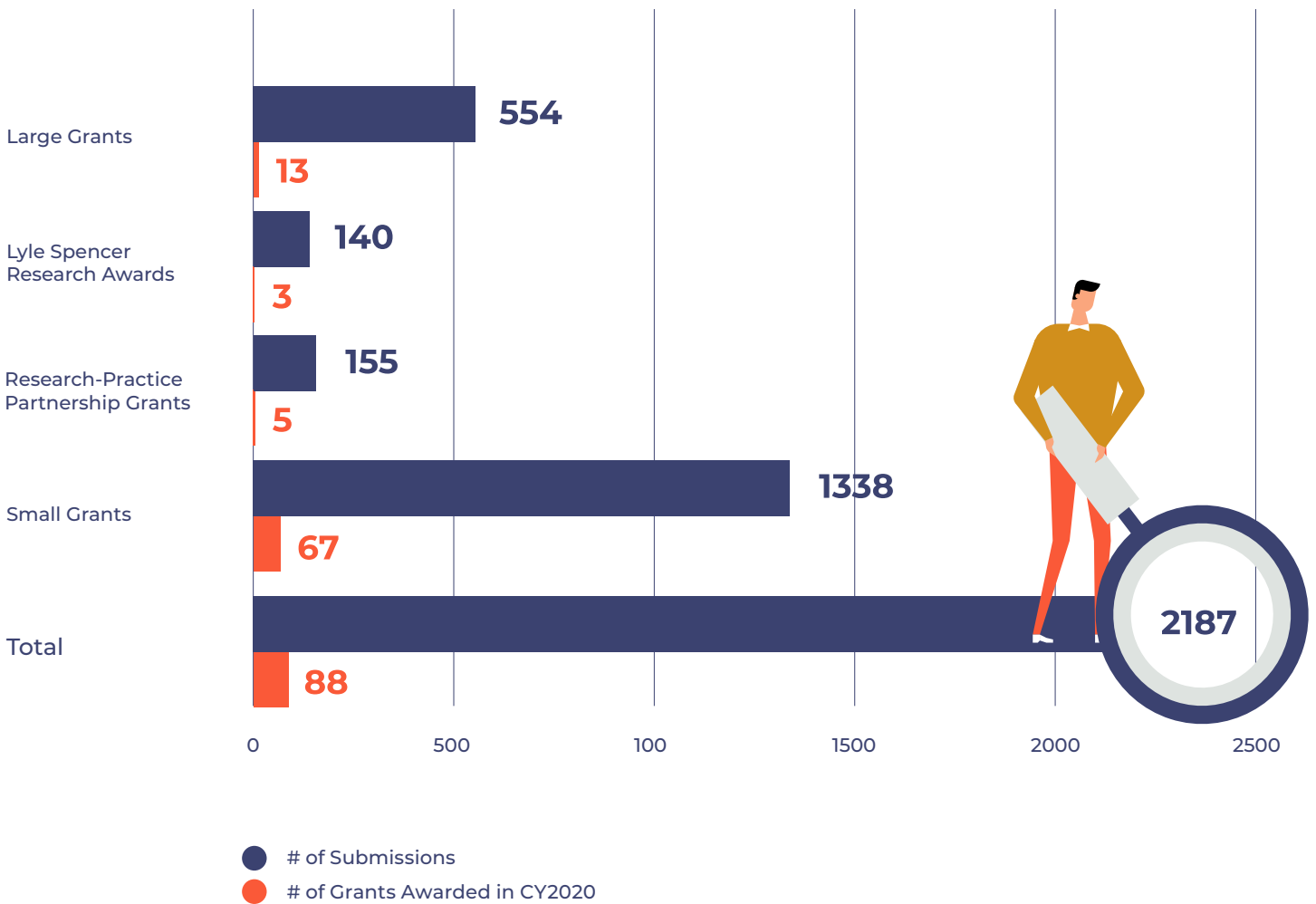
3.0 Grantmaking summary

Number of grants submitted and awarded during the past five years:



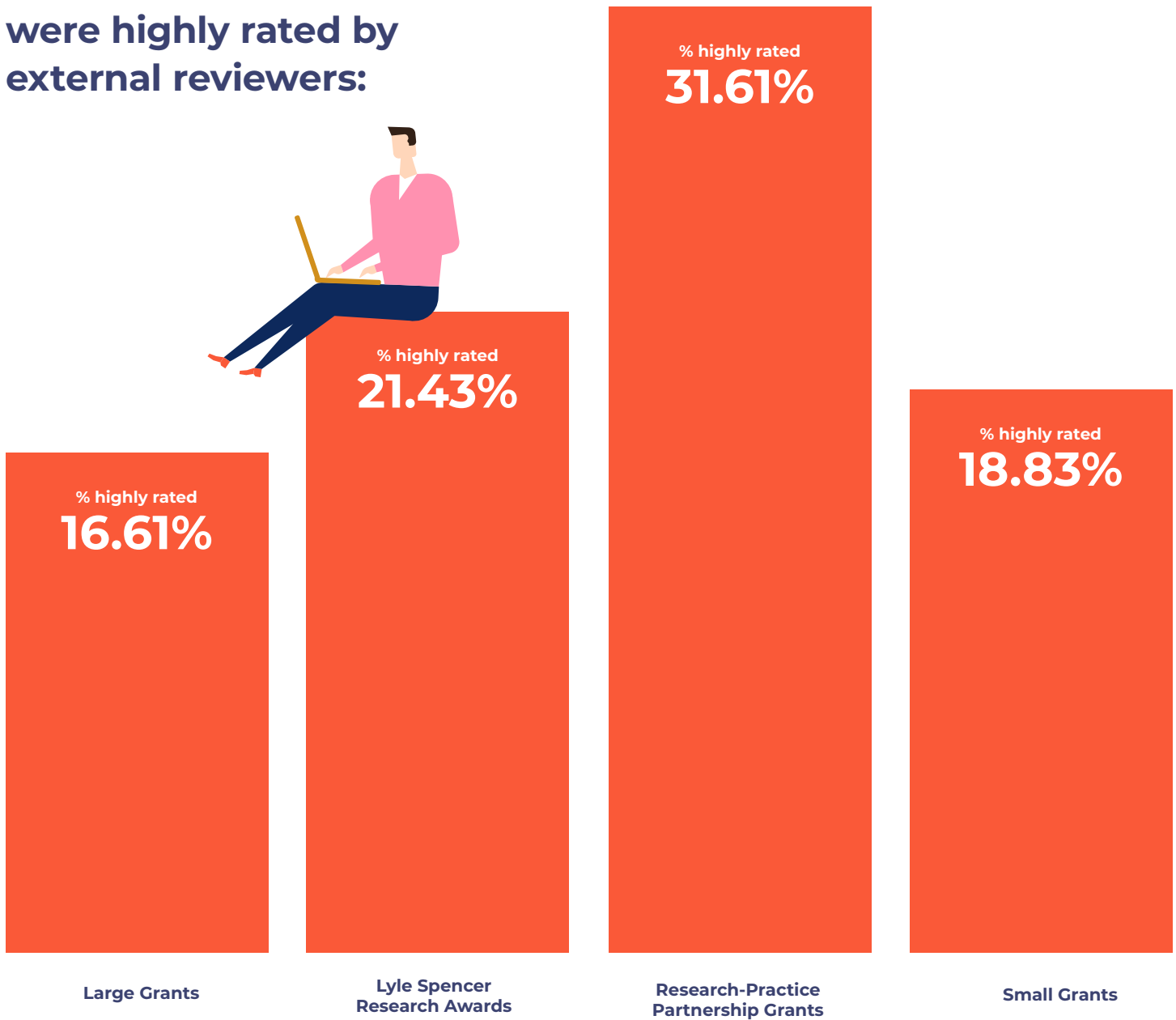
3.0 Grantmaking summary

Number of grants submitted and awarded by program in 2020:



3.0 Grantmaking summary

Percentage of submissions we received in 2020 that were highly rated by external reviewers:



Program	# of Submissions	# of highly rated	% of highly rated	# of funded proposals	% of highly rated proposals funded	% of proposals funded overall
Large Grants	554	92	16.61%	13	14.13%	2.35%
Lyle Spencer Research Awards	140	30	21.43%	3	10.00%	2.14%
Research-Practice Partnership Grants	155	49	31.61%	5	10.20%	3.23%
Small Grants	1338	252	18.83%	67	26.59%	5.01%
Total	2187	423	19.34%	88	20.80%	4.02%

