William T. Grant Scholars Program

2016 APPLICATION GUIDE

ONLINE APPLICATION OPENS: APRIL 25, 2016
APPLICATION DEADLINE: JULY 6, 2016
ANNOUNCEMENT OF AWARDS: MARCH 2017
Scholars Program

The William T. Grant Scholars Program is for early-career researchers in the social, behavioral, and health sciences. We encourage Scholars to tackle important questions that will advance theory, policy, and practice for youth. Applicants identify new methods, disciplines, or content they want to learn, and propose five-year research plans that foster their growth in those areas. We recognize that early-career researchers are rarely given incentives or support to take such risks, so this award includes a mentoring component. Potential Scholars should have a promising track record of conducting high-quality research, but want to pursue a significant shift in their trajectories as researchers.

RESEARCH FOCUS AREAS

We are focused on youth ages 5 to 25 in the United States. We fund research that increases our understanding of:

- programs, policies, and practices that reduce inequality in youth outcomes, and
- strategies to improve the use of research evidence in ways that benefit youth.

We seek research that builds stronger theory and empirical evidence in these two areas. We intend for the research we support to inform change. While we do not expect that any one study will create that change, the research should contribute to a body of useful knowledge to improve the lives of young people.
Inequality by race, ethnicity, economic standing, and immigrant origin status is pervasive in the United States, and, in many ways, has become more extreme in recent decades. This inequality is evident across a range of systems, including the education, child welfare, mental health, and justice systems, and in varied settings, such as neighborhoods, schools, families, and communities. Young people from marginalized backgrounds face increasing barriers to achieve their potential in the academic, social, behavioral, and economic realms. The William T. Grant Foundation contends that the research community can play a critical role in reversing this trend.

To propose research on reducing inequality, applicants should clearly identify the dimension of inequality (e.g., race, ethnicity, economic standing, and/or immigrant origins), and make a case for its importance. Applicants should specify the youth outcome(s) to be studied (e.g., academic, social, behavioral, and/or economic), and show that the outcomes are currently unequal. Strong proposals will establish a clear link between a particular dimension of inequality and specific youth outcomes.

Applicants should also include a compelling case for how the study is relevant to reducing inequality, not just to furthering an understanding of inequality as a problem. Inequality may be reduced by implementing a program, policy, or practice that helps disadvantaged students more than others, or by applying a universally beneficial approach in a compensatory way so that it especially benefits the youth who need it most. Studies may address a key dilemma that practitioners or policymakers face in addressing unequal youth outcomes, or challenge assumptions that underlie current approaches.

Within this research focus area, we support different types of studies. We welcome descriptive studies meant to clarify the mechanisms for reducing inequality. We also seek intervention studies that examine attempts to reduce inequality. And we invite studies that improve the measurement of inequality in ways that will enhance the work of researchers, practitioners, or policymakers.

The Foundation does not have a preference for a particular research design or method. Instead, proposed methods and analysis plans should be aligned with the research questions, and should provide robust data and findings on those questions. The application should explicitly state how key concepts will be empirically examined. The strongest proposals incorporate data from multiple sources and draw on multiple disciplines.
Is your interest in economic inequality limited to studies of poverty?

Our interest in economic inequality is not exclusively about poverty. Although we have special concern for the outcomes of youth in the most difficult circumstances, we are interested in reducing inequality across the entire spectrum—not just for the least fortunate. Some studies may focus on middle-class families who are increasingly challenged to provide resources to support their children’s development, such as high-quality youth programs or college tuition. Moreover, our interest is in promoting better outcomes for youth who have been underserved, not in diminishing outcomes for youth who have been successful in the past.

What do you look for in evaluation studies of programs, policies, or practices?

Proposals must specify a theoretical basis for the program, policy, or practice and enhance understanding of its effects. This may include considering the mechanisms through which effects occur or variation in intervention effects. Thus, studies should shed light not solely on “what works,” but on what works for whom, under what conditions, and why. We are more likely to fund thoughtful, exploratory studies than work that is narrow, even if it is more rigorously controlled.

What are your top recommendations for applicants?

- Clearly describe the theory or conceptual frame guiding the study. This helps reviewers understand why you are approaching the project in a particular way and how your study relates to the approaches others have taken.

