Research Foundation Grant Recipients

2026

Teacher Research Grant Recipients

Chayanee Brooks, Ka'u High and Pahala Elementary School, "Bridging Worlds: An Interdisciplinary Digital Storytelling Framework for Developing Critical Literacy in Underserved Youth"

Viviana Iturbe, Puentes Multilingual School, and **Melissa Brooks-Yip**, Eastern Michigan University, "Bridging Language, Honoring Identity: The Impact of Scaffolded Bilingual Bridging on Spanish Language Development"

Aliemma Kanu, University of San Diego, "'We Want to Be Heard': Family Voices in Early Childhood Special Education (Ages 3–6)"

Mayah McPherson-Campbell, University at Albany, and **Reid Ramirez**, Academy for Careers in Television and Film, "Hats of Creative Ownership: An Exploration of Adolescent Role-Taking and Identity Building in Multimodal Composing"

Rafael G. Pizarro-Yepes, District of Columbia Public Schools, "A Holistic Instructional Model for Multilingual Learners: CLIL, Translanguaging, SEL, and Restorative Practices in Elementary ESOL Classrooms"

Mary Sloat, Garber High School, and **Kelly Berry**, University of Oklahoma, "Silence in the Heartland: Analyzing the Educational Discourse and Public Memory of Native American students at Ft. Sill Indian School and Japanese Internment at Ft. Sill Military Base in Oklahoma"

Justine Williams, Belfair Elementary School, "How do multimodal opportunities enhance genre-focused writing curriculum?"

2025

Research Foundation Grant Recipients

Lakeya Afolalu, Tima Ali, Sierra Dunaway, and **Sciatta Padmore,** University of Washington, and **Joy Lauterbach**, Highline Public Schools, “The Transnational Literacies and Multilingual Practices of African Girls”

Breanya Hogue, Purdue University, "Purdue CDF Freedom School at First Church (Community Engaged Scholarship)"

Erica Holyoke, University of Colorado Denver, "Ink and Imagination: Building a Creative Community for Young Writers and Artists"

Hannah Kim, University of Colorado Boulder, "Decolonizing SEL: Cultivating Afghan Refugee-background Students’ Diasporic Citizenship"

Lakisha Odlum, CUNY Queens College, "The Black Girl Summer Teaching"

Zhongfeng Tian, Rutgers University–Newark, and **Sharon Lai-LaGrotteria**, Montclair State University, "READ (Representation, Equity, and Advocacy through Diverse AAPI Literature) in ELA Classrooms"

Nance Wilson, SUNY Cortland, **Brittany Adams**, The University of Alabama, and **Karyn Allee**, Mercer University, "Climbing the Reading Rope: Collaborative Professional Learning for Reading Instruction"

2023

Research Foundation Grant Recipients

Justin Coles, University of Massachusetts Amherst, "Black World Aesthetics: Storying Portraitures of Black Youth Cultural Expressivities as Method/ology for Black Worldmaking and Educational Futurity"

Sarah M. Fleming, SUNY Oswego, and **Kelly Chandler-Olcott**, Syracuse University, "Revisioning Assessment in ELA: A Critical Community of Teachers for Equitable Assessment Practices"

Katherine Higgs-Coulthard, Saint Mary's College, and **Danielle DeFauw**, University of Michigan, Dearborn, "Exploring Elementary Teachers' Assessment Practices and Development of Pedagogical Content Knowledge of Writing"

Kelly C. Johnston, Maria Lang, and Camille Talbert, Baylor University, "Centering Children's Well-being through Literacy Experiences in a Community-Based Space"

Cierra Kaler-Jones and Jennifer Turner, University of Maryland - College Park, "Dancing our Dreams: Black Girls' Embodied Literacies in a Community-Based Dance Program"

Ting Yuan, City University of New York, College of Staten Island, and **Jayra Sanchez**, Grade 3 Classroom Teacher at PS 340, "Transcultural, Translanguaging Learning via Computational Storytelling: A Classroom Case Study"

Teacher Research Grant Recipients

Kristen Berger, Williamsport Area Middle School, "'Who We Are and What We Love': Elevating Student Identity and Fostering Community through Poetic Narratives"

Kristie Camp and Heather White, Gaffney High School, "Artifactual Literacies and Outdoor Learning for Secondary English Language Arts Students"

Michele DeVirgilio, Herricks School District, and **H. Bernard Hall**, Drexel University, "Playing Our Positions: A Black English Educator and White English Teacher's Collaborative Practitioner Inquiry on Hip-Hop Pedagogies in Non-Black Spaces"

Laryssa Gorecki, Alana McGoldrick, and Luca Picciani, Toronto Catholic District School Board, "Writing from the soul: Reimagining culturally and historically responsive literacy in the English classroom"

