

# THE SPENCER REPORT 2021

## Annual Report for The Spencer Foundation

January 1, 2021 to  
December 31, 2021



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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

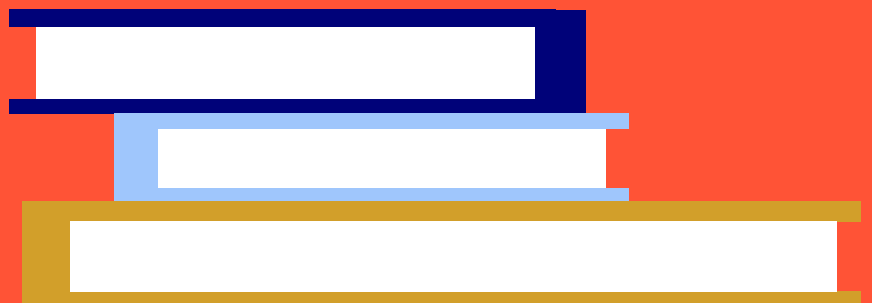
Reaching beyond academic audiences and leading to lasting improvement in education and learning.

### 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 offer this Annual Report to our Spencer Community at a pivotal time in the Foundation's history. It has been 50 years since the Foundation issued its first grant in 1971, a milestone that has occasioned both celebration and reflection here at Spencer.

Over the past year we have taken stock, marveled at the remarkable scholars and scholarship we have helped support, and grappled with how far we still must go to create educational environments that promote learning and thriving and honor our collective humanity.

This Annual Report comes at a pivotal time in our nation's history as well, as the pandemic has exposed and exacerbated deep racial, ethnic, and economic inequalities. The pandemic also has created space to reimagine our educational systems, to dream of new types of learning opportunities inside and outside of schools, for children and adults alike.

You will see evidence of these dreams reflected in our Annual Report, which lists the consequential questions scholars are asking. This year we funded investigations into Indigenous game design, efforts to disrupt racism in school, informal STEM learning in a community garden, family language development in Northern Ireland, and Black family mathematics socialization during the COVID-19 crisis, to name just a few projects listed on these pages. The overall picture that emerges is of a field highly motivated to make the world a better place. For another year, we saw record numbers of applications to our grant programs, even as COVID-19 upended research agendas and lives.

Another purpose of this report is to hold ourselves accountable for the work we have done over the past several years to ensure our internal systems and structures reflect our

commitment to funding rigorous, equitable, relevant, and transformative work. We know that transformational change in education will require a diversity of scholars and scholarship, representing a range of racial, ethnic, and gender identities; career stages, geographies, and institutions; and disciplines and methodologies.

The report illustrates the significant gains we have made in diversifying our awardees, particularly by race and institution type. It also highlights places where we continue to fall short: in the percentage of Indigenous and Pacific Islander Principal Investigators that we fund; and in the relatively small share of grantees located outside of the United States. We acknowledge how our own systems are contributing to the pervasive knowledge biases that exist in the field and are committed to eradicating them. Our Indigenous Education Initiative, which aims to help cultivate the future of Indigenous research, and our ongoing work to build stronger relationships with scholars across the globe represent two such efforts.

We hope that this report provides a small window into Spencer and into the field of education research. We hope that it will spark questions, perhaps some hard questions, of us at Spencer. And we hope it will spark a larger conversation about where we are as a field, where we want to go, and the role Spencer might play to help us get there.

**Na'ilah Suad Nasir**  
**June 2022**

\$11,631,912\*

Total award amount in our field-initiated research grant programs during 2021

\* This Annual Report covers all field-initiated research grants awarded during calendar year 2021. It does not include all grants awarded during our fiscal year. In subsequent years we will report by fiscal year.



Top Topics Awarded:

Higher Education

Black Education

Teacher Education / Learning / Development

Indigenous Education

Math Education

Race

Social Justice

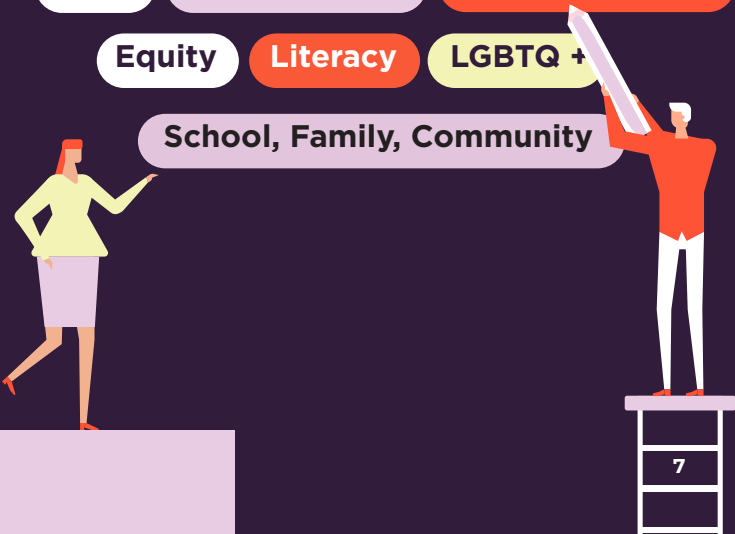
Early Childhood

Equity

Literacy

LGBTQ +

School, Family, Community



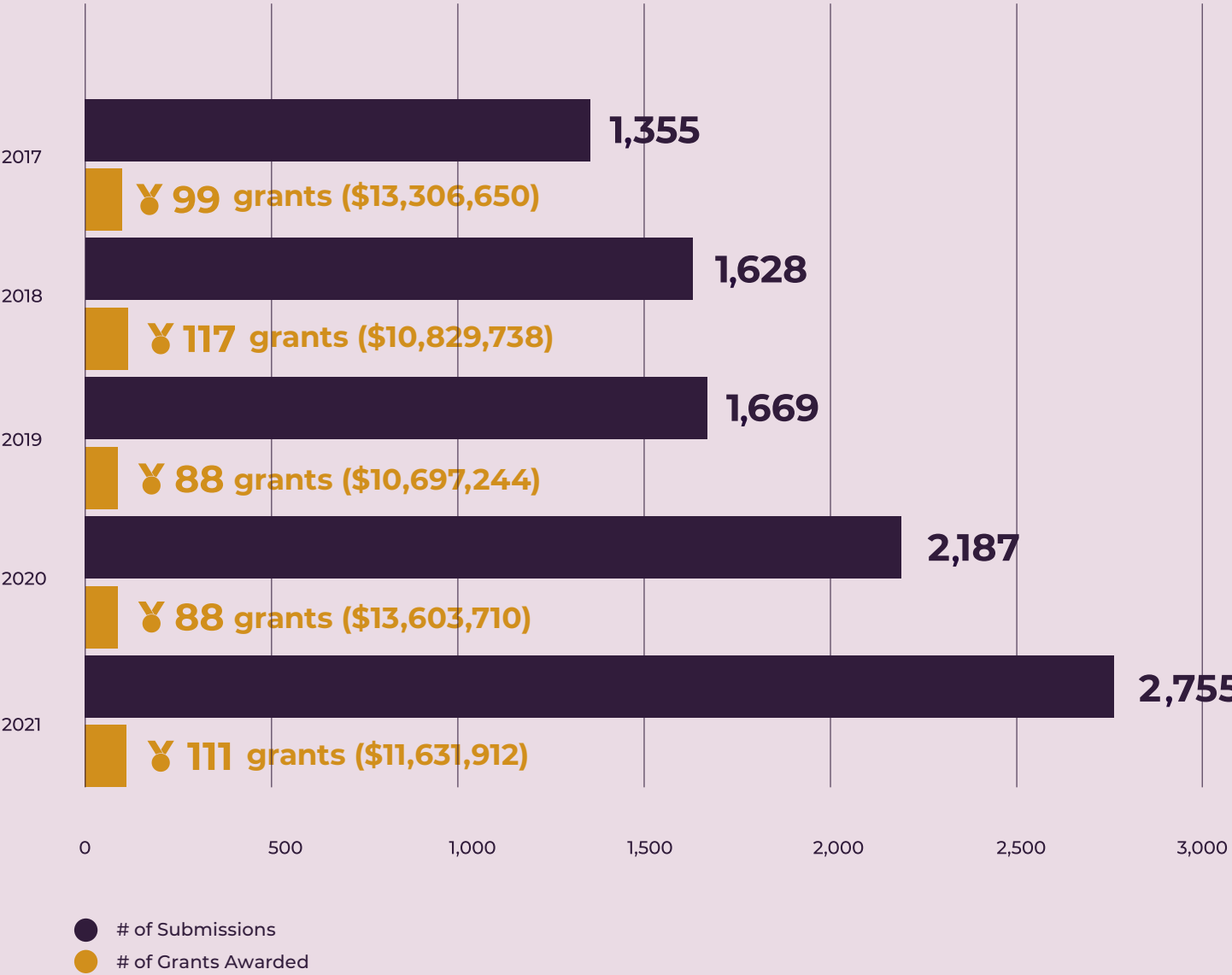
# Grantmaking Summary

For funding decisions made in 2021, we received a record 2,755 applications to our field-initiated research grant programs (Research Grants on Education: Large; Research Grants on Education: Small, Racial Equity Grants, and Research-Practice Partnerships), compared with 2,187 the previous year. Of these, we funded 111.

Applications to our major grant programs have increased markedly over the past five years, jumping by more than 25 percent this year and more than doubling since 2017. These numbers are a testament to a field that is deeply motivated to engage in scholarship to make the world a better place. We believe that this moment in education represents a unique opportunity to reimagine our learning systems and that this transformation will depend on continued investments in people working on hard, new, innovative ideas.



