



ACCESS AND ENGLISH STUDIES

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Introduction from the Editors

We are excited to present this special issue, Grant Writing, Access, and Empowerment to not only highlight how grant writing can create access to meaningful learning opportunities for students (e.g., engaging in data analysis when assessing the needs of a community), but to also analyze the ways in which inequitable access to resources, including funding, among nonprofits helps maintain social injustices.

We thank Charles Etheridge and Catherine Quick Schumann of Texas A&M University-Corpus Christi for accepting our invitation to serve as co-editors of this issue and underscore the multifaceted issue of access in grant writing, drawing from their robust expertise from coordinating grant writing projects with their community partners.

In addition, we thank Associate Editor Trevor Davis for his meticulous work in producing the proofs for this issue.

Our purpose is to facilitate conversation about how the level of access affects the potential of grant writing projects to promote social justice.

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