THE SPENCER REPORT

Annual Report for
The Spencer Foundation
January 2024
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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.
An Introduction from Spencer President Na’Ilah Nasir

It is our pleasure to share with you the Spencer Foundation Annual Report for Fiscal Year 2023 (FY 2023). As in previous years, we offer this report in the spirit of transparency and holding ourselves accountable, both to the field and to ourselves. We are committed to supporting rigorous, collaborative, relevant, equitable, and transformative research. Tracking and sharing data on the institutions and scholars we support; the methods, topics, and approaches they utilize; and on our review panels and processes, helps keep us focused on and realizing these core commitments.

I would like to draw your attention to two particularly promising trends documented in this report:

- During the past five years we have significantly increased the percentage of grants made to scholars of color, from 28 percent in FY 2019 to 47 percent in FY 2023.
- We also have significantly increased the number of awards that go to institutions located outside of the United States, from just one award in FY 2019 to 16 in FY 2023.

Both are a result of ongoing efforts to make our systems and structures—from our review and data collection processes to our hiring and governance practices—more equitable.

In FY 2023, we also redoubled our commitment to funding transformative research. In April we launched our Transformative Grant Program, a major initiative to support research projects designed to reimagine education systems for equity. Fostering this kind of transformative research requires creating spaces for scholars to work in novel ways—to imagine new pathways for transforming education at a systemic level; to work across methods and disciplines; and to collaborate with policymakers, practitioners, community members, and others. Our strategy is to support this work via our new Vision Grants and Transformative Research Grants.

The data from submissions and awards to these programs will appear in next year’s annual report. Already, however, seeds of transformational work are evident in the smaller-scale projects we have funded for the five years included in this report—collaborative work across a multiplicity of topics, disciplines, and methods; scholarship that honors and builds on the expertise and strengths of families, communities, and young people; scholars with a wide range of backgrounds, experiences, and knowledges; and projects with sightlines to systems change, focused on the most pressing challenges and opportunities in education.

We invite you to peruse the report to learn more about where Spencer has been and where we are headed; we welcome your feedback; and we look forward to continuing to learn together to cultivate scholarship that transforms education systems and lives.

Na’Ilah Nasir

Dear Spencer Community,

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Na’Ilah Nasir
Grantmaking Summary

For funding decisions made in FY 2023, we received 2,229 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). This figure represents a small increase over the previous year. Of the 2,229 we received, we funded 98.

We recognize that this is a highly competitive process and that each of these submissions, whether awarded or not, required substantial effort to imagine, plan, coordinate, and write. While we could not fund all of the applications that we considered promising, we put substantial effort into making the review process as fair and educative as possible. Nearly all of the proposals submitted to our field-initiated programs receive peer-reviewed feedback.

In total, our program staff and external reviewers completed 4,527 reviews in FY 2023 (see page 18 for more information about our reviewers). We consider these reviews to be among our most substantial contributions to the field, and we hope they prove valuable to applicants interested in refining their ideas and approaches. We remain heartened by the remarkable array of fresh, brilliant scholarship that we review and optimistic that the field of education research will continue to play a role in transforming our learning systems for justice and thriving.
**Total award amount in our field-initiated research grant programs during FY 2023**

$13,134,922

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**Total grants awarded during FY 2023**

98

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**Total number of reviews completed by internal and external reviewers during FY 2023**

4,527

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**Grant proposals submitted and awarded in FY 2019-2023**

- Grant proposals submitted: 1,622, 1,972, 2,907, 2,219, 2,229
- Grants awarded: 128, 80, 116, 111, 98

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Grant submissions have fluctuated from year to year but overall have increased substantially since 2019.
All of our grant programs are highly competitive, but they differ in number of cycles, submissions, and grants awarded each year.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Submitted</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial Equity Grants</td>
<td>69</td>
<td>13</td>
</tr>
<tr>
<td>Research-Practice Partnerships</td>
<td>259</td>
<td>6</td>
</tr>
<tr>
<td>Large Grants</td>
<td>656</td>
<td>19</td>
</tr>
<tr>
<td>Small Grants</td>
<td>1,245</td>
<td>60</td>
</tr>
</tbody>
</table>

Grant proposals submitted and awarded by program in FY 2023

Grant proposals submitted

2,229
Reviewing 2,229 field-initiated grant proposals last year provided us with a unique view of the field, including a lens into the kinds of 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. 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.
### The grant proposals we received during FY 2023 focused on a wide range of topics.