Number of grants submitted and awarded 2017-2021:



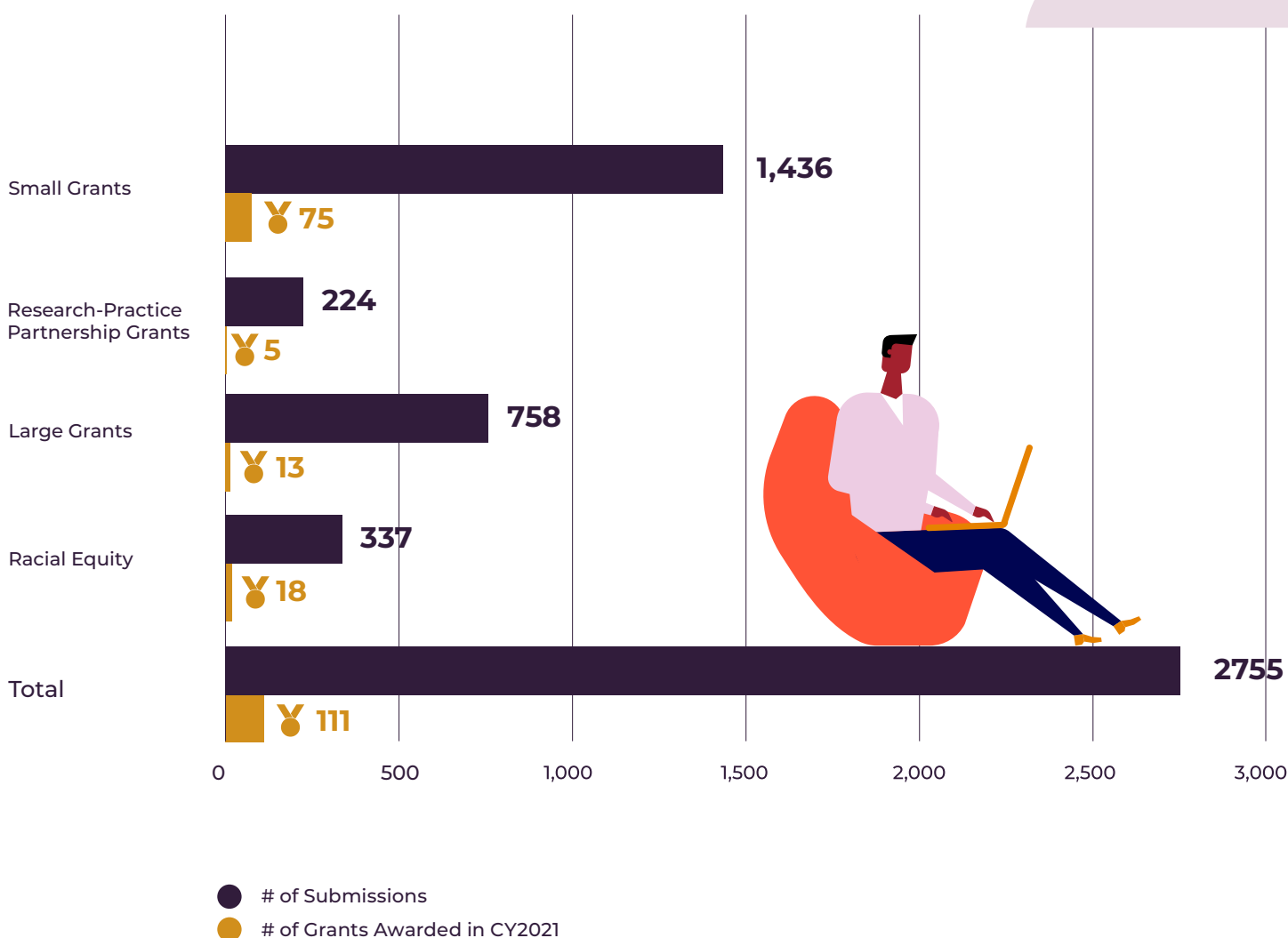


### 3.0 Grantmaking summary

## Number of grants submitted and awarded by program in 2021:

# 5,581

Total number of reviews completed by external reviewers and program staff



# Our View of the Field

Reviewing 2,755 field-initiated grant programs last year provided us with a unique view of the field—the questions scholars are asking and the methods they are using to answer those questions.

We list the most frequent topic submissions we received to provide a snapshot—albeit incomplete—of the topics that scholars are focused on now. In subsequent annual reports, we plan to continue to track data on submissions by topic and by methodology and share trends, which will provide a fuller picture of scholars' interests and how they have changed over time.

We also present a summary of the methodologies scholars proposed in their submissions. The comprehensive list shows the breadth and depth of the approaches scholars employ in their investigations. This year we funded 79 percent of these submitted methods, demonstrating our commitment to funding a diversity of methods and approaches. We also present five-year trends in submissions and awards by methodology, placed into broader categories for ease of comparison. In recent years, we have seen significant increases in awards to projects utilizing qualitative and meta methods.



Top 10 most popular  
research topics  
among submissions:

Higher Education

Equity

Teacher Education, Learning, Development

Race

Math Education

Early Childhood

Educational Policy

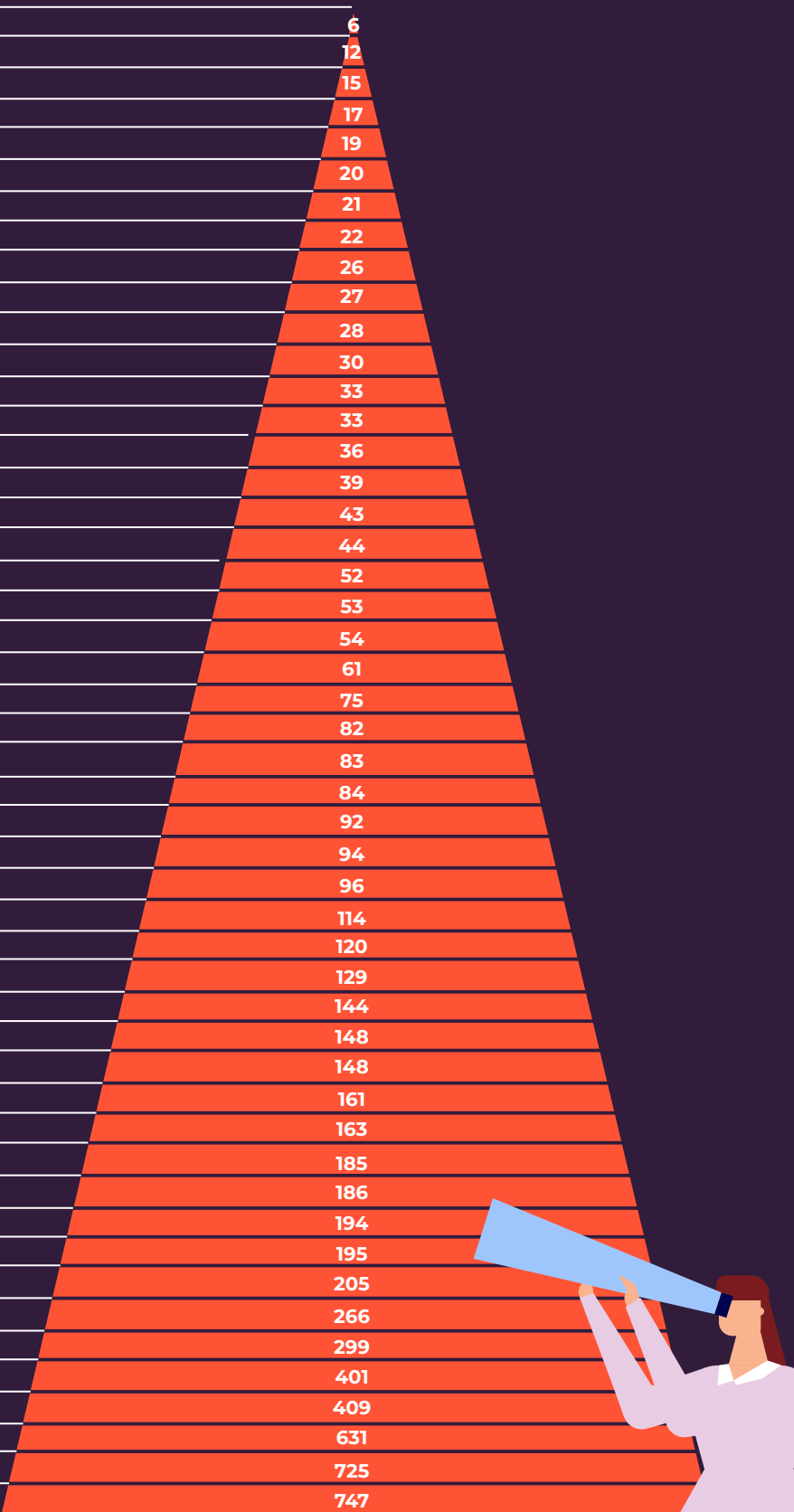
Online/Distance Education

STEM Education

Achievement Gap



## Methodological distribution of submissions:



Discriminant Analysis	6
Literary Analysis	12
Philosophical Inquiry	15
Neuroimaging/Eye-Tracking	17
Demography	19
Network Improvement Communities	20
Time Series/Survival Analysis	21
Artifact Analysis	22
Feminist Theory	26
Geo-Spatial/GIS	27
Latent Variable Models	28
Meta-Analysis	30
Computational Modeling	33
Network Analyses	33
Data Science	36
Factor Analysis	39
Psychometric Analysis	43
Artificial Intelligence, Machine Learning, & Deep Learning	44
Historical Inquiry/Archival Research	52
Not Applicable	53
Textual Analyses	54
Data Mining/Learning Analytics	61
Partnerships	75
Interpretive Method	82
Grounded Theory	83
Structural Modeling	84
Discourse Analysis	92
Narrative Analysis	94
Econometric Analysis	96
Critical Theory	114
Multi-Level Models (e.g., HLM)	120
Correlational Analyses	129
Design-Based Research	144
ANOVA/MANOVA	148
Design-Based Implementation Research	148
Other	161
Content Analysis	163
Observational Research	185
Quasi-Experimental	186
Ethnographic Research	194
Evaluation Research	195
Multivariate Regression Analysis/Other Regression Analysis	205
Experimental	266
Focus Groups	299
Case Studies	401
Action or Participatory Research	409
Mixed Methods (as a disciplinary practice)	631
Survey/Questionnaire	725
Interviews	747

## Methods of proposals submitted each year 2017-2021:



	2017	2018	2019	2020	2021
Qualitative	41.14%	39.62%	37.16%	37.16%	32.55%
Quantitative	31.87%	32.58%	29.38%	25.63%	22.42%
Mixed Methods	12.46%	13.02%	14.96%	19.55%	19.90%
Meta Methods	5.54%	4.91%	9.14%	12.97%	15.22%
Theoretical/Historical Methods	3.99%	3.80%	3.34%	4.10%	4.74%
Other	5.01%	6.07%	5.30%	3.49%	2.61%
Computational Methods	0.00%	0.00%	0.72%	2.42%	2.55%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*All methods (counting primary, secondary, and additional methods).