- Focus on doing a few things well rather than trying to cover the waterfront. For example, pursue a few key research questions or hypotheses thoroughly and rigorously, rather than proposing an extensive list.

- Propose research methods that are strongly aligned with the project’s research questions or hypotheses.

- Make a strong case for how the study is relevant to important policy or practice issues, and how it will advance work on those issues.
Critical gaps exist between research, decision making, and youth outcomes. Too often, research is absent from deliberations about programs and practices for youth. And the information needs of decision makers working on behalf of youth too rarely shape research agendas. These gaps persist despite increased calls for research-informed programs, policies, and practices, and sizable investments to generate stronger research evidence. In addition, we lack a strong evidence base to demonstrate the value of social science research when it is used. We see a need for new knowledge about how to improve the use of research evidence.

The Foundation’s use of research evidence initiative takes up this challenge and aims to build theory and empirical evidence on strategies to improve the use of research evidence in ways that benefit youth. We recognize that research use is rarely a simple process whereby research “facts” are passed from researchers to research users and then applied in a rational decision-making process.

As the Foundation commits to renewed interest in this area, we shift our focus from understanding how and under what conditions research is used to understanding how to create those conditions.

Our renewed focus includes:

- Investigations to identify, create, and test the structural and social conditions that foster more routine and constructive uses of existing research evidence.
- Studies to identify, create, and test the incentives, structures, and relationships that facilitate the production of new research evidence that responds to decision makers’ needs.
- Studies that investigate whether and under what conditions using high quality research evidence improves decision making and youth outcomes.

To propose research on improving the use of research evidence, applicants should clearly identify how they conceptualize and will operationalize the use of research evidence. Studies should focus on an area in which a body of research evidence, if used, has the potential to benefit youth. Proposals should be strong both theoretically and methodologically. Studies that seek to develop novel measures and methods for capturing research use are also welcome.
We generally support studies in education, child welfare, and justice, and focus on the use of research evidence by state and local decision makers and intermediary organizations. However, because we recognize that the best ideas might fall outside these decision making groups and policy domains, we remain open to groundbreaking studies that fall outside of these areas if applicants provide a compelling rationale.

Within this research focus area, we support different types of studies. We welcome descriptive studies meant to clarify the mechanisms for improving research use. We also seek intervention studies that examine attempts to improve research use. And we invite studies that improve the measurement of the use of research evidence in ways that will enhance the work of researchers or decision makers. For example, we have supported research on a structured interview protocol to assess how different stakeholders understand research and their level of engagement in acquiring, evaluating, and applying research evidence in social service settings. The tool will help others monitor the application of research evidence in social work practice.

We encourage applicants proposing projects on the use of research evidence to read the more extensive guidance we developed about our interests in this area. The guidance provides some observations about grantees’ work on the use of research evidence and highlights some of our key interests. This document can be found on the Scholars Program page of our website.

Why are you focused on improving the use of research evidence by state and local decision makers and intermediary organizations?

• State and local departments of education, child welfare, and juvenile justice directly influence the frontline practices that affect youth outcomes. They also face unprecedented demands to use research in decision making.

• Mid-level managers are particularly important, given their roles deciding which programs, practices, and tools to adopt; deliberating ways to improve existing services; shaping the conditions for implementation; and making resource allocation decisions.

• Intermediaries that shape the production of research and translate and package research for use are also especially important. These organizations and individuals include think tanks, advocacy groups, consultants, professional associations, and others.
Aprile Benner, class of 2018, giving her second-year presentation
My William T. Grant Scholars award, “Causal Inference Methods for Studying Instruction Effects for Language Minority Students,” expanded my methodological expertise in causal inferences for multi-level longitudinal educational data, and increased my knowledge of educational policies and instructional programs for language minority students. Most significantly, it allowed me to conduct research that might otherwise have been hard to launch.

With my Scholars award, I examined the short- and long-term effects of providing English language learning (ELL) services in kindergarten and first grade on students’ math learning throughout the elementary school years. Using a non-randomized study of about 3,000 language minority students from kindergarten through fifth grade, I sought to answer complex questions, such as how to assess the benefit of an additional year of ELL support, and why a given ELL program produces (or fails to produce) its impact. My research revealed that learning is affected by the number of years a student receives ELL services, the form in which ELL services are implemented, and the ways that teachers organize math instruction in a language-diverse classroom. I also found that ELL support in kindergarten boosted the math skills of Spanish-speaking children, a benefit that was maintained through the fifth grade.