Corendis Hardy, Coretta Scott King Young Women's Leadership Academy, "STEMulate Through Literacy"

Kelly Kriner, Medina High School, Medina City Schools, "Exploring the Impact of Student Led Classroom Design on Student Engagement"

Chinwe Onwujuba, Pflugerville ISD, "Discursive practices for readerly identity in elementary students"

Anna Gotangco Osborn, University of Missouri-Columbia, "A Narrative Inquiry into Teacher Stories about Using Graphic Novels to Discuss Social Justice in the Secondary Classroom"

Reanne Rossi, West Hills S.T.E.M Academy, "Building engaged compassionate learners through writing"

Carmela Valdez, LCpl. Nicholas S. Perez Elementary School, "Parent and Student Writers for a Better World"

2021

Research Foundation Grant Recipients

Alex Corbitt and Mariana Lima Becker, Boston College, "Roblox as Community Composition: Tracing Literacies and Digital Play Among Brazilian Multilingual Youth"

Crystal Chen Lee and Jose Picart, North Carolina State University, "Amplifying the Voices of Underserved Students in Community-Based Organization"

Shuling Yang and Natalia Ward, East Tennessee State University, "Honoring “Eyes that Kiss in the Corners”: Integrating Multicultural Picture Books with Asian American Characters in Rural Elementary Classrooms"

Teacher Research Grant Recipients

Chris Hass, University of South Carolina, "Student Activism as a Vehicle for Literacy Learning in the Elementary Classroom"

Scott Storm, Harvest Collegiate High School, "Literary Scholars for Justice: Youth Transforming Literary Studies"

2019

Research Foundation Grant Recipients

Laura Ascenzi-Moreno, associate professor of bilingual education, Brooklyn College, along with **Rebecca Quinones**, second grade teacher, Alexine Fenty School/PS 139, NY, “Developing Bilingual Readers: A Bilingual Vision for Mentor Texts”

Mandy Stewart, associate professor of reading education, Texas Woman's University, along with **Aimee Myers**, assistant professor of curriculum and instruction, Texas Women's University, and **Holly Genova**, teacher, Lewisville Independent School District, "Biliteracy Development through Social Justice Inquiry"

Teacher Research Grant Recipients

Janell Miller, English teacher and department chair, Southeast Raleigh Magnet High School, NC, "It Takes a Village: An Action Research Proposal Focused on Learning and Growing through Cooperative Learning"

2017

Research Foundation Grant Recipients

Eliza G. Braden, Assistant Professor of Elementary Education, University of South Carolina, Columbia, "Developing a Critical Literacy Workshop for Parents and Children to Present Immigration and Racial Counter Stories"

Christian Ehret, Assistant Professor, McGill University, Montreal, Quebec, Canada, "Mohawk Digital Youths' Project"

Teacher Research Grant Recipients

Christopher Mazura, Secondary School English Teacher, Guilderland High School, Guilderland Center, NY, "Rewriting as the Axis of Empowerment and Engagement: What Happens When Teachers of Writing Privilege Student Revision of Ideas? A Collaborative Study"

Cindy Juyoung Ok, English Teacher, Manual Arts High School, Los Angeles, CA, "Found in Translation: A search for Multiple Selves through Dualist Creative Writing"

2015

Research Foundation Grant Recipients

Toby Emert, Associate Professor and Chair of the Department of Education, Agnes Scott College, "ESL Learners and High-Tech Storytelling: Promoting Academic Confidence"

Jennifer Escobar, English Instructor, Moreno Valley College, "Examining the Effects of a Critical Reading Selection Framework and Process in the Community College Classroom"

Robert Marx, Doctoral Candidate, Vanderbilt University, "'My Sadness is a Knife'": Spoken Word Poetry in the English Language Arts Classroom"

Teacher Research Grant Recipients

Hui Jiang, Special Education Itinerant Teacher, Marie Pense Center, NJ, "Bringing Funds of Knowledge to School: Culturally Responsive Approaches that Connect Home

Culture with School Practice for Preschool-Aged Children in Chinese Immigrant Families"

Sarah Orme, English teacher, Monticello High School, VA, "The Pulitzer Project"

2013

Research Foundation Grant Recipients

Grace Enriquez, Lesley University, Cambridge, MA, “Centering Children’s Literature in Social Justice Teaching and the Common Core”

Tisha Lewis, Georgia State University, Atlanta, “Dig-A-Fam: Families’ Digital Storytelling Project”

R. Joseph Rodriguez, University of Texas at El Paso, “U.S.—Latino Adolescents and Their Literacies”

Betsy Woods, Milford High School, OH, “Expanding Educational Opportunities through Blended Classes.