## Methods awarded each year 2017-2021:

	2017	2018	2019	2020	2021
Qualitative	35.52%	41.39%	43.57%	36.22%	42.42%
Quantitative	44.79%	34.44%	29.05%	26.53%	24.24%
Mixed Methods	8.49%	10.88%	7.47%	15.82%	8.71%
Meta Methods	2.32%	3.02%	7.88%	10.71%	13.26%
Theoretical/Historical Methods	5.02%	4.53%	6.64%	6.63%	7.20%
Other	3.86%	5.74%	5.39%	3.57%	4.17%
Computational Methods	0%	0%	0%	0.51%	0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*All methods (counting primary, secondary, and additional methods).

## Principal Investigators and Co-Principal Investigators

# What do we know about the scholars we fund?



# The Scholars and Scholarship We Fund

As part of our commitment to equitable giving, we strive to support a diversity of scholars and scholarship, representing a range of racial, ethnic and gender identities, career stages, geographies, and institutions; and disciplines and methodologies.

In 2021, we again moved toward greater diversification on several of these dimensions. Scholars of color now make up slightly more than half (51 percent) of our grantees, a modest increase from last year and a significant jump from five years ago, when they represented just over a quarter (28 percent) of Spencer grantees.

There also has been a substantial increase in the share of early-career scholars who were awarded grants. Assistant Professors represent 47 percent of our awardees, compared with 34 percent in 2020.

Also notable is the increase in the percentage of grantees whose institutions are located outside of the United States. In 2021, 14.9 percent of grantees were located at an institution outside the U.S., compared with 7.1 percent in 2020.

These gains suggest that our ongoing work to create equitable systems and processes—from diversifying our reviewer pool to increasing transparency around our application and review processes—is moving us in the right direction.

Of course, equity is a process, and we know we still have considerable work to do. While scholars of color now make up a slight majority of grantees, certain groups remain significantly underrepresented—particularly American Indians, Alaskan Natives, Native Hawaiians, and Pacific Islanders. We are committed to addressing that imbalance. One notable effort is our Indigenous Education Initiative, which aims to cultivate the future of Indigenous education research. This initiative has several goals, including convening scholars to articulate future directions for Indigenous education research, strengthening the mentoring of Indigenous scholars, supporting publications for the field as well as broader

audiences, and developing models for the philanthropic community to engage Indigenous education research.

We are also working to engage international scholars in new ways, recognizing that a plurality of applications to our grant programs now come from outside the United States. This past year we held three virtual meetings with scholars located or doing work in Africa and the Middle East, Asia, Latin America, and the Caribbean to ask them about their experiences with the Spencer Foundation. These learning sessions will help inform future directions for the Foundation and will be critical to our ongoing equity work.

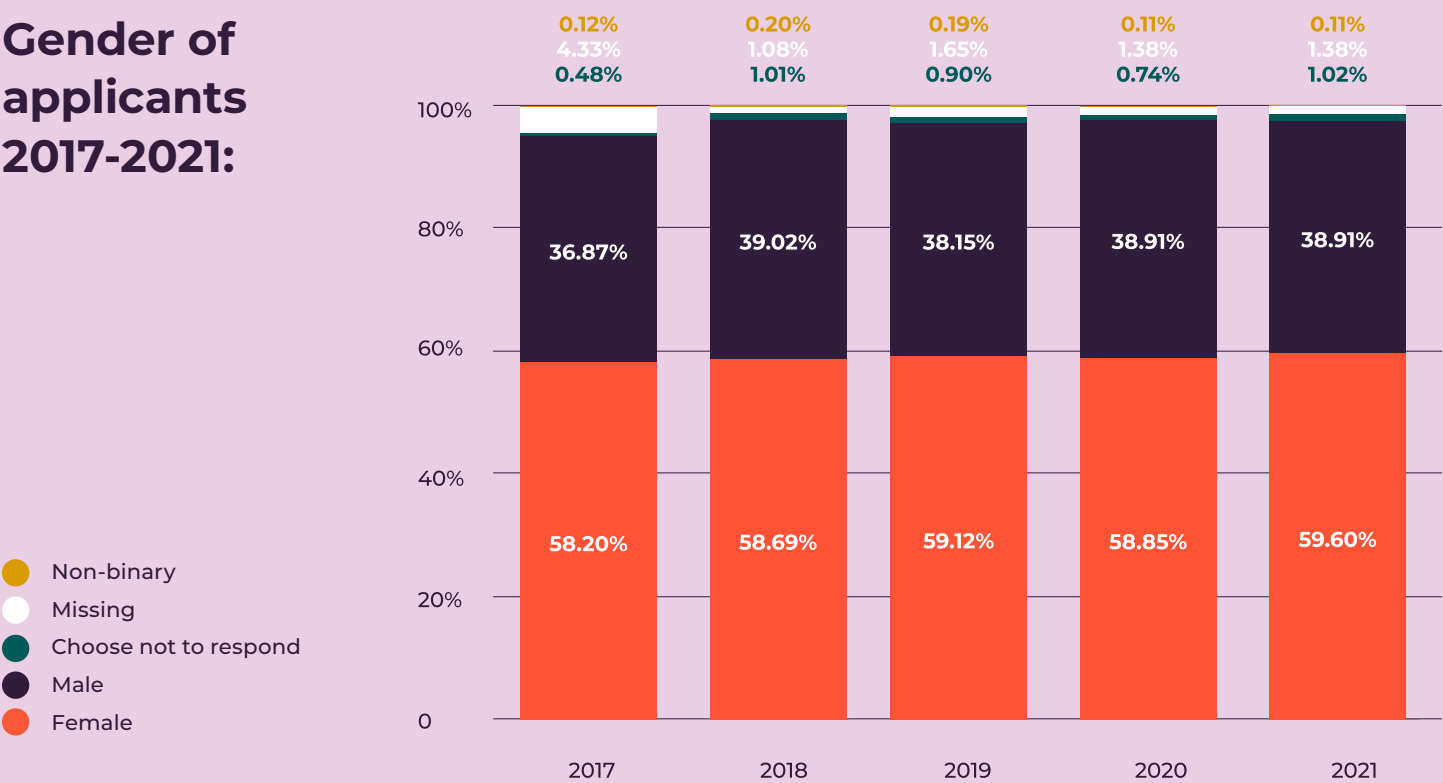
For several years, we have been engaged in a process of updating our data systems to provide better information for accountable and collective decision making. A recent focal point relates to how we prompt Principal Investigators to submit data about themselves and their projects. We use these data both to inform our process of assigning external reviewers and to monitor the progress we are making toward equitable grantmaking. Throughout this process we have consulted with scholars conducting the latest research on demographic data systems.

While we recognize that no data collection system is perfect, we hope that our refreshed system, which will launch in late 2022, better reflects the great diversity of people, communities, identities, and social positionalities around the world. PIs and Co-PIs will be invited to identify with a diversity of gender identities as well as expanded racial and ethnic categories. Native and Indigenous PIs may select the places with which they identify. PIs also have the option to indicate whether they have a disability.