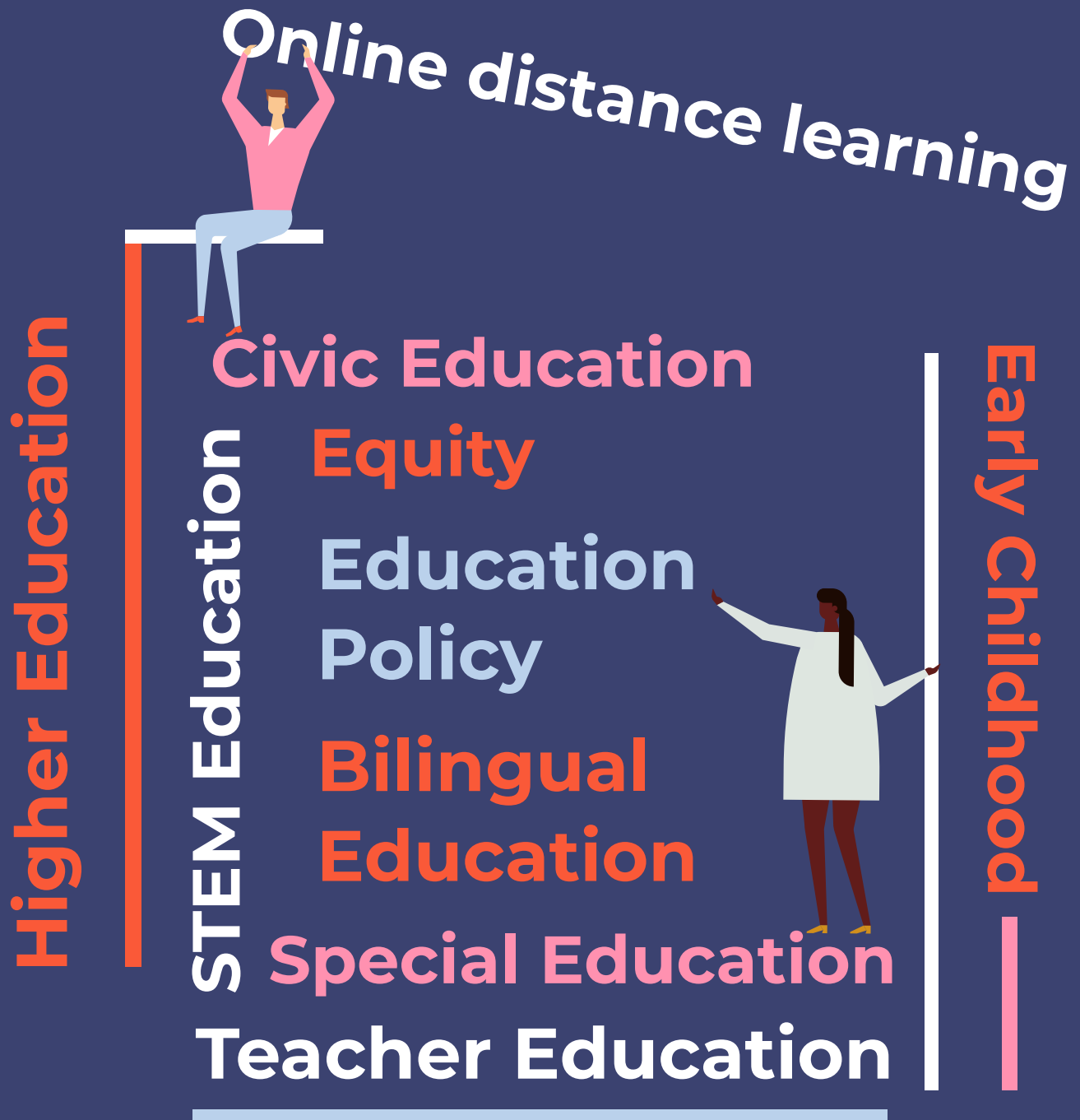
Our view of the field

Reviewing 2,178 field-initiated grant applications last year provided us with a unique vantage point. Because our research grants are field-initiated, scholars tell us what they consider to be the most pressing issues or compelling opportunities in education.

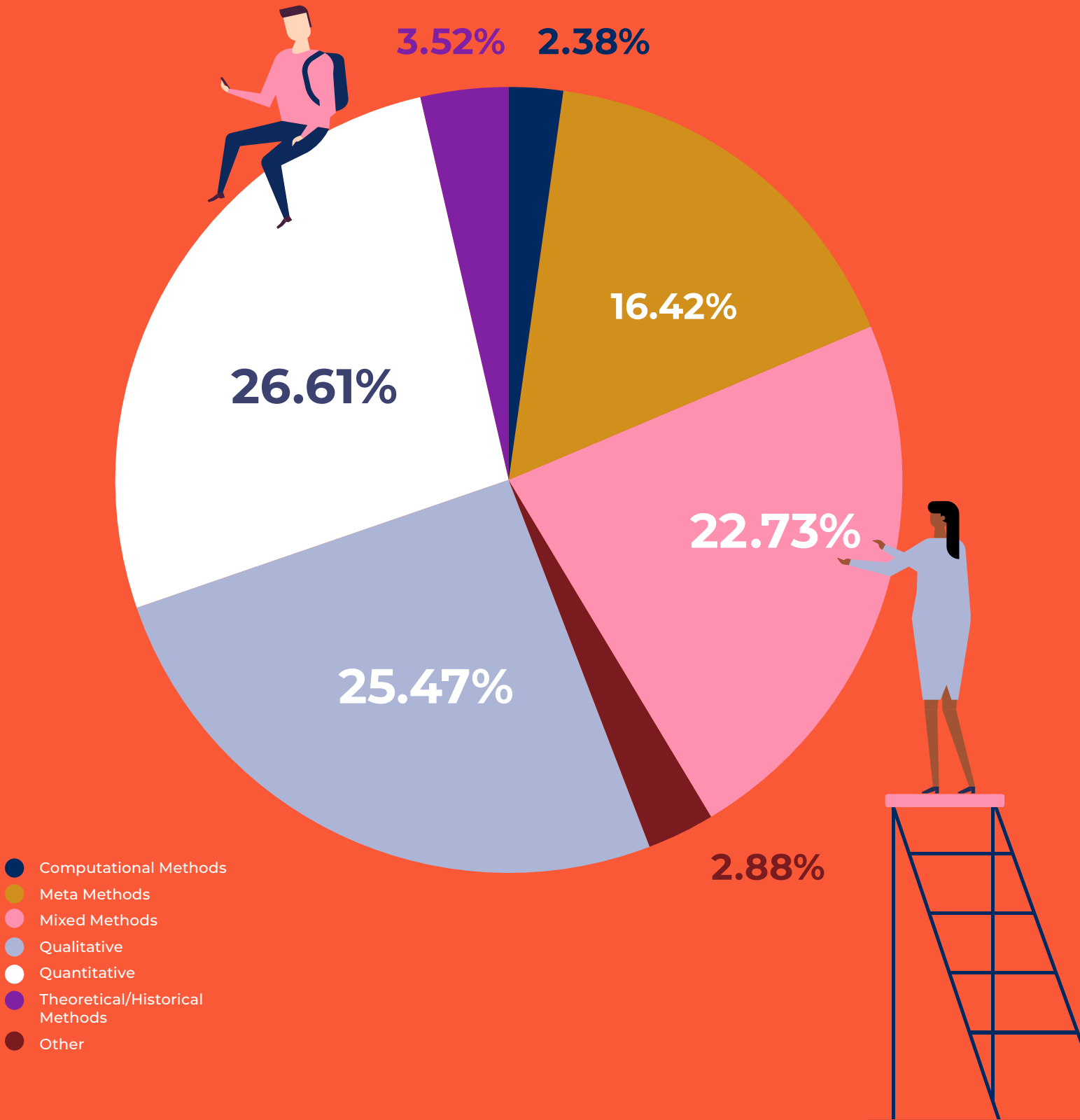
In the following figures we list the most frequent topic submissions we received and a summary of the methodological approaches scholars took in their submissions. This provides a window into broad trends in the field—what scholars are thinking about and wrestling with and how they are approaching the questions they are asking. We plan to continue to track data on submissions by topic and by methodology and share these trends in subsequent annual reports.



Most frequent topics submitted across all field-initiated submissions:



Methods proposed by applicants in 2020:



Principal Investigators and Co-Principal Investigators

What do we know about the scholars we fund?



Our focus on making education research more equitable

In the past two years, we have moved toward greater diversification of our grantees. Scholars of color now make up a significantly higher percentage of our grantees than they did in 2016. This shift marks critical progress toward our commitment to funding research equitably—including research representing a diversity of scholars and scholarship and contributing to learning environments rooted in justice.

We attribute this shift to the work we have done over the past two years to make our internal systems and structures more equitable. Perhaps the most significant change has been the decision to peer review 100 percent of submissions to our field-initiated grant programs. We believe that a diverse reviewer pool, who bring a range of perspectives and expertise, has allowed us to make more informed, nuanced decisions about which grants we fund.

While we have made progress in diversifying our grantee pool, considerable work remains to be done. We continue to underfund scholars of color—particularly American Indians, Alaskan Natives, Native Hawaiians, and Pacific Islanders—relative to the number of applications we receive.