<table>
<thead>
<tr>
<th>Area</th>
<th>FY 2023 Proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning</td>
<td>333</td>
</tr>
<tr>
<td>Teaching &amp; Teacher Education</td>
<td>226</td>
</tr>
<tr>
<td>Educational Policy</td>
<td>206</td>
</tr>
<tr>
<td>Teaching &amp; Learning (Postsecondary)</td>
<td>193</td>
</tr>
<tr>
<td>Social Emotional Learning &amp; Wellness</td>
<td>180</td>
</tr>
<tr>
<td>Disciplinary Learning (Literacy, STEM, History &amp; Social Science)</td>
<td>144</td>
</tr>
<tr>
<td>Learning Across the Lifespan &amp; Across Context</td>
<td>128</td>
</tr>
<tr>
<td>Education, Class &amp; Economics</td>
<td>109</td>
</tr>
<tr>
<td>Educational Administration &amp; Leadership</td>
<td>103</td>
</tr>
<tr>
<td>Human Development</td>
<td>101</td>
</tr>
<tr>
<td>Disability</td>
<td>99</td>
</tr>
<tr>
<td>Evaluation &amp; Assessment</td>
<td>98</td>
</tr>
<tr>
<td>Language</td>
<td>58</td>
</tr>
<tr>
<td>Social &amp; Historical Foundations</td>
<td>57</td>
</tr>
<tr>
<td>Methodological Research &amp; Issues</td>
<td>40</td>
</tr>
<tr>
<td>Biological Correlates (Neuro, Stress, Trauma, Food, Sleep, etc.)</td>
<td>23</td>
</tr>
</tbody>
</table>

- 69% of proposals engage at least one of these dimensions: Gender, Race, Culture, Place.
We receive and award to proposals spanning the range of methodologies that education scholars utilize.
The field utilized a vast array of innovative methodologies in their proposals to us.

* Counting primary method selected by the PI.

Methodological distribution of grant proposals submitted in FY 2023

The Spencer Report—FY 2023
What We Know about the Scholars We Fund

We strive to support a diversity of scholars and scholarship, representing a range of racial, ethnic, and gender identities, career stages, geographies, and institutions as well as disciplines and methodologies.

Over the past five years we have experienced a significant diversification of our grantee pool. Scholars of color now account for 47 percent of our grantees, compared with 27 percent in FY 2019. This increase suggests 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.

We have also greatly increased the number of awards that go to institutions located outside of the United States. In FY 2019 we awarded a single grant to an institution outside of the United States. In FY 2023, we awarded 16. This increase reflects our commitment to funding international work, recognizing that we have much to learn from systems and settings outside of the United States.

In the past two years we have consulted with scholars located or doing work across the globe, including in Africa and the Middle East, Europe, Asia, Latin America, and the Caribbean. As a result of these conversations, we have made intentional moves to better support international scholars, including increasing the geographic diversity of our reviewer pool, using data dashboards during our decision meetings to attend to geographic spread, and updating program statements to reflect broader understandings of racial inequality that better encompass global perspectives.

Of course, equitable grantmaking has many dimensions, and we know we still have considerable work to do. While the past five years have seen significant increases in awards to scholars of color and to scholars outside of the United States, certain groups remain significantly underrepresented—particularly Native/Indigenous scholars and scholars working outside of Research 1 institutions.
Reflecting field-level trends, we continue to receive more submissions from and award more grants to women.

Gender of applicants (principal investigators and co-principal investigators)

<table>
<thead>
<tr>
<th>Year</th>
<th>Woman or Female</th>
<th>Man or Male</th>
<th>Non-Binary (including Agender, Genderqueer or Gender nonconforming, Two-Spirit)</th>
<th>Chose not to respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>59%</td>
<td>38%</td>
<td>0.2%</td>
<td>2%</td>
</tr>
<tr>
<td>2020</td>
<td>59%</td>
<td>39%</td>
<td>0.3%</td>
<td>2%</td>
</tr>
<tr>
<td>2021</td>
<td>59%</td>
<td>38%</td>
<td>0.1%</td>
<td>2%</td>
</tr>
<tr>
<td>2022</td>
<td>60%</td>
<td>37%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>2023</td>
<td>59%</td>
<td>39%</td>
<td>1%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Gender of grantees (principal investigators and co-principal investigators)

<table>
<thead>
<tr>
<th>Year</th>
<th>Woman or Female</th>
<th>Man or Male</th>
<th>Non-Binary (including Agender, Genderqueer or Gender nonconforming, Two-Spirit)</th>
<th>Chose not to respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>67%</td>
<td>31%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>2020</td>
<td>66%</td>
<td>33%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>2021</td>
<td>66%</td>
<td>33%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>2022</td>
<td>66%</td>
<td>29%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>2023</td>
<td>70%</td>
<td>27%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Reflecting field-level trends, we continue to receive more submissions from and award more grants to women.
5.0 What do We Know about the Scholars We Fund?