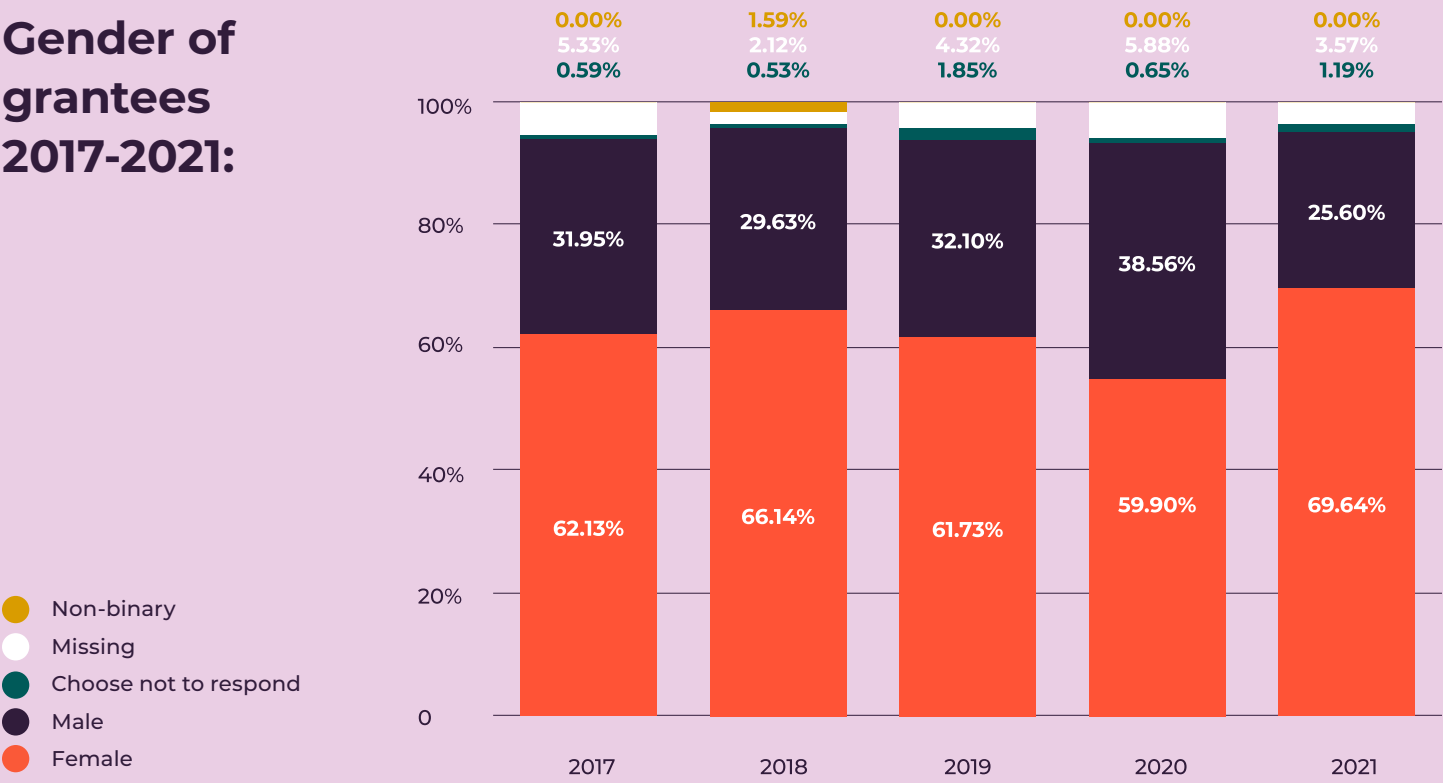
Future Annual Reports will reflect these changes and provide a more fine-grained view of the scholars and scholarship we fund. They also will provide ongoing opportunities to hold ourselves accountable for continued progress toward equitable grantmaking.

5.0 What do we know about the scholars we fund?

Gender of applicants  
2017-2021:

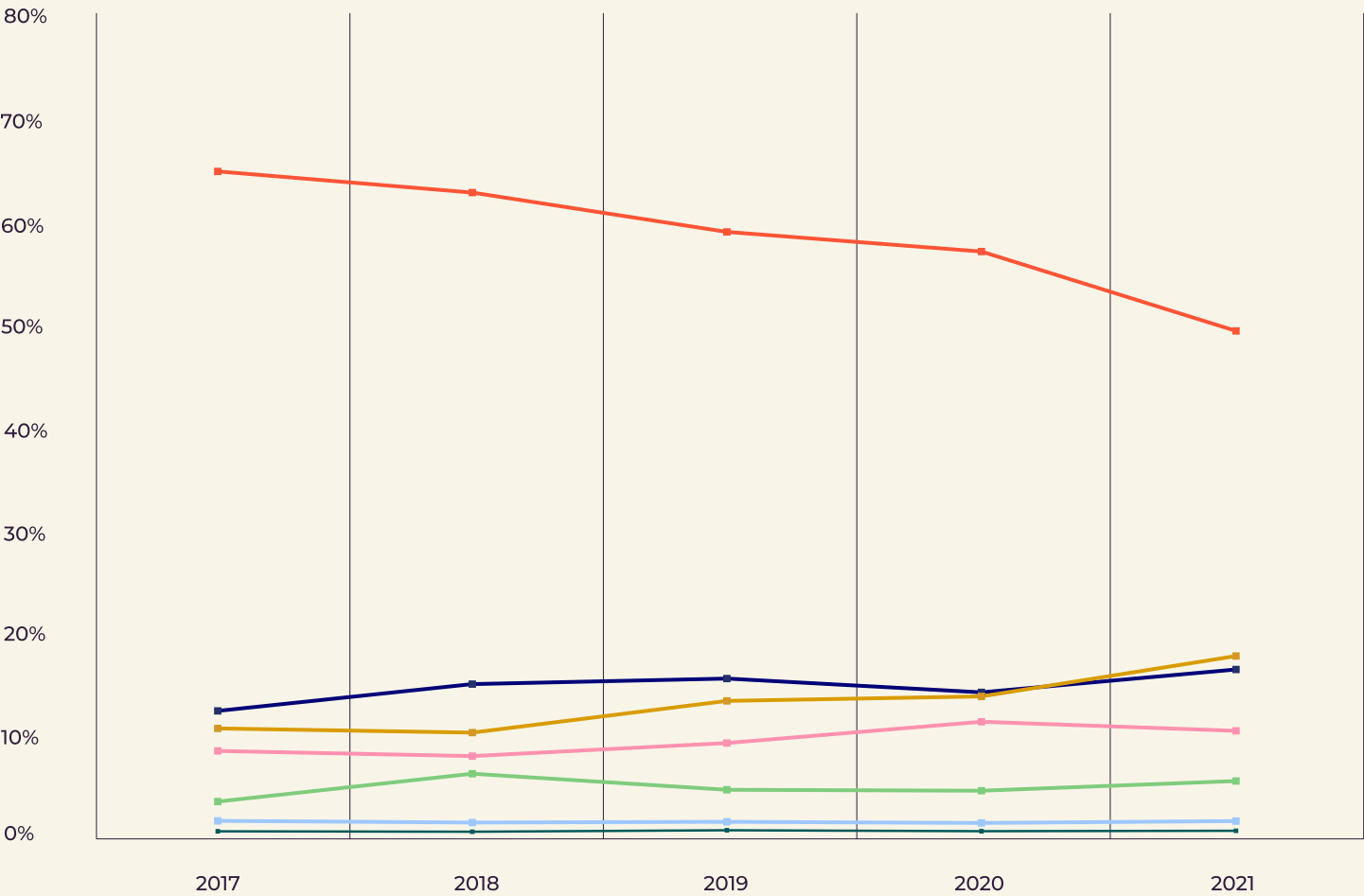


Gender of grantees  
2017-2021:





Race/ethnicity\*  
of applicants  
2017-2021:



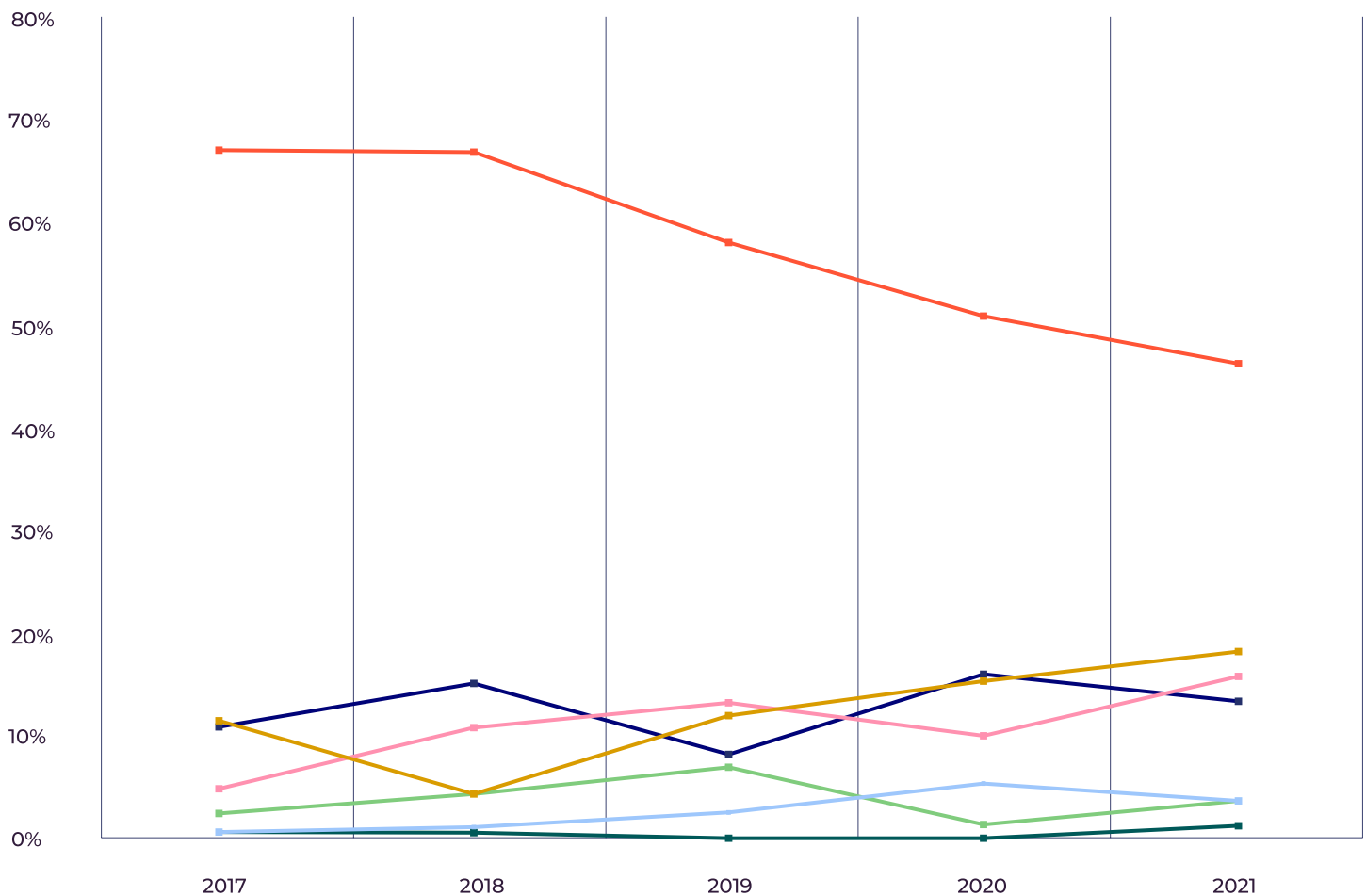
- American Indian or Alaska Native
- Asian or Asian American
- Black
- Chose not to respond
- Latinx / Hispanic (any race)
- Native Hawaiian or Pacific Islander
- White

\*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 2017-2021:



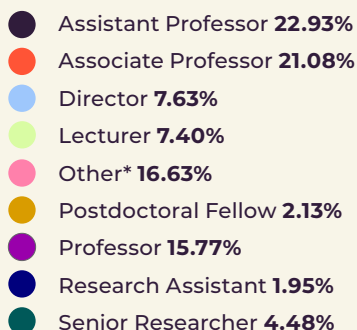
- American Indian or Alaska Native
- Asian or Asian American
- Black
- Chose not to respond
- Latinx / Hispanic (any race)
- Native Hawaiian or Pacific Islander
- White

\*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.