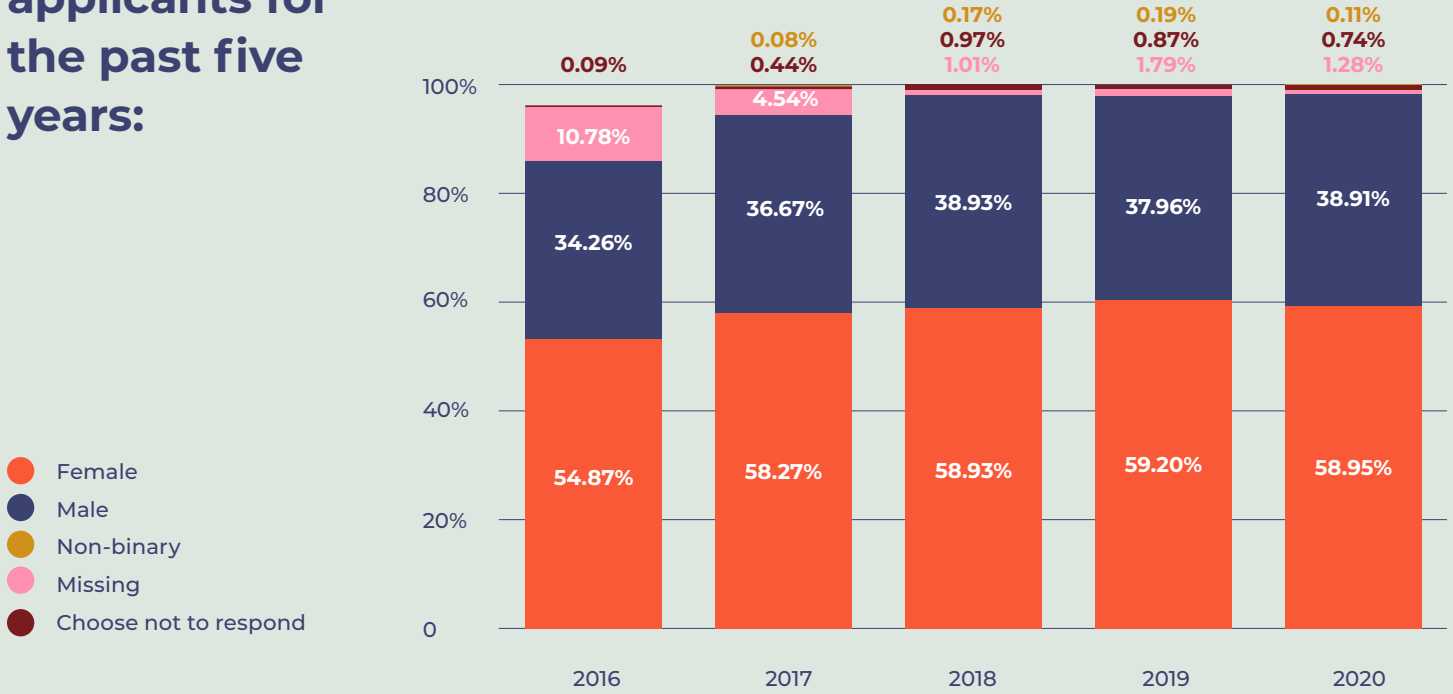
Women continued to make up a greater share of both applicants (59 percent) and awardees (57 percent) in 2020, although the percentage of women we funded declined slightly over the previous year.

Another key dimension on which we have diversified is the institution type we award to. Five years ago, two-thirds of our PIs were located at Research 1 institutions, according to the Carnegie Classification system for describing institutional diversity. Today, just over half of PIs are located at these institutions. Meanwhile, we have doubled our awards to Research 2 Institutions (from 11 percent of awards in 2016 to 22 percent in 2020). We are excited by this shift, which is a testament to the fact that very high-quality education research happens in a range of institutional contexts and geographies.

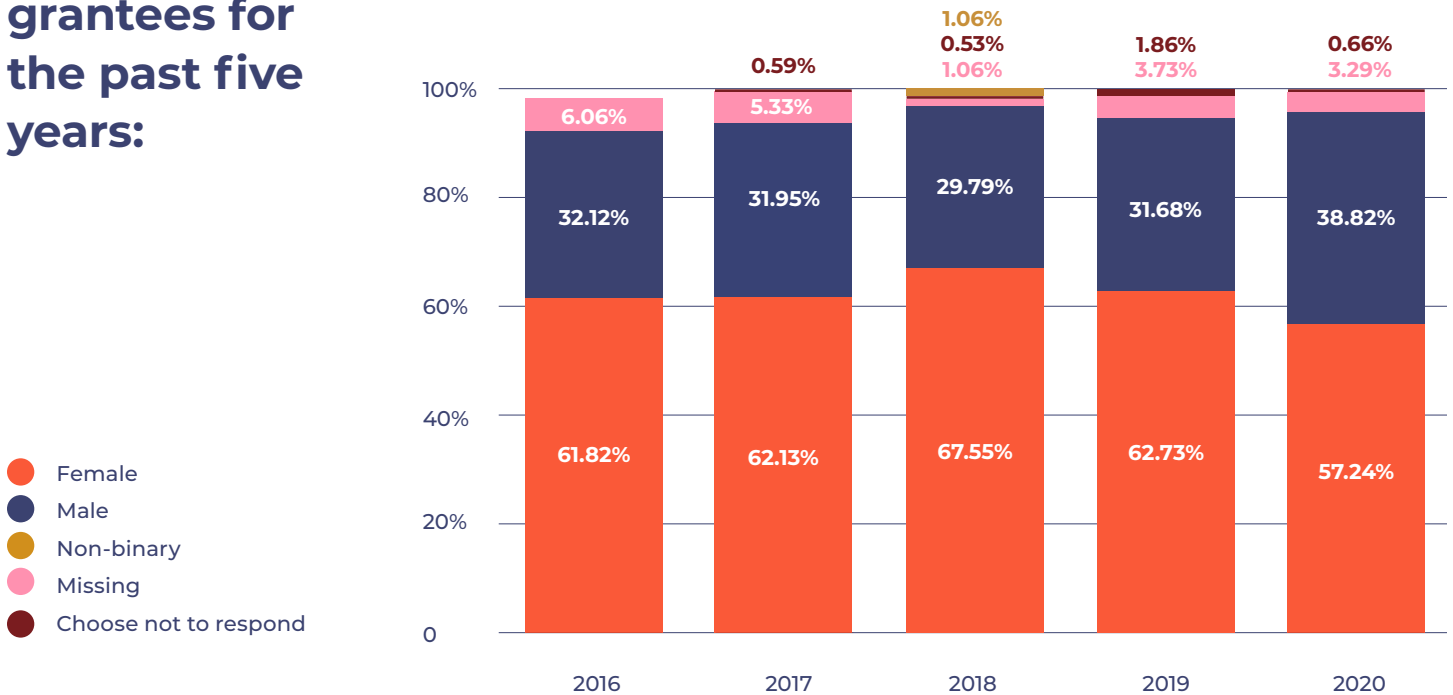
Though we have diversified our grantee institutions, we continue to significantly under-award to colleges and universities outside the United States relative to the number of applications we receive. This remains an area of focus for us as we recognize that a global perspective is critical to improving education systems and cultivating learning across the lifespan.*

5.0 What do we know about the scholars we fund?

Gender of applicants for the past five years:

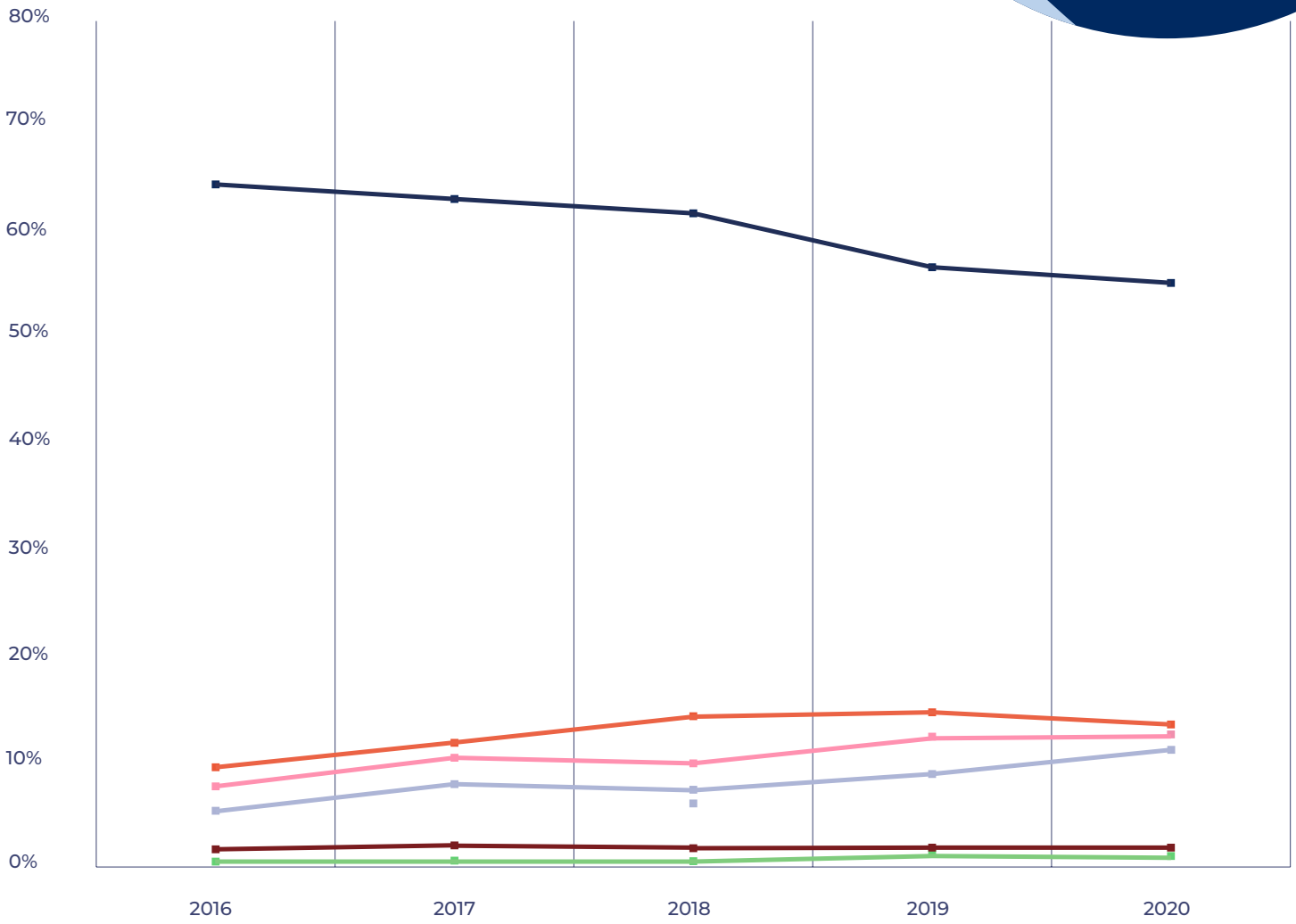


Gender of grantees for the past five years:



5.0 What do we know about the scholars we fund?

Race/ethnicity* of applicants for the past five years:



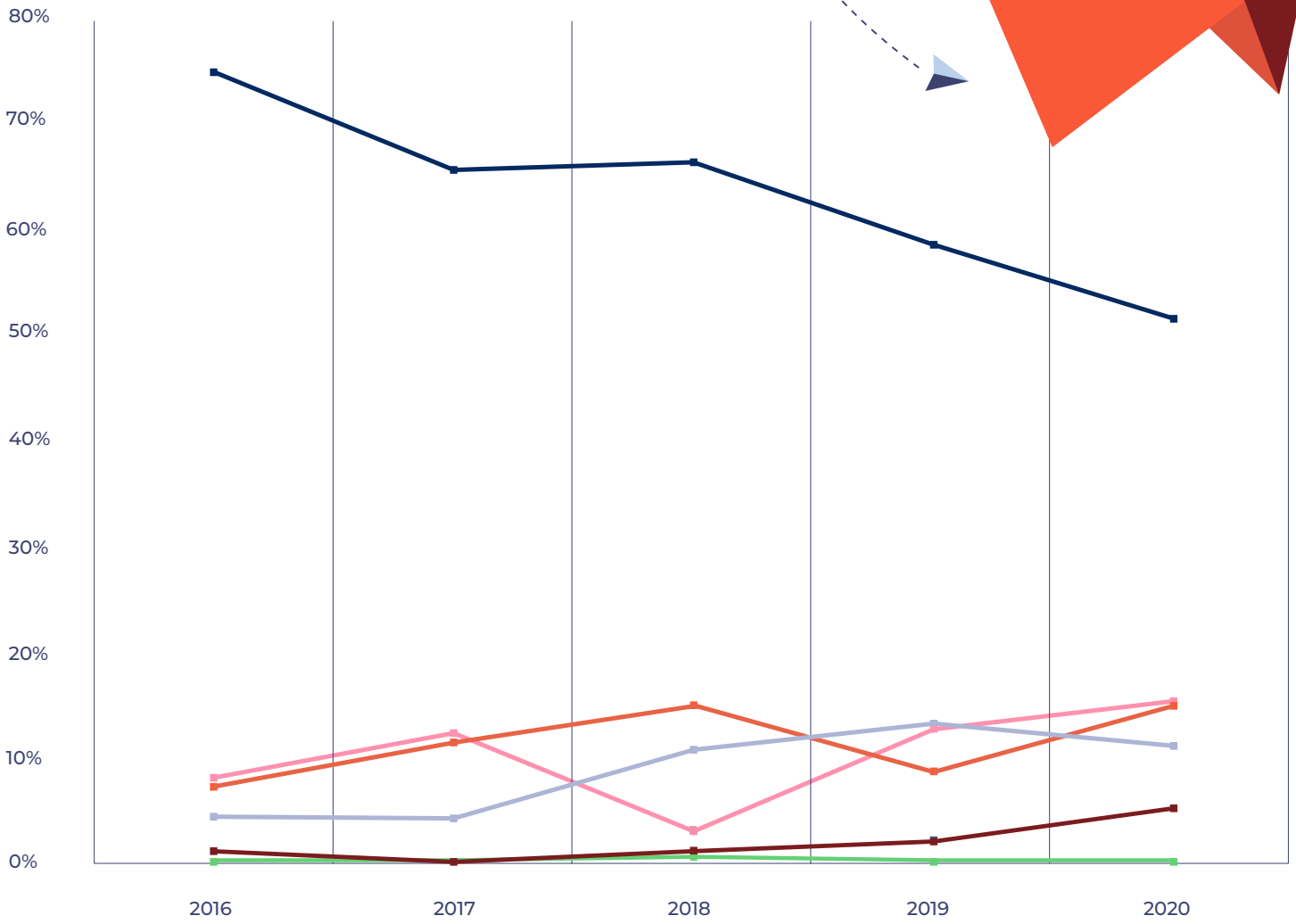
- American Indian or Alaska Native
- Asian or Asian American
- Black
- Latinx / Hispanic (any race)
- White
- Native Hawaiian or Pacific Islander

*alone or in combination: We asked applicants to identify as one or more racial/ethnic groups. As a result, percentages add up to more than 100.



5.0 What do we know about the scholars we fund?

Race/ethnicity* of grantees for the past five years:

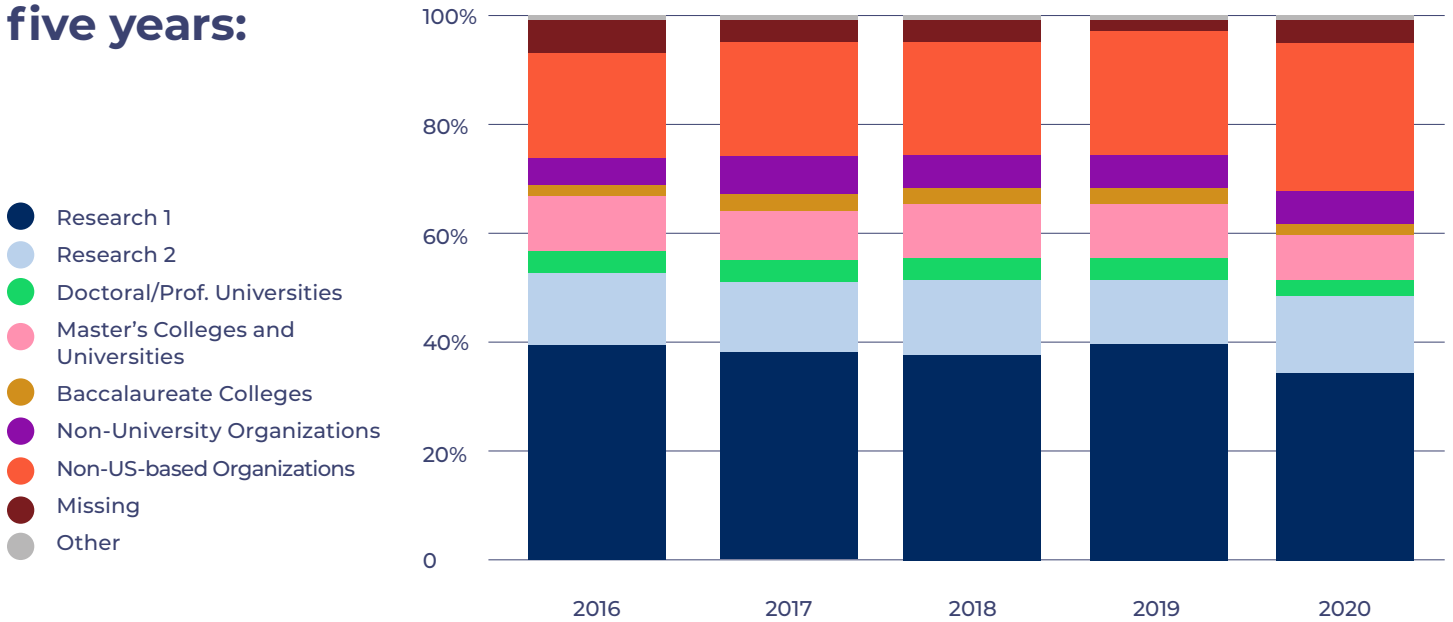


- American Indian or Alaska Native
- Asian or Asian American
- Black
- Latinx / Hispanic (any race)
- White
- Native Hawaiian or Pacific Islander