Each of my three mentors offered strong support during the years of my Scholars award. From my mentor, Esther Geva, I learned a great deal about the development of literacy skills in second language learners. Professor David Francis’ expertise in statistical and psychometric methods and his research on ELL education perfectly matched the dual focus of my research: language minority students and causal inference methods. Professor Larry Hedges also provided insightful feedback for my attempts at making methodological advances.

While supported by my mentors to make the stretch into ELL research, I also had the opportunity to reflect on and improve my own mentoring skills through the Supplementary Mentoring program. The program taught me how to help junior researchers of color become independent and successful scholars. At one point, I worked with three postdoctoral researchers, encouraging each of them to take leadership and claim ownership of an individual research agenda while building strong rapport with one another.

The value of the Scholars award far surpasses the research funding it provides. With the knowledge I gained, I completed my research monograph, *Causality in a Social World: Moderation, Mediation, and Spill-over*, in 2015. What’s more, the award gave me membership in a community of Scholars tackling important questions to improve the lives of young people while also fostering their own professional growth.
Eligible Applicants

Applicants must be nominated by their institutions. Major divisions (e.g., College of Arts and Sciences, Medical School) of an institution may nominate only one applicant each year. In addition to the eligibility criteria below, deans and directors of those divisions should refer to the Selection Criteria on pages 12-14 to aid them in choosing their nominees.

- Applicants must have received their terminal degree within seven years of submitting their application. We calculate this by adding seven years to the date the doctoral degree was conferred. In medicine, the seven-year maximum is dated from the completion of the first residency.

- Applicants must be employed in career-ladder positions. For many applicants, this means holding a tenure-track position in a university. Applicants in other types of organizations should be in positions in which there is a pathway to advancement in a research career at the organization and the organization is fiscally responsible for the applicant’s position. The award may not be used as a post-doctoral fellowship.

- Applicants outside the United States are eligible. As with U.S. applicants, they must pursue research that has compelling policy or practice implications for youth in the United States.

- Applicants of any discipline are eligible.

ELIGIBLE ORGANIZATIONS

Grants are made to organizations, not individuals. Grants are limited, without exception, to tax-exempt organizations. A copy of the Internal Revenue Service tax-exempt status determination letter is required from each applying organization.

AWARDS

Award recipients are designated as William T. Grant Scholars. Each year, four to six Scholars are selected and each receives up to $350,000, distributed over five years. Awards begin July 1 and are made to the applicant's institution. The award must not replace the institution's current support of the applicant's research.
The Foundation holds annual meetings during the summer to support the Scholars’ professional development. These summer retreats are designed to foster a supportive environment in which Scholars can improve their skills and work. Scholars discuss works-in-progress and receive constructive feedback on the challenges they face in conducting their projects. The retreat consists of workshops centered on Scholars’ projects, research design and methods issues, and professional development. The meeting is attended by Scholars, Scholars Selection Committee members, and Foundation staff and Board members. Scholars are also invited to attend other Foundation-sponsored workshops on topics relevant to their work, such as mixed methods and the use of research evidence in policy and practice.

In years one through three of their awards, Scholars may apply for additional awards to mentor junior researchers of color. The announcement and criteria for funding are distributed annually to Scholars. Our goals for these two-year awards are to build Scholars’ mentoring skills and understanding of the career development issues faced by junior colleagues of color. We also seek to expand their mentees’ research assets and increase the number of strong, well-networked researchers of color doing work on the Foundation’s research interests. The Foundation convenes annual workshops to strengthen these mentoring relationships and support career development.

Annual program and financial reports are required from Scholars and their institutions. Final reports are due at the conclusion of the award. Scholars’ mentors also complete annual and final reports.