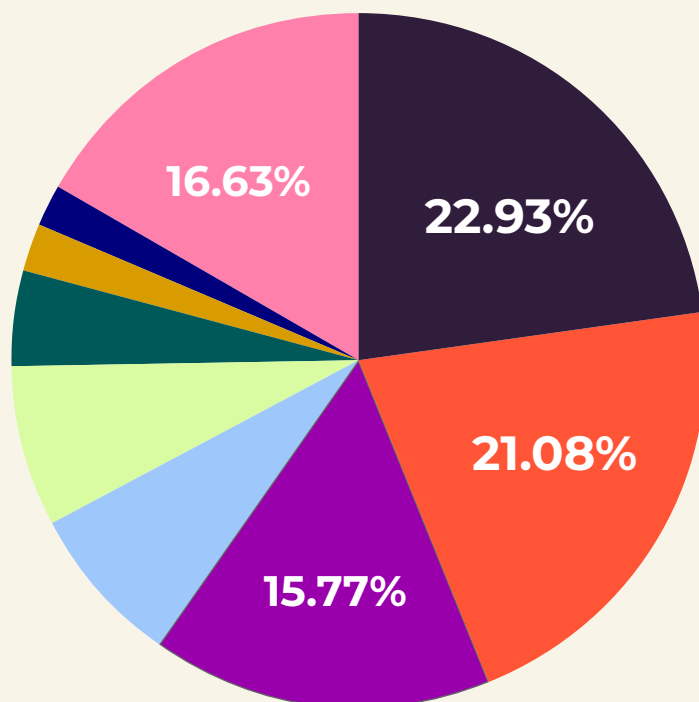


## 5.0 What do we know about the scholars we fund?

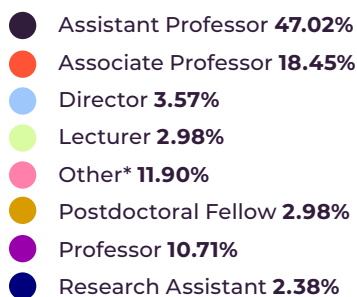
### Position of Principal Investigators and Co-Principal Investigators who applied in 2021:



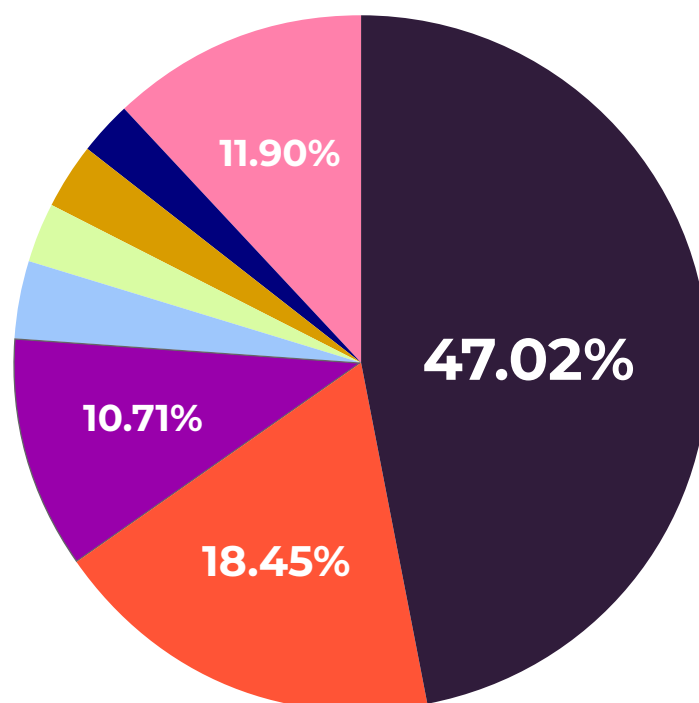
\* includes Chair, Dean, Principal, Adjunct Professor, Lecturer, Professor Emeritus, Reader, Visiting Professor



### Position of Principal Investigators and Co-Principal Investigators who received grants in 2021:

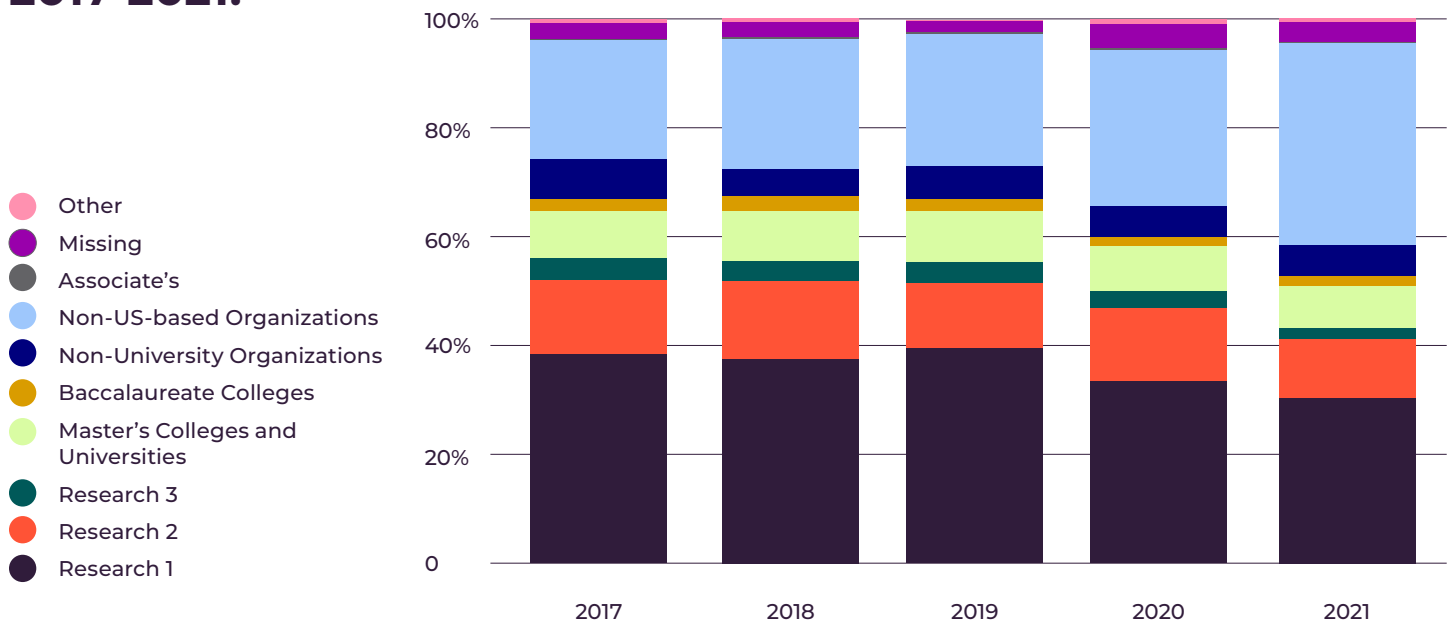


\* includes Chair, Dean, Principal, Adjunct Professor, Lecturer, Professor Emeritus, Reader, Visiting Professor