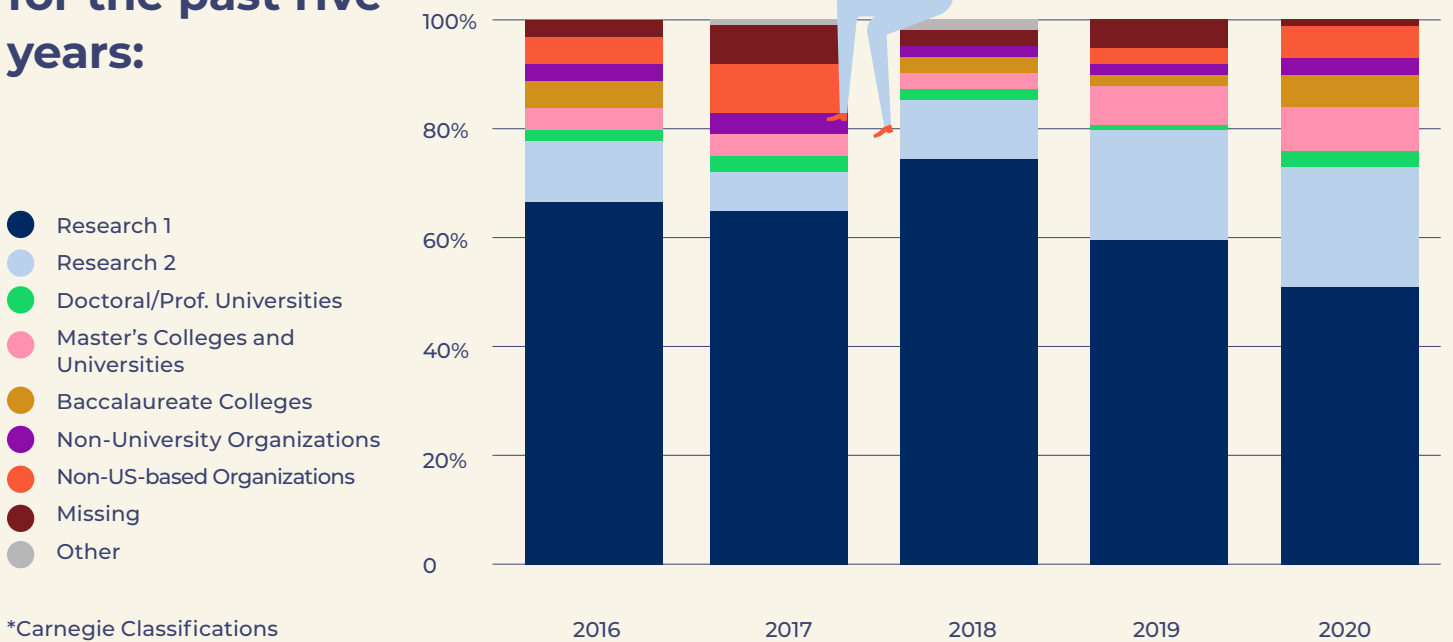
*alone or in combination: We asked applicants to identify as one or more racial/ethnic groups. As a result, percentages add up to more than 100.

5.0 What do we know about the scholars we fund?

Type of institutions* applying for grants during the past five years:



Type of institutions* receiving grants for the past five years:



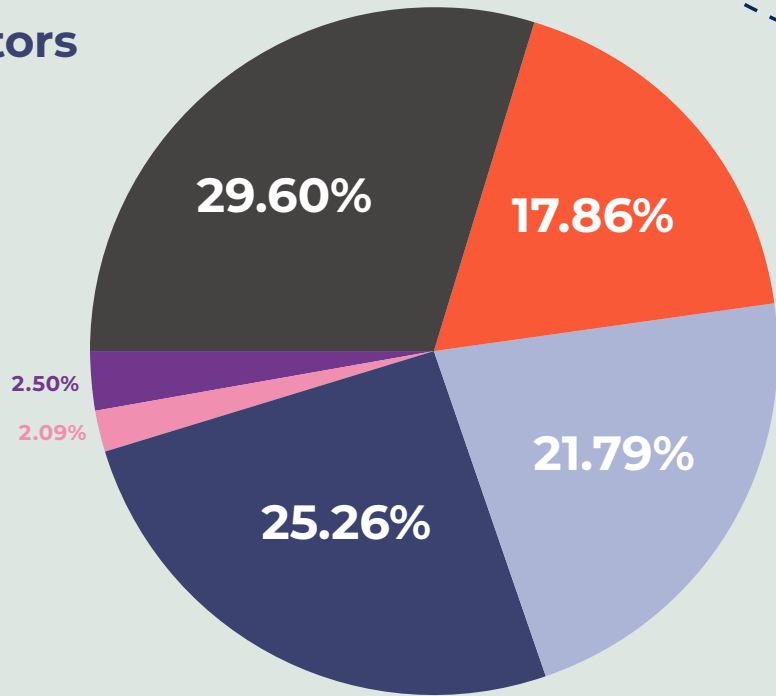
*Carnegie Classifications

5.0 What do we know about the scholars we fund?

Position of Principal Investigators and Co-Principal Investigators who applied in 2020:

- Professor
- Associate Professor
- Assistant Professor
- Dean / Chair
- Postdoctoral Fellow
- Other*

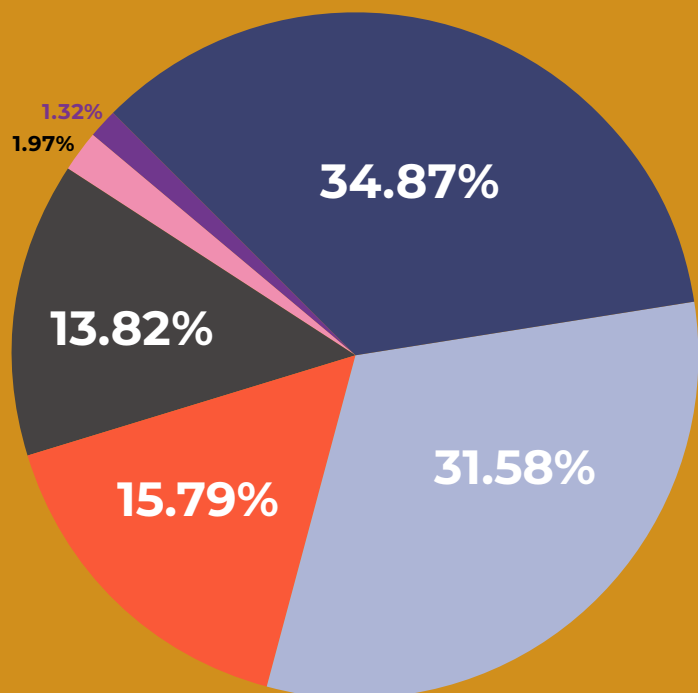
* includes Director, Coordinator/
Lecturer, Senior Researcher,
Research Assistant/Associate



Position of Principal Investigators and Co-Principal Investigators who received grants in 2020:

- Professor
- Associate Professor
- Assistant Professor
- Chair
- Postdoctoral Fellow
- Other*

* includes Director, Coordinator/
Lecturer, Senior Researcher,
Research Assistant/Associate



6.0

Who reviews our grants?



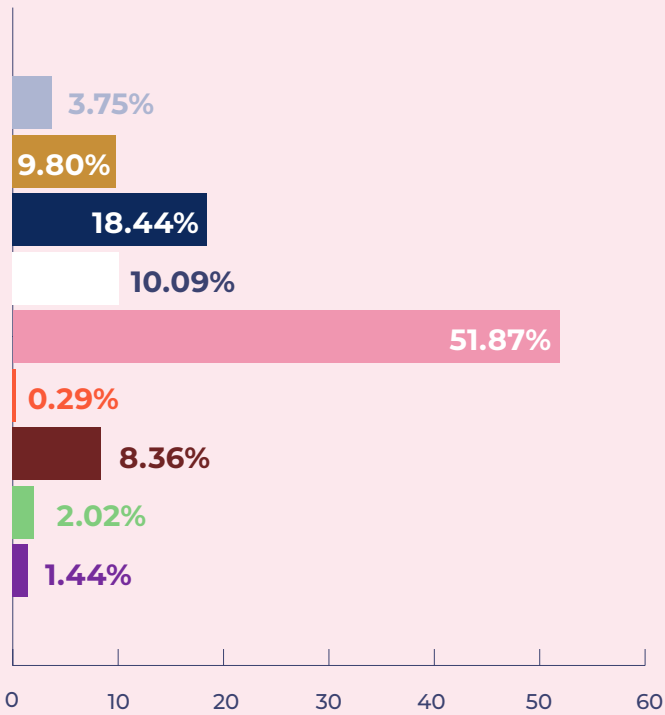
Our decision to peer-review 100 percent of field-initiated proposals

As we mentioned earlier in this report, we believe that our decision to peer review 100 percent of our grant proposals—therefore significantly expanding the number of people and perspectives who weigh in on our grant-giving processes—has supported progress toward the diversification of our portfolio. It also has allowed us to provide feedback on nearly all proposals we receive, providing professional development opportunities for all applicants. Because of the critical role that external reviewers play in our decision-making, we believe that it is important to be transparent about these reviewers. We will continue to work to ensure that our reviewer pool is representative of the larger field of education research. And we also encourage you to consider becoming a reviewer for Spencer!