Over the past five years, we have greatly increased the percentage of scholars of color that we fund.

*Alone or in combination: We asked applicants to identify as one or more racial/ethnic groups. As a result, percentages can add up to more than 100.
Early career scholars represent the largest share of grantees.

Over the past five years, we have greatly diversified the institutions we award to.

What do We Know about the Scholars We Fund?

Position of principal investigators and co-principal investigators; grant proposals submitted and awarded in FY 2023

Type of institutions* submitting and receiving grants FY 2019-2023
*Carnegie Classification

Assistant Professor
Associate Professor
Professor
Lecturer
Director
Senior Researcher
Postdoctoral Fellow
Research Assistant/Associate
Other (*Includes Chair, Dean, Principal, Adjunct Professor, Professor Emeritus, Reader, Visiting Professor)

Grants awarded
Grant proposals submitted
In FY 2023 we awarded grants to institutions in 16 different countries.
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, contributing to the rigor and integrity of the Spencer review process. Our reviewers also allow us to give 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!
Spencer applicants benefited from a diverse set of expert reviewers in FY 2023.

Total number of reviewers: 151

Reviewer position

- Assistant Professor: 19%
- Professor: 40%
- Associate Professor: 14%
- Other (Includes Chair, Dean, Principal, Adjunct Professor, Lecturer, Research Assistant Professor Emeritus, Reader, Visiting Professor): 5%

Reviewer race/ethnicity*

- Native/Indigenous: 7%
- Latinx: 16%
- Asian/Asian American: 14%
- Black: 26%
- White: 34%

Reviewer gender

- Man or Male: 38%
- Woman or Female: 53%
- Non-Binary (Including Agender, Genderqueer or Gender nonconforming, Two-Spirit): 1%
- Chose not to respond/not indicated here: 8%

*Alone or in combination. We asked reviewers to identify as one or more racial/ethnic groups. As a result, percentages can add up to more than 100.
Research Grants Awarded in FY 2023

Large grants

Postsecondary Education: Autistic College Students’ Experiences of Success (PEACES)
Bradley Cox, Brett Nachman

Mapping School Buildings Using Sensory Ethnographic Methods: A District-wide Study of School Architecture and Spatial Justice
Elizabeth de Freitas, Matthew Curinga, Laura Kurgan

Developing The Skills Needed for Living in a Diverse and Democratic Society: The Role of Liberal Arts Education
Allison Flaster, Kevin Strange

The Afterlife of Slavery on Campus: Black Student Experiences with University Histories of Slavery and their Views on Higher Education Reparations
Juan Carlos Garibay, Amalia Dache

Emerging Critical Infrastructures During COVID-19: The Role of PA School Districts in Supporting Vulnerable Communities During Crisis
Melissa Gilbert, Simi Hoque, Hamil Pearsall

The Black Teacher Archive: Charting New Paths in Digital Humanities and the History of African American Education
Roderick Ferguson, Imani Perry

Rebuilding Virtual Schools as Networks of Care
Jarvis Givens, Imani Perry

Humanities and the History of African American Education
Melissa Gilbert, Simi Hoque, Hamil Pearsall

The Afterlife of Slavery on Campus: Black Student Experiences with University Histories of Slavery and their Views on Higher Education Reparations
Juan Carlos Garibay, Amalia Dache

Spatial Justice
Elizabeth de Freitas, Matthew Curinga, Laura Kurgan

Methods: A District-wide Study of School Architecture and Mapping School Buildings Using Sensory Ethnographic
Allison Flaster, Kevin Strange

Optimal Design of Experimental Studies Investigating Moderation and Main Effects
Zhaohai Shen, Ben Kelcey

Leveraging the AISES Archival Database: Mixed Methods Study on Native STEM Success
Tiffany Smith, Maria Ong, Nura Jaumet-Pascual

U.S. School Boards in a Time of Conflict and Consequence
Jon Valant, Rachel Perera

Tracking the Long Arc of Human Learning and Social Change: Parenting, Worldmaking and the Iranian Left
Shirin Vossoughi

Generating Queers: The Transformative Work of LGBTQ+ Intergenerational Dialogues
Nic Weststrate, Adam Croftman, Karen Morris