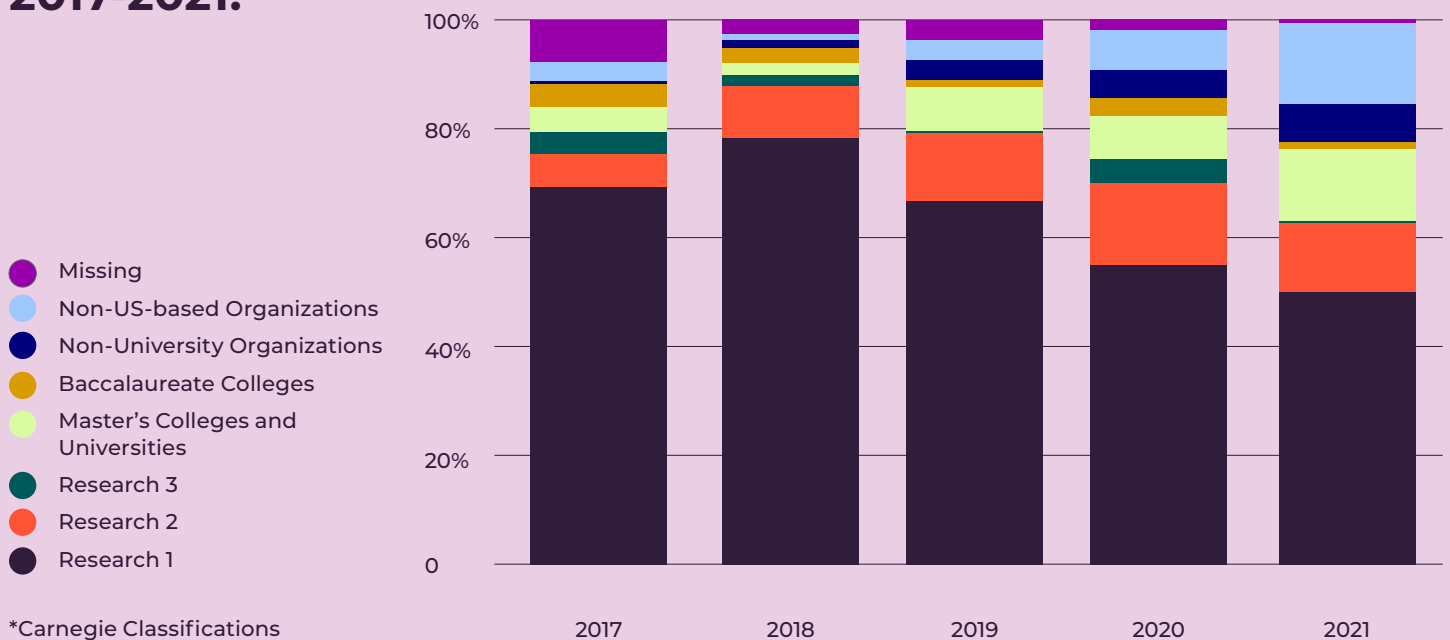


## 5.0 What do we know about the scholars we fund?

### Type of institutions\* submitting grants 2017-2021:

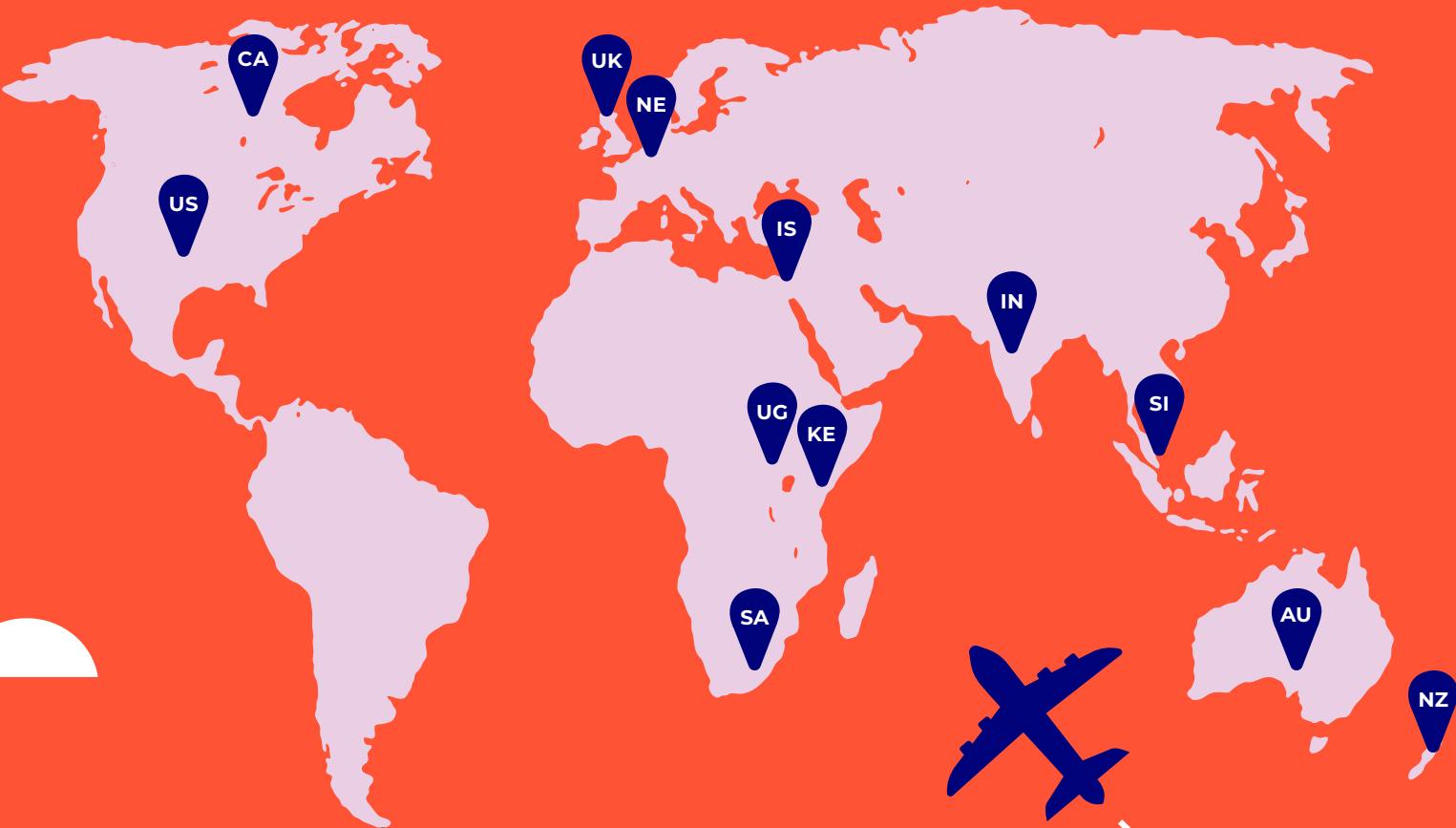


### Type of institutions\* receiving grants 2017-2021:



\*Carnegie Classifications

Countries hosting  
awarded grants:



Australia	AU
Canada	CA
India	IN
Israel	IS
Kenya	KE
Netherlands	NE
New Zealand	NZ
Singapore	SI
South Africa	SA
Uganda	UG
United Kingdom	UK
United States	US

## 6.0

### Who reviews our grants?

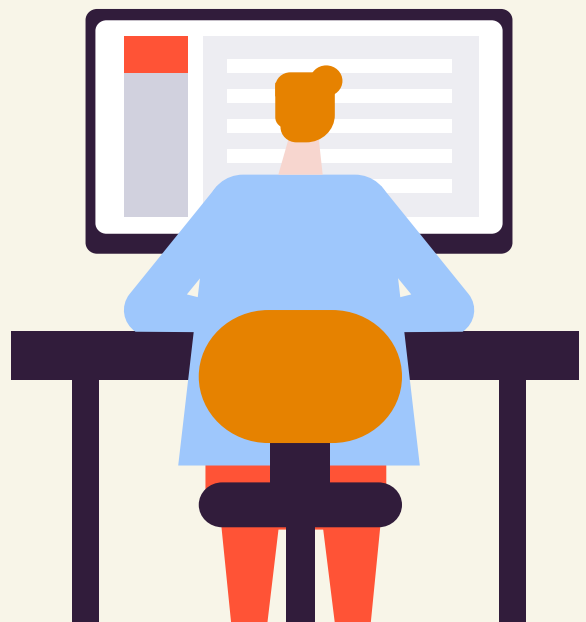


# Our Reviewers

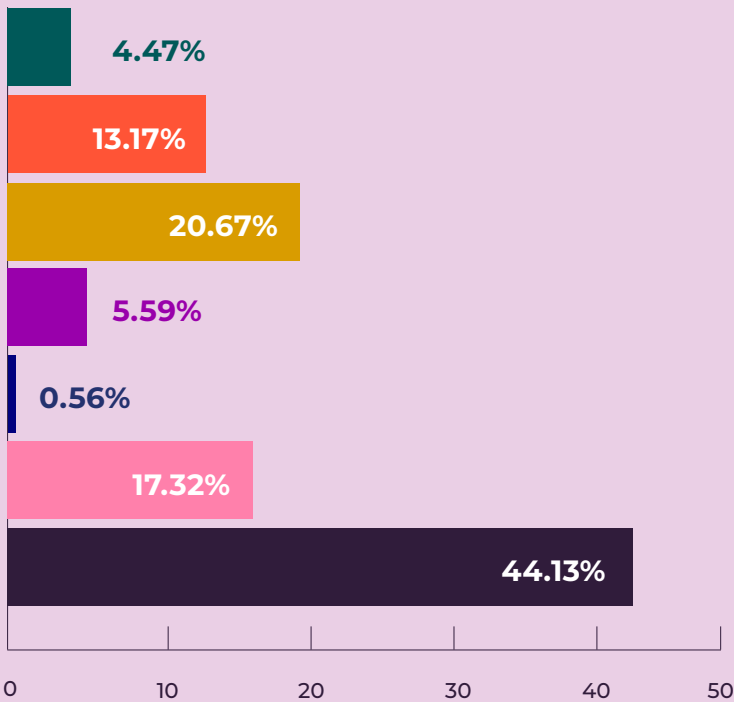
In the 2020 annual report, we detailed our decision to peer review 100 percent of eligible submissions to our field-initiated grant programs. This decision has required investments to expand the number and diversity of reviewers with whom we work. The expert reviewers on our program panels bring a range of perspectives and expertise areas and contribute to the rigor and integrity of the Spencer review process. We are grateful to our reviewers, whose participation on our panels allows us to make more informed decisions about which grants we fund and have contributed to the diversification of Spencer grantees.

Our reviewers also allow us to provide feedback on nearly all proposals we receive, providing professional development opportunities for all applicants. Because of the critical role 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.

We also encourage you to consider becoming a reviewer for Spencer!