Annual program reports describe work during the past year and facilitate the Foundation’s grants management activities. Grants are assigned for post-award review to a member of the Foundation’s Senior Program Team. Team members review program reports in order to: (1) find opportunities to link grantees to other scholars, policymakers, and practitioners working in relevant areas; (2) provide technical assistance, advice, or other resources to support the work; and (3) assist grantees with communication and dissemination efforts.

The Scholars awards are for career development, and it is understood that research and mentoring plans may benefit from adjustments after the awards are made. Before making such modifications, the Scholar must discuss proposed changes with the Senior Program Team reviewer assigned to his or her grant. Without such prior approval, the Foundation reserves the right to terminate the award when the research changes from what was originally proposed.

The Foundation’s approval is also required if the Scholar wants to transfer the award to another institution. Approval for transfer will depend on the ability of the Scholar to carry out the work within the new setting. The new institution must submit materials documenting its agreement with all terms and conditions of the award.
David Deming, class of 2018, giving his second-year presentation
Selection Criteria

Selection is based on applicants’ potential to become influential researchers, as well as their plans to expand their expertise in new and significant ways. The application should make a cohesive argument for how the applicant will expand his or her expertise. The research plan should evolve in conjunction with the development of new expertise, and the mentoring plan should describe how the proposed mentors will support applicants in acquiring that expertise.

1. Applicant demonstrates potential to become an influential researcher. An ability to conduct and communicate creative, sophisticated research is proven through prior training and publications. Competitive applicants have a promising track record of first authored, high-quality empirical publications in peer-reviewed outlets. The quality of publications is more important than the quantity.

2. Applicant will significantly expand his or her expertise through this award. The applicant should identify area(s) in which the award will appreciably expand his or her expertise, and specific details should be provided in the research and mentoring plans. Expansion of expertise can involve a different discipline, method, and/or content area than the applicants’ prior research and training.

RESEARCH PLAN

1. Research area is consistent with Foundation’s current focus areas. We’ve compiled resources related to our focus areas—including blog posts, commissioned papers, and articles and presentations by staff and grantees—on our website.

2. Research questions have relevance for policies and/or practices affecting youth ages 5 to 25 in the United States. Some funded studies directly examine policies, programs, or services. Others inform efforts to improve them or their effects on youth. While we do not expect that any one study will create these changes, the research should contribute to a body of useful knowledge to improve the lives of young people.

3. Research plan informs theory and extends prior and concurrent work in the field. The application reflects a mastery of related theory and empirical findings and builds upon that prior work.
4. Research plan reflects high standards of evidence and rigorous methods, commensurate with the proposal’s goals. The latter years or projects of the research plan may, by necessity, be described in less detail than those of the first few, but successful applicants provide enough specificity for reviewers to be assured of the rigor and feasibility of the plan.

- Research designs, methods, and analysis plans clearly fit the research questions under study.
- Samples are appropriate in size and composition to address the research questions.
- Assessments, observations, and/or measurements reflect methodological rigor.
- Analysis plans for quantitative and/or qualitative data reflect sufficient sophistication for addressing the research questions.
- Plan reflects a clear understanding of the strengths and limits of various research designs, methods, and analytic techniques.
- Where relevant, there is attention to generalizability of findings and to statistical power to detect meaningful effects.

5. Research plan demonstrates adequate consideration of the gender, ethnic, and cultural appropriateness of concepts, methods, and measures.

6. Research plan is feasible. The work can be successfully completed given the resources and time frame. Some research plans require additional funding, and in those cases, applicants have viable plans for acquiring that support.

7. Research plan is cohesive and multiple studies (if proposed) are well-integrated.

8. Research plan will significantly extend the applicant’s expertise in new and significant ways. Applicant provides specific details about how the research activities will stretch his or her expertise.

1. Applicant proposes one to two mentors for the first two years of the award. Two is typical and recommended. (The mentoring plan for the latter years will be developed in consultation with Foundation staff after the second year of the program.)

2. The mentoring plan and mentor letters demonstrate that all parties have identified and agreed on specific goals that expand the applicant’s expertise in the ways outlined in the research plan.