6.0 Who reviews our grants?

Reviewer Characteristics



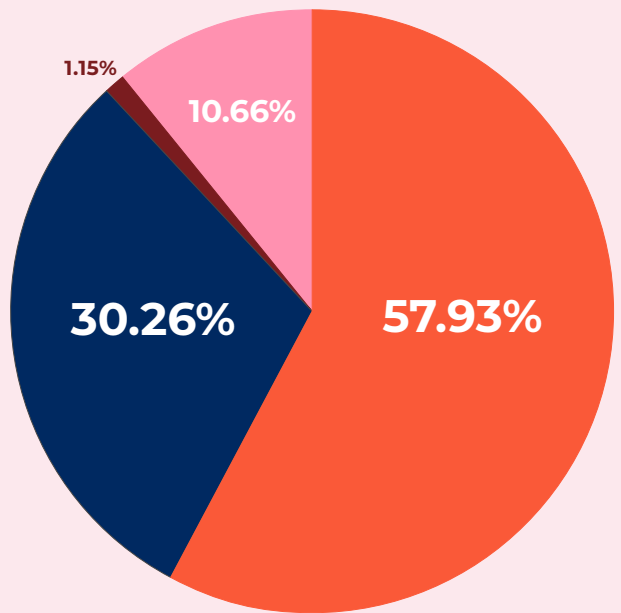
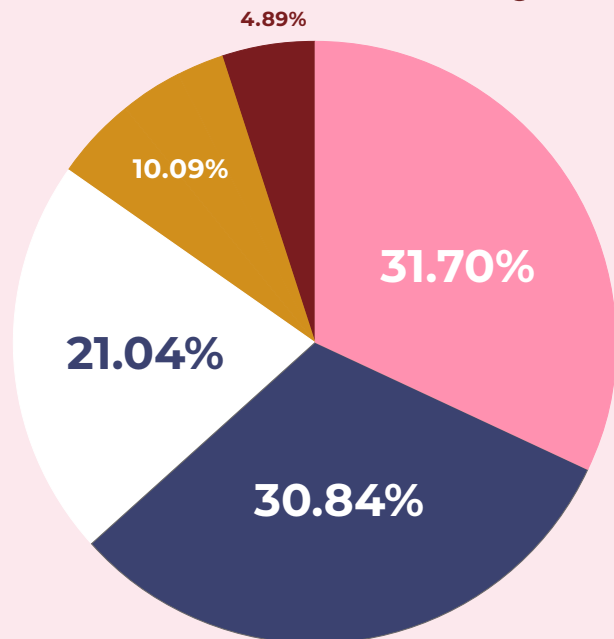
Race/ethnicity*

- American Indian or Alaska Native
- Asian or Asian American
- Black
- Latinx / Hispanic (any race)
- White
- Native Hawaiian or Pacific Islander
- Missing
- Not listed
- Chose not to respond

*alone or in combination: We asked applicants to identify as one or more racial/ethnic groups. As a result, percentages add up to more than 100.

Gender

- Female
- Male
- Non-binary
- Missing
- Chose not to respond



Position

- Professor
- Associate Professor
- Assistant Professor
- Missing
- Other*

* includes Director, Coordinator/ Lecturer, Senior Researcher, Research Assistant/Associate.

COVID-19 Related Research Grants

In addition to our field-initiated grant programs, in 2020 we also solicited proposals under a special call. The COVID-19 Related Research Grants had the goal of supporting education research projects that would contribute to understanding the rapid shifts in education in relation to COVID-19. We were interested in studies that aimed to understand and disrupt the reproduction and deepening of educational inequality caused by the COVID-19 crisis. We also recognized that in times of great disruption and change, there are opportunities to remake and imagine new forms of equitable education. Thus, we were also interested in research projects that were working to reimagine educational opportunities – especially those that recognized that what we considered “normal” pre-COVID was steeped in deep inequality. Perhaps most importantly we were interested in projects that reached beyond deficit assumptions of children, families, communities, and educators.

The response was overwhelming. We received a record-breaking 1,369 submissions from 659 organizations over the three cycles. Proposals came in from far and wide, with every region in the US represented, and many international proposals as well. Relative to the submissions we received, we ended up significantly under-awarding to men, Asian, and applicants located outside of the U.S.

Proposed projects took up a wide range of important and timely topics. Not surprisingly, there were a number of proposals that sought to document the many issues, challenges, and possibilities of the transition to online teaching in schools and colleges. Many of these focused specifically on the impact of these transitions on marginalized groups of students, as well as on teachers and faculty. There was great concern with documenting potential learning loss in this format, and some that focused on the nature of online teaching and learning, and their relation to learning in the disciplines.

There were also proposals that focused on the many new roles that schools, districts, and colleges were taking up around basic needs provision, and how these institutions were making complex and rapid-fire decisions under pressing circumstances. Another key issue focused on the new kinds of relations emerging between home and school – how parents were managing multiple roles as teachers, parents, and workers, and how schools could work to build deeper and stronger connections with families. Still others proposed studies focused on learning and youth development outside of schools, and the critical role that youth organizing spaces, community-based organizations, and out-of-school spaces are playing for young people.

Many projects focused specifically on vulnerable student populations – homeless youth, immigrant students, and students with disabilities, exploring both their experiences of continued marginalization and possible support to improve their access and experience. And finally, many proposals took up teaching and learning issues across the age span, from studies on access and adaptation in early learning and childcare organizations to the unique impacts and adaptations happening in higher education.

In the end, we funded 20 ambitious, timely, and important studies on topics varying from school-level decision-making about the provision of basic supplies to how parents and young children reorganize their activities in light of schooling from home.

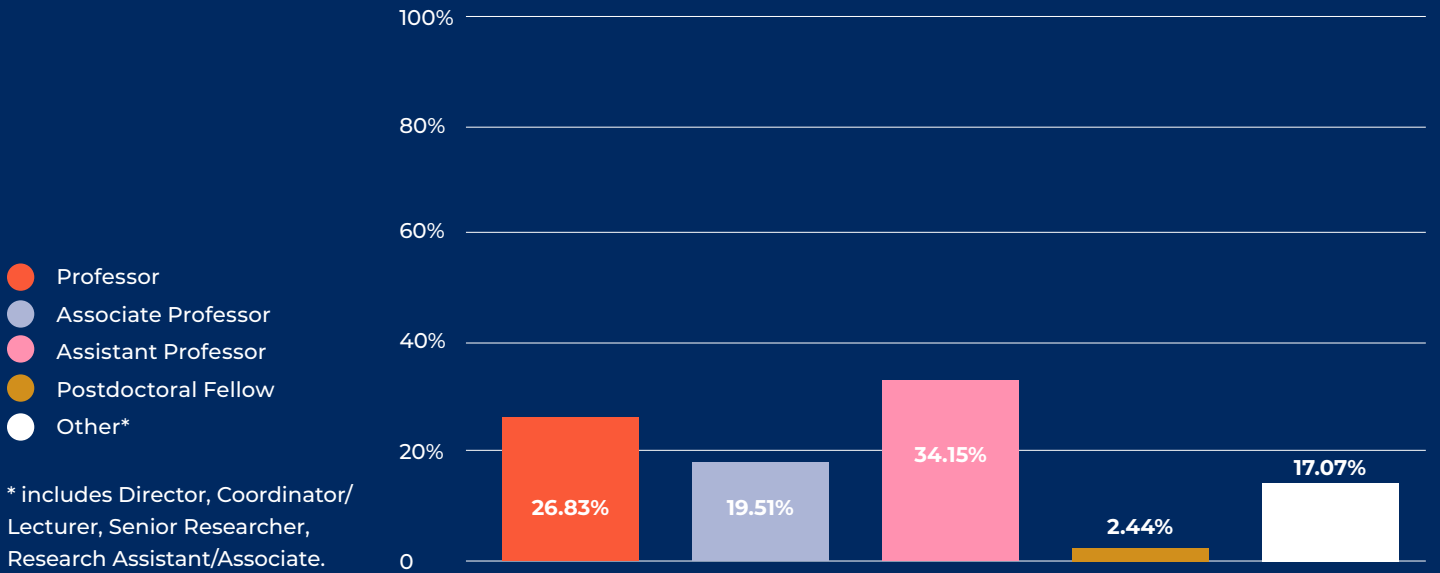
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As always, we are deeply appreciative to be working in partnership with such a thoughtful and committed community of researchers, and we deeply believe that each of us has a role to play in making education more equitable.

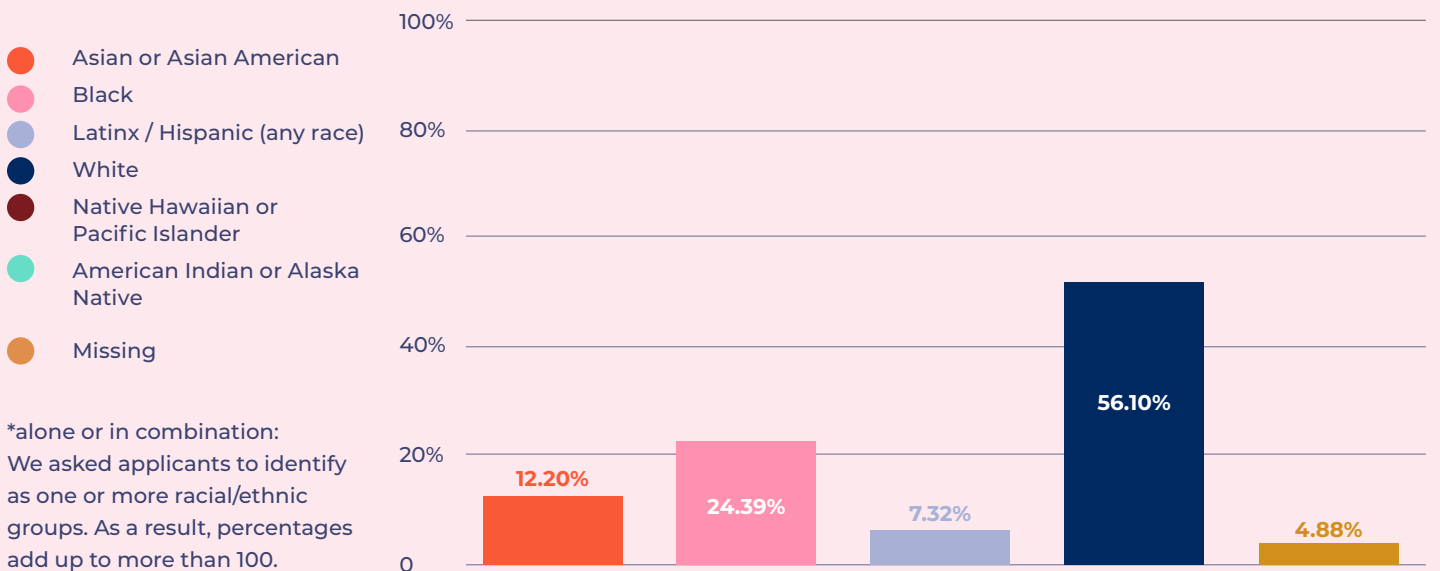
- Na'ilah Suad Nasir

”

Rank of Principal Investigators and Co-Principal Investigators who received a COVID-19 Related Research Grant:



Race/ethnicity* of Principal Investigators and Co-Principal Investigators who received a COVID-19 Related Research Grant:



Research Grants Awarded in 2020

Lyle Spencer Research Awards to Transform Education.