Research-Practice Partnership grants

Pedagogies of Community Engagement: Strengthening the Practice of Facilitation in Community-Based Projects and Partnerships
Ruben Gaztambide-Fernandez, Casey Burkholder, Jessica Bleuer, Francisco Ibanez-Carrasco, Stuart Poyntz, Rai Reece, Alison Croxford, Leila Angol, Ruth Wilson, Sarah Switzer, Ishbel Munro

Schools and Communities Organizing for Racial Equity (SCOIRE) Expansion Project
Adrienne Goss, Keith Catone

Renewed Approaches to Education: Expanding Nazinginwe Indigenous Language Resurgence
Sara Merrick, Jenna Halley, Erika Tracy

A Community Path to Higher Education: Pluriethnic Research-Practice for Designing the Biocultural Indigenous University of the Inga People of Colombia
Giovanna Micarelli, Doris Jacanamijoy Mutumbyajo, Ivan Vargas Boncancor, Antonia Agrida

Brenda Oule, Monica Swai, Aubryn Sidle, Eugenia Kafanabo

Monitoring, Analyzing, and Improving Educational Equity in New York State
Sean Reardon, Allison Armour-Grub, Rose LaRoy

Small grants

Examining the Relocation of the Batwa Indigenous People from the Forests and Its Influence on Their Indigenous Education, Customs and Cultures
Francis Adyanga, Natal Ayiga, Sharon Carnahan

Education Against Enclosure
Ujjj Aggarwal

Keeping La Promesa: A Mixed-Method Investigation of Cross-cultural Relations in an Immigrant-Serving High School
Elaine Allard, Barbara Thelamour

Asian American Movement for K-12 Asian American Studies in Georgia Schools
Theresa Alviar-Martín, Sohyun An

Residential and School Segregation in California’s Gentrifying Cities
Jennifer Ayse, Khi Morochay

New Generation Activists: Black Millennial Caregivers’ Experiences With & Resistance Against Neoliberalism & Anti-Blackness in Education
Gwendolyn Baxley

Richard Benson

History Education in the Social Movement for Racial Justice
Razartta Bilai, Michelle Twali

Justice-Oriented Teaching for Scientific Sensemaking in Elementary Teacher Education
Amber Bismack, Patricia Bills

Revealing Practices: A History of Youth Privacy in America
Victoria Carr

Effects of Education Loans on College Student Transfer in the United States: Evidence from the Last Three Decades
Ron Gin, Angela Boatman

The Possibility of Participatory Action Research to Create Inclusive and Affirming School Based Sex Education for Sexual and Gender Diverse Youth
Katherine Clonan-Roy, Sherzad Naser, Elizabeth Gonda, Kimberly Fuller

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Small grants [cont.]

Developing Teacher Consentientization Using Video-ethnographic Representation to Center Latinx immigrant Parents’ Knowledge of Bilingual/Bicultural Development
Kiyomi Colegrove, Molly McManus, Christian Zuniga

Useful for Whom? Centering Humanity and Relationality in the Study of the Usefulness of Mathematics
Tracy Dobie

As It Unfolds: How Black Teachers Approach Racialized Current Events with Students
Kristen Duncan

Inhibitory Control Training for Anxiety and Math Achievement in Primary-school Children
Elizabeth Edwards, Annamarie Carroll

Empowering Refugee Parents in San Diego: A Cultural Humility Approach to Refugee Teaching and Educational Advocacy
Yan Espiritu, Anita Bradford

Intergenerational Transmission of Preferences for Higher Education and Gender Stereotypical Majors
Andrés Barrios Ferrández

Conducting a National Survey of Disaster Resilience in Higher Education
Frank Fernández

Evaluating the Quality of Evidence on Racial Disproportionality in Special Education
Rachel Fish, Kenneth Shoreu

Evaluating Digital Curriculum Materials with Social Studies Educators
Eric Freedman, Tina Gouda

Meeting the Needs of Community College Students Experiencing Food Insecurity
Crystal Garcia

STEM en Familia: Latine Families Community Cultural Wealth during STEM Activities
Carlos Gomez

Exploring the Development of STEM Teaching Beliefs
Jonathon Grooms, Meghan Baker

Is Financial Relief Funding Helpful in Improving Academic or Financial Student Outcomes Across Demographic Characteristics?
Casandra Harper, Bradley Curs

A Policy and Curriculum Analysis of Secular Mindfulness Programs in Relation to the Racialization of Asian American Students
Funie Hsu

Debates, Diversity, and Identity: Examining the Organization of a Racially Diverse Afterschool Program and Ethnic-Racial Identity Development
Simone Ispa-Landa