3. Each mentor has appropriate credentials, expertise, and resources to aid the applicant’s acquisition of the new expertise; has a strong track record of mentorship; and demonstrates a commitment to mentoring the applicant.
4. The mentoring plan and mentor letters convincingly detail how the mentor will aid the applicant in acquiring the new expertise. A compelling rationale and specific details about the mentoring activities are provided. This includes information about how the mentor and applicant will interact, how frequently, and around what substantive issues. Reviewers must be persuaded that the mentoring activities are sufficiently robust to result in the new expertise that have been identified, and that the mentor is making a sufficient time commitment. Careful consideration should be devoted to the types of activities and time that is required to learn different types of skills (e.g., new methods versus disciplinary perspectives). Examples of activities include advising on new disciplinary norms, data collection plans, analytic techniques, and publication; providing feedback on manuscripts; arranging training opportunities; facilitating access to new professional networks; recommending readings; and more general career advising.

5. Award will add significant value to each mentoring relationship beyond what would normally occur. Applicants should propose relationships and activities that are unlikely to occur without the award. Deepening a relationship with a casual colleague, or developing a new relationship, adds greater value than proposing a former advisor.

1. The supporting institution nominates the applicant. Each year, only one applicant may be nominated from a major division (e.g., College of Arts and Sciences, Medical School) of an institution.

2. The institution is committed to providing the researcher with sufficient resources to carry out the five-year research plan. This includes computer equipment, colleagues, administrative staff, research facilities, and the balance of his or her salary, absent denial of tenure or dramatic reduction in institutional funding. At least half of the Scholar’s paid time must be spent conducting research.
My Scholars award, “Moving Matters: Residential Mobility, Neighborhoods and Family in the Lives of Poor Adolescents,” built upon eight years of research that I had been conducting on housing policies which help poor families relocate to better neighborhoods. In that work, I primarily used Census data, administrative data from government agencies, geocoding, and, to a much lesser degree, qualitative data.

After completing my Ph.D., I accepted a position in the Department of Sociology at John Hopkins University and joined the fieldwork team for the Baltimore site of HUD’s Moving To Opportunity study. I spent over a year conducting fieldwork with mothers and teenagers in Baltimore neighborhoods. This experience was transformative; I discovered that qualitative methods were crucial for understanding how policies intersect with the everyday lives of poor families, and for helping design better quantitative studies. I was eager to pursue fieldwork and design my own study.

The Scholar’s award changed the trajectory of my career by supporting the development of mixed-methods skills and helping me discover the kind of scholar I was meant to be. With the award, I became a mixed methods researcher, with expertise in longitudinal, team-based fieldwork. I developed a research program that was bigger in scope and more ambitious than I had ever imagined. My Scholars research provided the basis for additional funding, which allowed me to conduct fieldwork in four cities (rather than one), and included interviews with over 800 families, children, and landlords (not the 100 families I originally proposed). I trained a team of over thirty students and postdocs (rather than the five I planned for). By combining quantitative research with multi-city, in-depth fieldwork, I could better describe parental decisions about mobility, housing, schooling, and family dynamics.

I worked with my mentors to cultivate mixed methods skills and carry out my first independent data collection project. Kathryn Edin provided guidance for the qualitative components of my study, helping me recruit participants, manage my team, and analyze the data for journal articles. Michael Oakes, a social epidemiologist with expertise in methodology, helped with my sampling design and the analysis of panel survey data. John Bolland provided the inspiration for my fieldwork in Alabama. My mentors were amazing: they provided “on call” support, especially when I was in the field.

Ultimately my Scholars award helped me bring over a decade of neighborhood and youth research together into a forthcoming book (with Susan-Clampet Lundquist and Kathryn Edin), *Coming of Age in the Other America*. The Scholars award shaped and amplified my career by allowing me to take risks, pursue adventures, and think big.
Application Process & Required Materials

Submit applications via our website, www.wtgrantfoundation.org. The online application will open on April 25, 2016. All documents must be submitted by 3:00 p.m. EST on July 6, 2016.

We recommend beginning the online application by early June, in order to give your references and proposed mentors enough time to complete their materials.

Applicants should go to our website and follow these steps:

1. Click on the “Log In” link on the top right of any page, and enter your Login ID and password. New users must register to obtain login information before they can proceed.