“Don’t Take That Tone With Me”: Linguistic Variation and Disciplinary Action on African American Children in Schools

Nicole Holliday, Sabriya Fisher
University of Pennsylvania

Countering the Unintended Consequences of School Reforms: Communally-bonded Schools Reconnecting Black Students, Strengthening Communities, and Improving Educational Outcomes

Jerome Morris
University of Missouri-St. Louis

American Indian and Alaska Native College Students: Building Collaborative Data Capacity and Investigating College Access, Persistence, and Graduation Success

David W. Sanders, John L. Garland, Kathy DeerInWater, Corey M. Still, Amanda Tachine, Jameson D. Lopez
American Indian College Fund

Research Grants on Education: Large

A statewide analysis of the relationships between school based health centers and academic outcomes

Thurston Domina, Walker Swain, Dara Shifrer, Andrew Penner, Andrew Saultz, Sabrina Zadrozny
University of North Carolina at Chapel Hill

Hate Speech on Campus: Institutional Responses and the Relevance for Inclusion

Liliana M. Garces, Ellen Berrey
The University of Texas at Austin

Political Conocimiento in Teaching Mathematics: Preparing Teachers to Advocate for Students

Rochelle Gutierrez, Marrielle Myers, Kari Kokka
University of Illinois at Urbana-Champaign

Leadership Activity in the Era of the Equity Director: Racial-Historical Contexts, Proliferation, and District Organizational Change

Decoteau Jermaine Irby, Terrance L. Green
University of Illinois at Chicago

Indigenous Land Education in Early Childhood: Examining a Process for Curriculum Development in a Tribal Nation Early Learning Program

Anna Lees
Western Washington University

Understanding the Impact of Integration Policies in New York City Public Schools

Parag A. Pathak
Massachusetts Institute of Technology

Transformative Justice at the Intersection of Schools and Teacher Education

Thomas M. Philip, Matthew A. Diemer, Maisha Tulivu Winn, Lawrence T. Winn
University of California, Berkeley

Project Civic LeAdS: Enhancing Civic Engagement of Culturally and Linguistically Diverse Families and Students with Disabilities: Legislative Advocacy in Special Education

Zachary Rossetti, Meghan Burke
Boston University

Persistence and resistance: The role of social-emotional competencies in the education and career paths of under-resourced, racial/ethnic minority young adults

Amanda L. Roy, Christine P. Li-Grining
University of Illinois at Chicago

Effects of Four-Day School Weeks on Student Achievement and Child and Family Wellbeing

Paul N. Thompson, Emily J. Tomayko, Jason Michael Ward
Oregon State University

Disappearing the Delta?: How school closures shape rural African-American communities in the Arkansas Delta

Mara C. Tieken
Bates College

8.0 Research grants awarded in 2020

A modernizing engineering education within a traditional Islamic society: A study of knowledge, learning, and identity in the early life of Sharif University of Technology, 1966-1979

Sepehr Vakil
Northwestern University

Teacher Diversity, Retention, and Muslim-American Teachers

Mayida Zaal
Montclair State University

Research Grants on Education: Small

Qualitative Study of Teachers' Gestures in Preschool Classrooms

Michael B. Abel, Gale A. Stam
University of Missouri-Kansas City

Dismantling structural racism in teacher education: Identifying the invisible barriers to diversifying the teacher pipeline, examining the effects of CBEST and CSET on admission to teacher credential programs

Ruchi Agarwal-Rangnath, Richard Ayers
University of San Francisco

The Development of Executive Function Skills in Maya and European-American Children

Lucia Alcala
California State University, Fullerton

Indigenous Learning Lab: Implementation of a culturally responsive behavioral support system to address the racialization of school discipline

Aydin Bal
University of Wisconsin-Madison

Evaluating the Spillover Effects of Higher Education: Evidence from the End of the Student Benefit Program

Andrew Barr, Alexander Smith
Texas A&M University

Robert Morris: An Advocate for Educational Justice in Nineteenth-Century Boston

Kabria Baumgartner
University of New Hampshire

Disrupted Trajectories of Well-being and Compensating Supports in the Time of COVID-19

Aprile Benner
The University of Texas at Austin

Examining the Role of Tuition-Free Private Schools in the Response to the Syrian Refugee Crisis

Sally Wesley Bonet
Colgate University

Expanding Black Civic Educative Imaginaries: Diasporic Perspectives on Afro-Latin@ and Afro-Latin American Political Thought

Christopher L. Busey
University of Florida

Exploring College Campus Readiness to Address Intimate Partner Violence Among Sexual and Gender Minority (or LGBTQ+) Students

Erica Campbell, Kim Stansbury
Fayetteville State University

Evaluating the Quality of Common Items using Differential Item Functioning and Item Parameter Drift in Longitudinal TIMSS Data Sets during 2007 – 2019

Youn-Jeng Choi
Ewha Womans University

Teacher Preparation at New Graduate Schools of Education: Shifting Institutional Environments

Marilyn Cochran-Smith
Boston College

Rural First-Generation College Students: Transcending the Home-School Divide

Andrew D. Coppens
University of New Hampshire

The Long-term Effects of Conditional Cash Transfer Programs on Human Capital: What has been Accomplished Over the Last Two Decades?

Valentina Duque
University of Sydney

An Intersectional Longitudinal Study of Identity Development for Queer College Students of Color: The First Year

Antonio Duran
Auburn University

Gender Differences in STEM: Can Teaching Girls to Code Close the Gaps?

Margherita Fort, Michela Carlana
University of Bologna

8.0 Research grants awarded in 2020

Students versus Institutions: How Policymakers Distribute Funds to Higher Education during an Economic Recession

Denisa Gandara, Meredith S Billings
Southern Methodist University

Dominican University: Making Sense of a Hispanic-Serving Institution (HSI) Organizational Identity

Gina Ann Garcia
University of Pittsburgh

Social Bonding Among Low-Income Students from Immigrant Families in a Peer-Mentoring Program

Melanie Jones Gast, James S. Chisholm
University of Louisville

Income-Share Agreements in Postsecondary Education: An Exploratory Multiple Case Study

Ryan Evely Gildersleeve
University of Denver

Public School Ratings And Residential Place Discrimination

Adam Goldstein
Princeton University

Health profiles of African American Women on the Tenure Track and Beyond

Bridget Goosby, Rachele Winkle-Wagner
The University of Texas at Austin

The Effect of the ACA Medicaid Expansions on Children's Development

Maithreyi Gopalan, Lindsey Rose Bullinger, Caitlin McPherran Lombardi
The Pennsylvania State University

A Mixed Methods Study of Professional Isolation Among Tennessee Teachers

J. Edward Guthrie, Susan Kemper Patrick
Vanderbilt University

Exploring the Inclusiveness of Integrated, General Physical Education among Youth with Visual Impairments

Justin Haegele, Xihe Zhu
Old Dominion University Research Foundation

"We'll be Fired": A Critical Examination of the Equity Work of Rural Educational Leaders

Daniella Hall, Erin McHenry-Sorber
Clemson University

Making Race Visible in Predominantly White Communities: Perspectives of Teachers and Administrators

Elyse L. Hambacher
University of New Hampshire

English Learner and Immigrant-Origin Youth and Families: A Comparative Case Study of Learning Experiences During and Following the COVID-19 Pandemic

Amy Jennifer Heineke, Elizabeth M. Vera
Loyola University Chicago

Impact of the COVID-19 on Families of Infants and Toddlers with Disabilities: Learning through Family Photos and Stories

Kimberly Hile, Jenna Weglarz-Ward
University of Alabama in Huntsville

The 'Good' Schools: The Effects of Student Growth Data on Parental School Preferences

David M. Houston, Jeffrey R. Henig
George Mason University

Cutting Ties: How Three School Systems Respond to the Termination of Contracts for School Police Officers

DeMarcus A. Jenkins
University of Arizona

English Learner Pathways in Community College

Angela Johnson
NWEA

The Origins and Early Evolution of the SAT, 1926-1970

Matthew Johnson
Texas Tech University

Co-Developing Community Energy Engineering After-School Programing with Latinx Youth