Learners, Leaders, and Researchers: Experienced High School Teachers’ Unique Trajectories and Development in K-12 Computer Science Education
Yasmin Kafka, Joannna Goode

Zones of Inequality: How Schools Shaped Modern Brooklyn
Judith Kafka

The Racialized Experiences and Transformative Possibilities of Teacher Educators of Color In Teacher Education
Rita Kohl, Marcos Pizarro

Towards an Automatic Moderation of Non-convergent E-Discussions Based on Disagreement Strategies
Yifat Kolikant, Oren Tsur

Supporting the Creation of a New Professional Figure in Canadian Early Childhood Education: The Role of the Pedagogist
Nicole Land, Cristina Delgado

Supporting Teachers of English Learners in Rural Upstate New York
Shuzhan Li

Domain-specific Instruments for Preschool Teachers’ Math Pedagogy Content Knowledge
Xia Li, Colleen Usicianowski

Investigating Educational Policy-Making and Its Responsiveness to Challenges in the World: A Qualitative Research Study in Four Transitioning Contexts: Georgia (USA), Poland, Czech Republic, and Wales
Grzegorz Mazurkiewicz, Alma Harris, Sharon Subreenduth, Michelle Jones, Milan Pol, Bohumira Lazarová, John Fischer

Black Muslim Worldmaking: Race, Religion, and Gender in the Lives of Black Muslim College Students
Keon McGuire, Saskias Casanova, Samihah Rahman

Black to the Future: Fugitive Educational Possibilities in the Midst of the COVID-19 Pandemic
Rachel McMillan, Nathaniel Bryan, Asif Wilson

Queer intimacies: A Qualitative Examination of LGBTQ+ College Students’ Experiences in Healthy Intimate Relationships
Amanda Mollet

It’s All Connected: Exploring the Relationship Between Intention, Performance, and Fulfillment in MOOCs
Robert Moore

Redevelopment and Validation of the College Sense of Belonging Scale
Jennifer Morrow, Lea Cain

Assessment of Methods for Soliciting Student Feedback on Teaching
Ann Owen, Erica De Bruin, Stephen Wu

Peasant Pedagogies: Khaduri School, Development, Philanthropy and Rural Capitals (1930-1993)
Meiza Qato

Using Eye-tracking as an Educational Tool: An investigation into the Effects of Interactive Eye-tracking on Second Language Vocabulary Knowledge
Andrea Rowes, Ana Pellicer-Sanchez, Marijke Michel

Leading in Partnership with Families Towards Racially Just and Ambitious Mathematics Teaching and Learning
Jessica Rigby

(Re)Classifying State Higher Education Governance: Examining How Policy Oversight Responsibilities Influence Postsecondary Attainment
Paul Rubin

Bridging the Gap: Experience and Challenges of Enabling Access to Higher Education
Neha Sami

Group Learning in Zoom: Highlighting the Effects of Social, Metacognitive and Instructional Design Factors on Learning Outcomes
Yael Sidi, Shulamit Geller

Disrupting the School-to-Prison Pipeline at the Intersection of Ability and Race: How are Schools Supporting Disabled Students of Color Through Restorative Justice in Education
Molly Siuty, Shanté McQueen

Collaborative Inquiry-Informed Culturally Responsive Teaching for Native Hawaiian Pacific Islander Elementary Students
Monica Smith

Expanding Early Mathematics Knowledge in Indigenous Contexts. A Culturally-based Educational Program with Wichi Communities in Argentina
Andrea Taverna, Analia Salsa

Epistemic Injustice at the Intersections of Higher Education and the Carceral State
Rebecca Taylor, Nicole Lindahl-Ruíz

Higher Education and Student Affairs (HESA) Administrators’ Experiences with Undocumented Students and Related State Policies
Blanca Vega

A Transformative Mixed Methods Study of and With Community College Students Navigating Mental Health Issues
Xueli Wang

Developing Cross-Classified Random Effects Growth Mixture Models to Incorporate and Understand Student Mobility
Yan Wang, Karen Ramlackhan, Niladita Guha

Impact Evaluation with Latent Variables: Using Factor Scores and Data Mining Methods in Propensity Score Matching
Yen Xia, Ge Jiang

Transforming Educational Futures for Black, Latine, and Working-Class Communities: A PAR study of Abolition in Education Justice Movement Organizing
Hiroyasu Yoshikawa

Supporting Effective Implementation of Technology-Enabled Education in Rural Honduras
Alan Zarchyta

Qian Zhang

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