2. You will be directed to your homepage. On your homepage, select “Click here to start a new application.”
   • Select appropriate funding opportunity: William T. Grant Scholars 2016–17.
   • Take the eligibility quiz for William T. Grant Scholars.
   • After saving this information, you will be brought back to your homepage.
   • Under “My Tasks,” select “William T. Grant Scholars Application.”

3. You can access the application from your homepage at any time. You may complete the sections of the application in any order. You do not need to complete the application in one session, and can revisit it as often as needed until you are ready to submit.

Fill in the required information.

By beginning the online application early, applicants can give mentors and references ample time to complete their sections. Applicants should select “Notify” in the mentors and references section of the online application to have the system email instructions to their mentors and references. You will receive an email confirmation when the letter is submitted. We advise applicants to inform their mentors and references to be aware that these emails may get caught by spam filters. You may work on other sections of the application while waiting for your mentors and references to submit their letters, but you will not be able to submit your application until all letters are received.
**Mentors:** Each proposed mentor should submit a letter. Mentor letters are not recommendations, and applicants should discourage cursory letters of support. Please refer to the Foundation’s Selection Criteria on pages 12-14. The letter should include:

- a brief assessment of the applicant’s research plan, and a summation of the applicant’s potential, his or her strengths, and areas for growth;
- his or her current relationship to the applicant, and how the award will add significant value beyond what would normally occur in the relationship;
- an explanation of the expertise the mentor will help the applicant acquire and the mentoring activities that will be undertaken. Provide a persuasive rationale that the types of activities and time commitments are appropriate for developing particular kinds of expertise. Activities generally include direct interactions with applicants, but can also include indirect support such as facilitating access to new professional networks, readings, or training opportunities. Describe how the mentor and applicant will interact (e.g., in-person, email, phone), the frequency of that interaction, and how potential barriers such as distance and busy schedules will be addressed; and
- confirmation of his or her willingness to complete annual reports for the award (mentors receive an honorarium of $500 upon receipt of reports).

**References:** Three letters of recommendation should be submitted from colleagues, supervisors, or the department/division chairperson who nominates the applicant. Proposed mentors may not submit these.

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**PROJECT INFORMATION**

Fill in the required information.

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**BUDGET AND BUDGET JUSTIFICATION**

Provide budget information for five years using the form included in the online application. Also complete and upload the Foundation’s budget justification form, available on the Scholars Program page. The total budget can be up to $350,000. It can include an indirect cost allowance of up to 7.5 percent of total direct costs.

Requests to fund recipient’s salary must not exceed 50 percent of the total salary received from the sponsoring institution. The portion of the grant used for salary must be equivalent to the time made available for research by this award. The remainder of funds may be used to support research-related work. (The Foundation pays expenses related to the Scholars’ participation in Foundation-sponsored meetings.)
All uploaded documents should:
• use a font no smaller than 12 pt.;
• have margins of at least one inch on all sides;
• be single-spaced, with two lines between paragraphs; and
• be in .doc, .docx, .rtf, or .pdf format.
Please adhere to the page limits specified below. Files can only be uploaded one at a time. They may be uploaded in any order; the final application PDF will sort the uploads as they are listed below.

**Budget Justification**, using the Foundation’s form on the website.

**Abridged Curriculum Vitae**, using the Foundation’s form on the website.

**Full Curriculum Vitae**

**Abstract**, using the Foundation’s form on the website (6 pages maximum). Do not edit the form or delete instructions from it. Abstracts are a critical part of the application, and Foundation staff use them to screen applications. In addition, Selection Committee members will review the abstracts of all finalists, but will not read all the full applications. We advise applicants to include sufficient details about the research sample, methods, and designs for all reviewers to be assured of the quality of the proposed research.

**Full Research and Mentoring Plan** (40 pages maximum)

The five-year research plan (20 pages maximum) should include one or more research projects and provide convincing evidence that the projects meet the Selection Criteria. The project descriptions should include:
• the unique contribution of the research,
• its significance in terms of policy and/or practice,
• a brief literature review,
• research design and methodology,
• data sources and collection procedures,
• data analysis plans, and
• plans for protection of human subjects.
The mentoring plan must demonstrate that it meets all the Selection Criteria (see pages 13-14) and must be developed in conjunction with the proposed mentors. It should include detailed descriptions of the following:

- applicant’s current areas of expertise and the new ones that will be added during the award;
- the rationale for the proposed mentor(s);
- the mentoring activities designed to develop the new expertise;
- how the applicant and mentor will interact (e.g., in-person, email, phone), how often, around what substantive issues, and how barriers such as distance and busy schedules will be handled; and
- how the award will add significant value to the proposed mentoring relationship.