Michelle E. Jordan, Steven J. Zuiker
Arizona State University Foundation for A New American University

When English Learners with Disabilities Become Long-Term English Learners

Sara E.N. Kangas
Lehigh University

Bilingual Language Broker Profiles, Executive Functioning, and Academic Outcomes in Mexican American Adolescents

Su Yeong Kim
The University of Texas at Austin

8.0 Research grants awarded in 2020

The Impact of Ignoring Parameter Uncertainty on Sample-Size Planning for Cluster-Randomized and Multisite Randomized Trials

Hok Chio Lai
University of Southern California

Theorizing Complex Embodiment in Mathematics

Rachel Lambert, Rebeca Mireles-Rios
University of California, Santa Barbara

Immigrant Selectivity and Early Childhood Educational Achievement and Trajectories in America

Yader R. Lanuza
University of California, Santa Barbara

Producing Mobility: The Effects of Parental Involvement on the Postsecondary Enrollment of First Generation College Students

Matthew Lawrence
Middlebury College

Designing Culturally Disruptive Curricula to Develop Cultural Competence in Sixth Graders

Breanne K. Litts, Melissa Tehee
Utah State University

Dual-language teacher learning: Developing dynamic bilingualism, multilingual disciplinary literacies, sociocultural understanding, and critical consciousness

Melinda E. Martin-Beltran
University of Maryland at College Park

A Multi-Site Examination of the Educational Impacts of Campus Carry Laws

Jennifer McMahan-Howard, Heidi L. Scherer,
James T. McCafferty
Kennesaw State University

Investigating Postsecondary Education Access and Choice for Rural Black Students Using a Participatory Mixed Methods Approach

Darris R. Means, Collette Chapman-Hilliard
University of Pittsburgh

Analyzing How Contextual and Individual Factors Impact Scholars' Engagement in Racial Justice Activism

Samuel Museus
University of California, San Diego

It Takes a Village: Investigating Parents' Experiences in School-Family Partnerships Across Three Public School Contexts

Angel Miles Nash, Margaret Grogan, Michelle Hall
Chapman University

Teaching for critical reflection in medical education: tracing the effects on report-writing and practice outcomes for school-based healthcare

Stella Ng
University of Toronto

The production, circulation, and impact of teacher activist knowledge in the struggle for state education policy change

Tricia Niesz
Kent State University

The role of semantic similarity in vocabulary learning

Nazbanou Nozari
Carnegie Mellon University

Test Mode and Students' Test Taking Experience: Investigating Test Anxiety, Perceived and Actual Performance Differences among Underrepresented Groups in STEM

Teresa M. Ober, Ying Cheng, Cheng Liu
University of Notre Dame

Understanding Teachers' Culturally Responsive Strategies to Emergency Remote Instruction

Detra Price-Dennis
Teachers College, Columbia University

Statistical Power Analysis for Causal Mediation Studies in Single-Site and Multi-Site Randomized Trials

Xu Qin
University of Pittsburgh

Framing Racial Equity in Education: Communication Frames and their Effects on the Public's Policy Preferences, Priorities, and Beliefs

David M. Quinn
University of Southern California

Funding Progressivity, COVID-19, and Inequality of School Resources by Race and SES

Emily Rauscher
Brown University

Building Racial Literacy in Elementary Classrooms

Scott Ritchie, Sohyun An
Kennesaw State University

Training a Good Ear Promotes Successful Second Language Speech Acquisition: Interfacing Neuroscience, Hearing, and Education Research Perspectives

Kazuya Saito, Adam Tierney
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8.0 Research grants awarded in 2020

Optimal Design for Mediation Studies in Group-Randomized Trials with Group-Level Mediators

Zuchao Shen
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Untethered Ties: Parents' Neighborhood Networks in the Era of School Choice

Amy C. Steinbugler
Dickinson College

Institutional Agents: Exploring High School Counselors' College Knowledge in California Title I Schools

Tenisha L. Tevis, Ashley B. Clayton
Oregon State University

Transforming Teacher Well-Being: A Participatory Approach to Empower and Enrich Educators

Elizabeth D. Tuckwiller
The George Washington University

Using Discrete Event Simulation to Improve School Mental Health Services

Nathaniel Paul von der Embse, Ken Christensen
University of South Florida

Valuing our Work: Documenting the Mentoring Experiences of Black Women and Girls

Torie L. Weiston
Youth Mentoring Action Network

Developmental education for college students with learning and attention disabilities: A benefit or detriment for persistence?

Ryan S. Wells
University of Massachusetts, Amherst

Decolonial Peace and Justice Education: A Transatlantic Study of Four Afro-Centric Youth-based Organizations

Hakim Mohandas Amani Williams
Gettysburg College

Writing from the Heart: Teacher Inquiry into Culturally Sustaining Writing Pedagogy

Joanna Wah Wong

The Pathways to Belonging and Engagement Project: Testing a Tailored Social Belonging Intervention at an Urban Public University

Sharon Zumbrunn, Michael D. Broda
Virginia Commonwealth University

Research-Practice Partnerships: Collaborative Research for Educational Change

Orange County Educational Advancement Network: Facilitating a Network of RPPs at County Scale to Better Support Housing Insecure and Foster Youth

June Ahn, Richard Arum, Anthony Saba
University of California, Irvine

Project LEARN: Language, Equity, and Action Research with Newcomer Students

Alison G. Dover, Renae Lynn Bryant, Fernando Rodriguez-Valls
California State University, Fullerton

Identifying strategies to diversify Tennessee's teacher workforce through recruitment and retention research

Jason A. Grissom, Kevin Schaaf, David Donaldson, Naima Khandaker
Vanderbilt University

Innovations in Family Empowerment and Community Partnerships in Early Education: A Research Practice Policy Partnership in NYC

Kate Tarrant, Vanessa Rodriguez, Kimber Bogard
The Research Foundation of the City University of New York

Strengthening education in a rural community of former guerrilla members and their families: A participatory action research approach towards peace-building in Colombia

Lina Trigos-Carrillo, Laura Camila Sarmiento, Diego Ferney Tovar
Universidad de La Sabana

COVID-19 Related Research Grants

Maintaining Community in Times of Struggle: Learning from Youth and Communities in Detroit during the COVID-19 Crisis

Riana Elyse Anderson, Vonnie C. McLoyd
University of Michigan

Leading through crisis: Understanding school leader decision-making about basic needs provision for students in the context of social and spatial inequality

Catharine Biddle, Maria C Frankland
University of Maine

Bridging School and Home: Literacy Involvement and Support for Students with Significant Disabilities During the COVID-19 Pandemic

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The COVID-19 health crisis and inequalities in tertiary education in South Africa

Nicola F. Branson, Vimal Ranchhod
University of Cape Town

Canadian and American Youth Perspectives on Media Related to COVID-19

Catherine Burwell, Maren Aukerman, David Michael Scott
University of Calgary

Between the Public Good & Racialized Animus: Public Universities' Responses to Influenza Pandemics, 1957-2022

Andrés Castro Samayoa, Bach Mai Dolly Nguyen
Boston College

Whose Home for Home School?: Black “essential worker” mothers and their experiences with distance learning during COVID-19

Thandeka K. Chapman, Jessica T. DeCuir-Gunby,
Adrienne D. Dixon
University of California, San Diego

In the Moment: Teachers' Adaptations to Literacy Instruction for Bilingual Children during COVID-19

Amy Crosson, Rebecca Silverman
The Pennsylvania State University

New York City School Integration Activists during covid-19

Mira Catherine Debs, Elise Castillo, Molly Vollman Makris
Yale University

Teaching for Equity in a Pandemic Hotspots: Reaching Multilingual and Low-income Students in Two Rural Schools

Gloria A. Delany-Barmann, Carla Paciotto
Western Illinois University

Urban Computing Education Ecosystem Study

Megean Garvin
University System of Maryland Foundation, Inc.

COVID-19 in California Community Colleges: College Responses, College Resources, and Student Outcomes

Cassandra Hart
University of California, Davis

Alabama Family Child Care Providers' Decision-Making Related to Serving Children During and After the COVID-19 Pandemic

Alison L. Hooper
University of Alabama

“We have a different job now”: Experienced urban mathematics teachers' learning to teach online amidst the COVID19 pandemic

Ilana Horn
Vanderbilt University

Black Education in the Wake of COVID: Toward a Theory of Change and Action

Sonya Douglass Horsford, Erica Walker, Mark Anthony Gooden
Teachers College, Columbia University

Broadening Access to Undergraduate Research for Underserved Students in STEM amid Unprecedented Times

Tonisha B Lane, Ian M. Shoemaker
Virginia Polytechnic Institute and State University

Interview-Based Psychosocial Support/Storytelling Program for Covid-19 in Rural Navajo Nation

Cecelia A. Lewis, Rex Lee Jim
Dine College

Indigenous Knowledge Education (IKE) and the Rapid Remote Learning Pivot

Nicole Kauai Merritt, Bradley Ashburn, Joshua Lelemia Irvine,
Lynette Maria Williamson
University of Hawaii

Re-imagining social futures: Learning from diverse household experiences in a global pandemic

Marjorie Faulstich Orellana
University of California, Los Angeles

COVID-19 Amid Hurricane Recovery: A Spatial-Qualitative Study of Student Homelessness in HISD

Alexandra Pavlakis, Meredith Richards, Jennifer Kessa Roberts
Southern Methodist University



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