Reviewer Characteristics



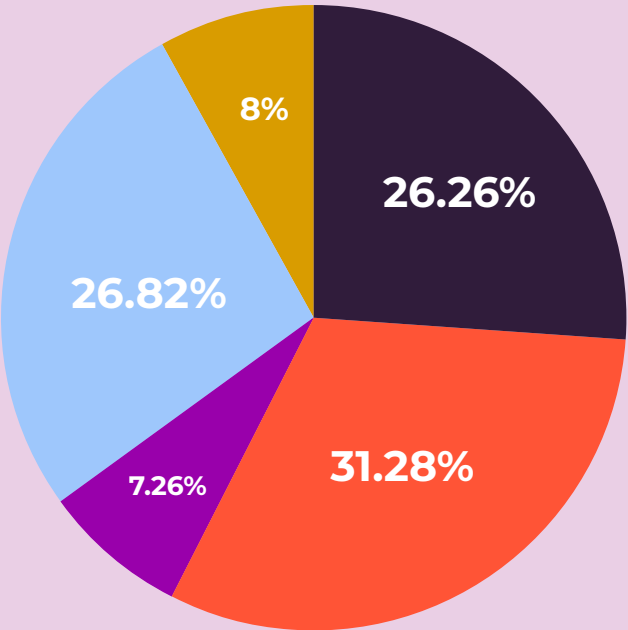
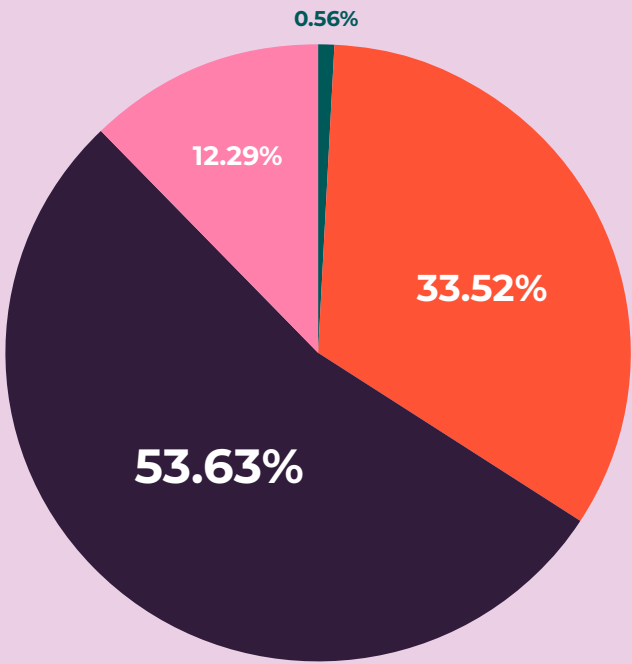
Race/ethnicity\*

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

\*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
- Chose not to respond



Position

- Assistant Professor
- Associate Professor
- Director
- Professor
- Other\*

\* includes Chair, Dean, Principal, Adjunct Professor, Lecturer, Research Assistant, Professor Emeritus, Reader, Visiting Professor



# Research Grants Awarded in 2021

## Research Grants on Education: Large

### **Disrupting Racism in Schools: A Mixed Methods Study of Educators' Racial Dispositions and Organizational Change**

Adriana Villavicencio  
University of California, Irvine

### **Intersectional Organizing: Strategies for Cross-issue Solidarity in Educational and Social Justice Movements**

Mark Warren  
University of Massachusetts, Boston

### **Do Campus Contexts Make Black Women Faculty Sick? A National Study of Black Women Academics' Health Outcomes at Historically Black and Predominantly White Postsecondary Institutions**

Bridget Goosby  
The University of Texas at Austin

### **Affirmative Action Bans and Shifting Intersectional Pathway Disparities**

Timothy A. McKay  
University of Michigan

### **Reclaiming Land and Languages Through Indigenous Community-Based Mobile Game Design**

Mary R. Hermes  
Grassroots Indigenous Multimedia

### **Centering racialized pre-service teachers: A proleptic re-design of teacher education for leveraging linguistic diversity**

Danny C. Martinez  
University of California, Davis

### **How Changing Neighborhood and School Contexts Shape Mental Health and Educational Attainment from Childhood to Early Adulthood**

Jennifer Candipan  
Brown University

### **Wrestling with reparations: A historical and ethnographic study of a Black community's struggle for educational justice**

Kihana Miraya Ross  
Northwestern University

### **Reimagining Teaching/Learning Relations Alongside Improvisational and Ensemble Performers**

Ananda Maria Marin  
University of California, Los Angeles

### **Evaluation of a preschool socio-emotional curriculum: Testing effectiveness and drivers of change in a large, urban school district**

Jelena Obradovic  
Stanford University

### **Structure-Agency in Special Education: A multilevel qualitative study of the implementation of inclusion**

Sarah L. Woulfin  
The University of Texas at Austin

### **Back to Normal? The long run effects of the COVID-19 pandemic on student, educator, and school outcomes**

Sarah Crittenden Fuller  
University of North Carolina at Chapel Hill

### **Urban Dual-Language Immersion and Linguistic Minority Students: Issues of Access and Inclusion**

Lucrecia Santibanez  
University of California, Los Angeles

## 7.0 Research grants awarded in 2021

### Research-Practice Partnership Grant

#### **Untelling the Past to Reimagine the Future: Transforming K-12 Education and Supporting the Transition to Higher Education in the Rural U.S. South**

Christopher R. Lawton  
Putnam County Charter School System

#### **Strengthening the Miami-Dade Early Learning Partnership: IDEAS for Children**

Rebecca Shearer  
University of Miami

#### **Comprehensive Sexuality Education Curriculum in rural KwaZulu-Natal, South Africa: A community-based participatory approach to contextually relevant programming**

Relebohile Moletsane  
University of KwaZulu-Natal

#### **Use Your Voice: Linguistic Justice to Literacy Practice in the State of Georgia**

Leah Panther  
Mercer University

#### **Centering Trauma-Informed Practices (TIP) to Sustain TIP Knowledge and Reduce Secondary Traumatic Stress in Novice Teachers: An Interdisciplinary Research-Practice Partnership**

Ofelia Schepers  
Metropolitan State University of Denver

### Research Grants on Education: Small

#### **Reconciliatory Education: Examining the new “First Voices” course**

Jennifer Brant  
University of Toronto

#### **Supporting the Educational Journeys of Children of Incarcerated Parents through YPAR**

Vera Lopez  
Arizona State University Foundation for A New American University

#### **On Black Family Mathematics Socialization during a Crisis: Studying Black Parental Responses to Remote Mathematics Teaching and Learning during the COVID-19 Pandemic**

Gregory Larnell  
University of Illinois at Chicago

#### **Examining the Relation between Pre-service Teachers, Implicit Racial Biases and Cortisol Response**

Matthew Charles Graham  
University of Oregon

#### **Ending Data Invisibility: Identifying and Defining Regional Public Universities**

Cecilia M. Orphan  
University of Denver

#### **The Black Boy Mattering Project: Toward Transformative Relational Approaches for School Policies and Practices**

Roderick L. Carey  
University of Delaware

#### **Participatory Action Research of Higher Education Connected Learning in Emergencies**

Jennifer DeBoer  
Purdue University

#### **Development of a Measure of Equity-Based Social Emotional Learning Practices**

Deborah Rivas-Drake  
University of Michigan

#### **Studying Regionally: Experiences of University Students on Regional Campuses**

Robyn Eversole  
Swinburne University of Technology

#### **Noticing Translanguaging**

Janet Dawn Kim Walkoe  
University of Maryland at College Park

#### **Project-Based Learning in a College-Level Probability and Statistics Course**

Indika P. Wickramasinghe Rathnathungalage  
Prairie View A & M University

#### **Equity Based Tools in Virtual Field Work and Induction of Elementary Mathematics Teachers**

Susan O. Cannon  
Mercer University

#### **The Storied Experiences of Teachers of Color through Photovoice**

Lynnette Mawhinney  
Rutgers, The State University of New Jersey - Newark

#### **The role of gesture in video-learning for children with autism and with typical development**

Seyda Ozcaliskan  
Georgia State University Research Foundation

## 7.0 Research grants awarded in 2021

### **Assessing the Education of English Learners during the COVID-19 Pandemic in the Springfield R-XII School District in Missouri**

Kennedy O. Ongaga  
Missouri State University

### **Taking Stands and Transforming Stances: An Exploratory Study of Educators Evolving Perspectives on Linguistic Diversity as a Classroom Resource**

Kate T. Anderson  
Arizona State University Foundation for A New American University

### **When Access is Not Enough: How Chronic Stress Affects Psychological Well-Being And Persistence Among Socioeconomically Disadvantaged University Students**

Jacinth Tan  
Singapore Management University

### **Preparing Teacher Candidates to Foster Deeper Learning Through Inclusive Practices: A Case Study of One Exemplary Dual Licensure Teacher Education Program**

Joyce Melissa Gomez-Najarro  
CSU Fullerton Auxiliary Services Corporation

### **Assessing the impacts of a decolonizing pedagogy: Classroom learning and post-classroom outcomes**

Emily Van Houweling  
Regis University

### **“Let’s Talk About Election 2020”: Mapping Quantitative Civic Literacies in Youth Video Composition in an Online Digital Network**

Lynne Marie Zummo  
University of Utah

### **Measurement of Parent and Teacher Critical Consciousness**

Amy E Heberle  
Clark University

### **Examining race and representation in high school students’ library book choices**

Grace MyHyun Kim  
The University of Texas at Austin

### **The Influence of Internships on the Career Ideas and Goals of Women in Computer Science**

Katie N Smith  
Seton Hall University

### **Exploring Discourses of Literacy Scholarship: Topic Modeling the Field of Literacy Education**

Emily C. Rainey  
University of Pittsburgh

### **Families Learning, Being, and Doing**

Danielle Teodora Keifert  
University of North Texas

### **Science Teachers’ Experiences Learning about African American English (STELAAE)**

Quentin C. Sedlacek  
Southern Methodist University

### **The Emotional Process of Learning through Disturbance in Recent Engineering Graduates**

Larry Leifer  
Stanford University

### **Creating Schools that Support Transgender and Gender Non-Conforming Students: A Youth Participatory Action Research Project**