The Foundation is committed to helping Scholars navigate their way through successful mentoring relationships. The following resources are provided to aid applicants in creating strong mentoring plans: Maximizing Mentoring: A Guide for Building Strong Relationships and Pay It Forward: Guidance for Mentoring Junior Scholars. The latter was developed to help Scholars become stronger mentors, but it may also provide insights on being mentored.

Plans should also include:
- Bibliography (10 pages maximum)
- Appendices (10 pages maximum)

**Publication 1** (20 pages maximum). This should be a journal article, chapter, or research report that exemplifies the applicant’s research. Ideally, the publication is relevant to the proposed research. We prefer publications that have already been published or are in press, though some applicants choose to submit work that is directly relevant to the proposed research, but is still under review.

**Publication 2.** Same requirements as Publication 1.

**Nominating Statement.** This statement from the chairperson of the nominating division should describe why the applicant was selected; an assessment of the applicant’s plan; the applicant’s current and expected future roles in the division; the supporting resources available; the applicant’s current source and amount of salary; and the appointment, promotion, and institutional support plans for the applicant, including a guarantee that 50 percent of the applicant’s paid time will be devoted to research.

**Endorsement of Project.** This document should come from the appropriate institutional office and personnel (e.g., Office of Sponsored Research, chief administrative officer), contain general information about the applicant, and confirm that the institution is aware the applicant is submitting the proposal.
**Letter of Independence of Multiple Applicants** (if applicable). If an institution nominates more than one applicant, a central administrative officer must submit confirmation that the applicants represent distinct schools or major divisions (e.g., College of Arts and Sciences, Medical School, major division of a nonprofit) of the institution.

**Resubmission Statement** (if applicable). Applicants who have applied previously should describe their response to reviewer comments on the prior application and the major ways this application differs from the prior one.

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**REVIEW AND SUBMIT**

After you complete your uploads, proceed to the Review and Submit section. We recommend that you open the final application document and review it carefully—once submitted, it cannot be changed.

After reviewing the document, hit the Submit button to complete your application. An automatic email confirmation will be sent to you.

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**APPLICATION REVIEW**

Review occurs in the following stages: Staff screen abstracts, brief CVs, and, if warranted, full applications to determine whether they fit our research focus areas and potentially meet other Selection Criteria. Next, the Scholars Selection Committee reviews the remaining applications. Each application receives detailed reviews by two Committee members. The Committee then chooses approximately 10 finalists, who will be invited to New York City for an interview in February 2017. Prior to the interview, finalists’ proposals are reviewed by two external reviewers.

During the interview, finalists have the opportunity to respond to Committee members’ and external experts’ reviews. Following the interviews, the Selection Committee chooses four to six William T. Grant Scholars. Applicants will be notified of the Committee’s decision by the end of March 2017.
William T. Grant Scholars Selection Committee

Margarita Alegría, Ph.D.
Chief of the Disparities Unit
Massachusetts General Hospital
Professor of Psychology
Harvard University

Linda M. Burton, Ph.D.
Dean of Social Sciences
James D. Duke Professor of Sociology
Duke University

Edith Chen, Ph.D.
Professor of Clinical Psychology
Faculty Fellow, Institute for Policy Research
Northwestern University

Adam Gamoran, Ph.D.
President
William T. Grant Foundation

Susan M. Kegeles, Ph.D.
Professor of Medicine
Co-Director, Center for AIDS Prevention Studies
University of California, San Francisco

Vonnie C. McLoyd, Ph.D.
Ewart A.C. Thomas Collegiate Professor of Psychology
Department of Psychology
University of Michigan

Elizabeth Birr Moje, Ph.D.
Arthur F. Thurnau Professor of Language, Literacy, and Culture
Associate Dean for Research, School of Education
Faculty Associate, Institute for Social Research
Faculty Affiliate, Latino/a Studies
University of Michigan

Richard J. Murnane, Ph.D.
Juliana W. and William Foss Thompson Professor of Education and Society
Graduate School of Education, Harvard University

Lawrence Palinkas, Ph.D.
Albert G. and Frances Lomas Feldman Professor of Social Policy and Health
School of Social Work, University of Southern California

Mary Pattillo, Ph.D.
Harold Washington Professor of Sociology and African American Studies
Faculty Affiliate, Institute for Policy Research
Northwestern University

Robert C. Pianta, Ph.D.
Dean, Curry School of Education
Novartis US Foundation Professor of Education
Founding Director, Center for Advanced Study of Teaching and Learning
Director, National Center for Research in Early Childhood Education
University of Virginia

Andrew C. Porter, Ph.D.
Dean, Graduate School of Education
George and Diane Weiss Professor of Education
University of Pennsylvania

Jane Waldfogel, Ph.D.
Compton Foundation Centennial Professor of Social Work and Public Affairs
School of Social Work, Columbia University

Standing: Lawrence Palinkas, Susan M. Kegeles, Vonnie C. McLoyd, Margarita Alegría, Richard J. Murnane, Edith Chen, Mary Pattillo
Seated: Adam Gamoran, Elizabeth Birr Moje, Andrew C. Porter, Jane Waldfogel
Not Pictured: Linda M. Burton, Robert C. Pianta

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William T. Grant Scholars
Class of 2016

Joshua L. Brown, Ph.D.
Associate Professor
Department of Psychology
Fordham University
The Impact of School and Classroom Environments on Youth Mental Health: Moderation by Genetic Polymorphisms

Amanda E. Guyer, Ph.D.
Associate Professor
Department of Human Ecology
University of California, Davis
Social Settings as a Context for Neurobiological Sensitivity in Adolescence

Bic Ngo, Ph.D.
Associate Professor
Department of Curriculum and Instruction
University of Minnesota
Innovating Culturally Relevant Pedagogy: Insights from Arts Programs Serving Immigrant Youth

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Creating Tolerant School Settings: A Proposal for a Social Networks-based Field Experimental Intervention

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Mobile Phone Ecological Momentary Assessment for Family Functioning, Daily Routines, and Settings

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*Interconnected Contexts: The Interplay Between Genetics and Social Settings in Youth Development*

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*Consequences of the Within-Race/Ethnicity Gender Imbalance in the College Campus Setting*

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*Pockets of Peace: Investigating Urban Neighborhoods Resilient to Adolescent Violence*

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*Executive Functions and Biological Sensitivity in Classroom Settings*

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*An Examination of Cultural and Cognitive Processes Facilitating Positive Youth Development in American Indian Communities*

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*Settings for Success Among Emancipating Foster Youth: Youth and Workers in Communication and Collaboration*

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Adolescents and the Social Contexts of American Schools

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Neighborhood Social Capital and Oral Health for Publicly Insured Adolescents

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The Long-Term Influence of School Accountability: Impacts, Mechanisms, and Policy Implications

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Predictors and Outcomes of Insufficient Sleep in Disadvantaged Youth: A Study of Family Settings and Neurobiological Development

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Subverting the Impact of Stigma and Subordination: Toward Empowering Settings for Sexual Minority Youth

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Critical Contexts for the Formation of Natural Mentoring Relationships among Economically Disadvantaged African American Adolescents

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Children in Limbo: A Transactional Model of Foster Care Placement Instability

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A New Look at Neighborhood Ethnic Concentration: Implications for Mexican-Origin Adolescents’ Cultural Adaptation and Adjustment

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Benefits and Challenges of Ethnic Diversity in Middle Schools: The Mediating Role of Peer Groups

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Toward a Sociological, Contextual Perspective on Psychological Interventions

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Transiciones: Examining the Latino Transition to College in Support of Academic Equality

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Teacher Effects on Students’ Non-Cognitive Competencies: A Study of Impacts, Instruction, And Improvement

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Using Unified School Enrollment Systems to Improve Access to Effective Schools and for Research and Evaluation

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Adolescent Well-Being in an Era of Family Complexity

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Deferred Action and Postsecondary Outcomes: The Role of the Migrant Youth Settings in Effective and Equitable Policy

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