Rachel Roegman  
University of Illinois at Urbana-Champaign

### **Repeating acute exercise effects to maximize brain function, cognition, and academic achievement in school-aged children**

Kao Shih-Chun  
Purdue University

### **The Effects of Public Housing on Children**

Michael Gilraine  
New York University

### **Optimal Design of Experimental Studies Investigating Mediation Effects With Individual-Level Mediators**

Zuchao Shen  
University of Florida

### **Influencing education aspirations and gender attitudes through role models: Evidence from Somali schools**

Munshi Sulaiman  
BRAC Independent Evaluation and Research Cell

### **Front-Line Students: A Study of Student Custodial Worker Learning During the Covid19 Pandemic**

Calley Marotta  
Utah Valley University

### **Internationalization in Isolation**

Ariane de Gayardon  
University of Twente

## 7.0 Research grants awarded in 2021

**Voices from the margins: Exploring possibilities of connecting formal education to the funds of knowledge owned by Adivasi communities**

Aisha Kawalkar  
Eklavya Foundation

**Gauging the Benefits of State-Funded Preschool for Early Language and Literacy: The Case of COVID-19**

Elizabeth Burke Hadley  
University of South Florida

**State safety-net policies and educational completion among mothers who had a nonmarital birth: Evidence from the post-welfare reform era**

Sehun Oh  
The Ohio State University

**Community-Engaged Transformative Learning with Informal STEM in a School-Based Community Garden**

Linnea Kristina Beckett  
University of California, Santa Cruz

**Freedom Dreaming: Black Communal and Familial Educational Practices in Pittsburgh's Hill District before, during and after COVID-19**

Lori Ann Delale-O'Connor  
University of Pittsburgh

**Educational Responses to Reproductive Injustice: The Role of Midwifery Education**

Sandhya Ganapathy  
St. Lawrence University

**Cultivating Communities Together: Examining and Supporting School+Community Collaboration**

Edwin Mayorga  
Swarthmore College

**Queer Pedagogy: Practical Knowledge and Theory**

Edna Lomsky-Feder  
The Hebrew University of Jerusalem

**Foghlaim thumoideachais idirghlúine: A study of family language development in Northern Ireland**

Mel M Engman  
Queen's University Belfast

**Is this a safe thing to do? Exploring schools' uses of 'safety' and the construction of citizens 'at risk'**

Marta Estells  
The University of Auckland

**Europeanisation agenda and membership in the European Higher Education Area post-2020: stakeholders' perspectives from the UK, Germany, France and Italy**

Iryna Kushnir  
Nottingham Trent University

**Community Service Learning: Building on Refugee-background Students' Language and Literacy Practices through Digital Storytelling**

Xia Chao  
Duquesne University

**Biographical Disruption? Transitions from College to Adulthood Amid the Pandemic and Its Aftermath: A Longitudinal Study**

Linda M Blum  
Northeastern University

**Black Swans: Black Educators within Charter Schools in Post-Katrina New Orleans**

Kevin Lawrence Henry, Jr.  
University of Wisconsin-Madison

**What is Black Male Pedagogy? Investigating the Pedagogical Practices and Lived Experiences of National Board Certified Black Male Teachers**

Constance A. Lindsay  
University of North Carolina at Chapel Hill

**Returns at Risk: COVID-19 and Girls' Education in Malawi**

Rachel E. Silver  
York University

**Ingram State Technical College: Exploratory Case Study of Incarcerated Adults in Career and Technical Education**

Frankie Santos Laanan  
University of Utah

**Implementing Ethnic Studies in K-12 Settings: A Community-Engaged Ethnography**

Kysa Nygreen  
University of Massachusetts, Amherst

**Making Mindfulness Stick: Encouraging Daily Meditation Practice for Student Mental Well-being**

Joshua Aronson  
New York University

**Serving the Public Good: Exploring the Role of Minority Serving Institutions in the Civic Development of Racial/Ethnic Minoritized Students**

Cynthia Maribel Alcantar  
University of Nevada, Reno

## 7.0 Research grants awarded in 2021

### **More Than an Athlete: Exploring High School Athletes' Engagement in Activism**

Eric Martin  
Boise State University

### **Optimizing Parental Empowerment and Engagement in Early Childhood Development Education in Embu County, Kenya**

Ciriaka M Gitonga  
University of Embu

### **Profiting from a Pandemic? The Racialized Political Economy of Investments in K-12 Edtech**

Kathryn J Moeller  
University of Cambridge

### **From 'Cash Cows' to 'Yellow Peril': Examining the Positioning of Asian International Students in the United States in Contentious Times**

Christina W Yao  
University of South Carolina

### **Exploring Education for Providing LGBTQ+-Affirming Mental Health Care in Alabama**

Kamden Strunk  
Auburn University

### **Improving Conceptual Understanding of University Mathematics Through Comparing and Contrasting Students' Mathematical Writing**

Ian Jones  
Loughborough University

### **Transmodalising with Technology in Science (TTS)**

Sujin Kim  
George Mason University

### **Confederates in Our Schools: Where and How Racism is Reflected in the Names of Public Schools in the United States**

Jon Hale  
University of Illinois at Urbana-Champaign

### **Youth Participatory Action Research and Critical Literacy in the Context of Gentrification**

Erin Rose Ellison  
Sacramento State Sponsored Research

### **Promoting positive school climate among newcomer immigrant adolescents**

Perna Arora  
Teachers College, Columbia University

### **Special Education in Indian Country: Challenges and Insights from Applying Indigenous Models of Disability in Schools**

Heather Howard  
Michigan State University

### **Direct Admissions: Reducing Economic, Racial, and Geographic Inequality in College Access**

Jennifer A. Delaney  
University of Illinois at Urbana-Champaign

### **Mapping Teachers' Emotional Literacy Associated with STEM Activities**

Alberto J. Rodriguez  
University of Houston

### **A preliminary investigation into the learning of sacred languages**

Bene Bassetti  
University of Birmingham

### **Investigation of the Intensification of a Comprehension Intervention Using Student Data**

Marissa J Filderman  
University of Alabama

### **Investigating Word Learning Strategy Differences in Children with Typical Hearing and Children with Cochlear Implants**

Kristen Thornton  
Gallaudet University

### **Partisanship and Professionalization: Institutional Well Check on School Boards in the Pandemic**

Karin E Kitchens  
Virginia Polytechnic Institute and State University

### **The Raciolinguistic Embodiment of Black Teachers and the Pedagogical Possibilities They Offer Black Language Speakers**

Alice Y Lee  
University of California, Riverside

### **The Efficacy of 3D Motion Capture as a Reflective Aid during Self-Directed Practice for Laparoscopic Surgical Trainees**

Teresa E Flaxman  
Ottawa Hospital Research Institute

### **COVID-19 and Black Students' College Choice: The Role of Race, Class, and School Context during a Global Pandemic**

Tangela Reavis  
Saint Mary's College of California

## 7.0 Research grants awarded in 2021

### **Long-Term Effects of Banning the Box in College Admissions**

Mark A. Freeman  
The Common App

### **Special Grants**

#### **How White Educators Learn About Race and Work Toward Racial Justice**

John B. Diamond  
University of Wisconsin-Madison

#### **Playing Together: Using Learning Labs to Reduce Exclusionary Disciplinary Practices for Young Children of Color with Disabilities**

Saili S. Kulkarni  
Tower Foundation of San Jose State University

#### **Teacher Leadership, Racial Justice, and Literacy in Early Childhood**

Maria Paula Ghiso  
Teachers College, Columbia University

#### **Nobody Asked Me Campaign: Co-producing Policies and Re-imagining Educational Equity**

Richard Lofton  
Johns Hopkins University

#### **Shunning, Symbolic, or Sweeping: An Examination of Higher Education Reparations at Universities Founded Pre-Civil War**

Juan Carlos Garibay  
University of Virginia

#### **Examining Land Acknowledgment Statements at Land-Grant Universities**

Theresa J Stewart-Ambo  
University of California, San Diego

#### **Re-Imagining Latinx Adolescents, Academic Success: How Cultural Assets and Social Relationships Protect Against the Effects of Discrimination**

Phuong Thao Ha  
Arizona State University Foundation for  
A New American University

#### **Police Stops and School Adjustment: Examining Underlying and Protective Mechanisms among Black Adolescents**

Juan Del Toro  
University of Pittsburgh

#### **Representation Matters: Addressing the Latinx/a/o Leadership Crisis in Higher Education**

Michelle Espino  
University of Maryland at College Park

### **The Community Decides Project: Empowering Minoritized Communities to Facilitate School Improvement**

Jonathan E Collins  
Brown University

### **A Constitutional Right to Education: A Multi-case Analysis of K12 Educational Jurisprudence Among the United States Circuit Courts**

Rhodesia McMillian  
The Ohio State University

### **The Bereavement Achievement Gap: Black-White Disparities in Mortality and Educational Attainment**

Angela R Dixon  
Emory University

### **House of Youth: Community-Based Transformative Teachings among Formerly-Incarcerated Chicanx-Indigenous Youth in California**

Megan S Raschig  
MILPA

### **Interrogating Recruitment Practices of Black Candidates into Teacher Preparation**

Brandy T. Gatlin-Nash  
University of California, Irvine

### **The impacts of antiracist practices in gateway introductory biology courses**

Bryan Dewsbury  
Florida International University

### **Public school closures and racial segregation in U.S. cities**

Noli Brazil  
University of California, Davis

### **Forms of Freedom: The Art and Design of Black and Indigenous Creative Public Pedagogies**

Ruth Nicole Brown  
Michigan State University

### **Decolonizing Economics: A Qualitative Study on the Teaching of Racial Capitalism to Young Children**

Debbie Jung-Sun Sonu  
The Research Foundation of the City University of New York



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