2017 Annual Report
Supporting Research to Improve the Lives of Young People
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“Rigor reflects a quality of mind”
Letter from the President

This year, I tried to make the case that rigor and relevance are complementary aspects of research, rather than qualities that are in opposition to one another. At the Foundation, we believe that research must be both rigorous and relevant if it is to make a difference in addressing problems of policy and practice. As my colleague, Senior Vice President of Program Vivian Tseng, and I wrote in a recent essay, “Put simply, the dichotomy of rigor versus relevance is false. There is no inevitable trade-off between producing rigorous research and producing research with relevance for the real world.”

Sometimes, making this case feels like running uphill. After all, researchers are taught, beginning in graduate school, that they should test the theories of their disciplines using cutting edge methods. Theory and methods are, in fact, cornerstones of most research training. But the potential contribution of using such training to respond to real-world problems, especially for social scientists, is often an afterthought.

My colleagues and I have urged universities to rethink how they assess both the quality and social contributions of research. Of course high-quality research is theory-driven and well designed. But investigating questions that align with the needs of policy and practice does not inherently diminish the quality of research—it often enhances it. At the same time, we have argued, research that addresses practical questions can only be truly relevant if it uses rigorous methods. Importantly, for us, “rigor” is not a code word for “quantitative” or “experimental.” Instead, rigor reflects a quality of mind in which questions, data, results, and interpretations are carefully aligned and articulated—whatever the study design.

In 2017, we brought this line of thinking to life in two new grantmaking programs: the Institutional Challenge Grant and Rapid Response Research grants.

The Institutional Challenge Grant calls on universities to develop sustained partnerships with public agencies or non-profit organizations in order to reduce inequality in youth outcomes. In doing so, the university provides research fellows (funded about 2/3 by our grant and 1/3 by the university itself) to carry out a joint research agenda with the partner agency, while also helping to build the capacity of the agency to use research evidence in its decision-making, and shifting its own incentive structure to support and incentivize faculty members to engage in partnership-oriented research. After releasing a call for proposals last spring, we convened a blue-ribbon selection committee of accomplished experts in research, policy, and practice to judge a vibrant competition. The first winner, Cornell University, has already been announced, and the second competition is already under way.

Our Rapid Response Research grants, the second new initiative launched in 2017, are intended to provide immediate information to public agencies or non-profits that are providing support to vulnerable youth populations. They call on researchers to apply existing findings in response to pressing questions or challenges that confront such policy actors. Instead of a “dissemination plan” that one typically finds at the end of a grant proposal, a Rapid Response Research proposal includes an “engagement plan,” which lays out in detail how the agency will use the findings. Three awards in this staff-directed program were announced in 2017, focusing on securing health and social services for children of undocumented immigrants, integrating Muslim refugee children in schools, and creating safe schools for sexual minority students. Three additional awards have been made in 2018.

The Institutional Challenge grant and the Rapid Response Research grants share two essential features: they blend our dual interests in reducing inequality in youth outcomes and improving the use of research evidence in policy and practice, and they demonstrate the value of rigorous research applied to pressing social problems. They differ, however, in that for the Rapid Response Research grants, the empirical studies already exist, and the challenge is to synthesize and contextualize the evidence for a particular situation, whereas for the Institutional Challenge Grant, new original studies are needed in response to policy challenges.

These new approaches represent innovations in the pursuit of our longtime mission. To be sure, the William T. Grant Foundation will always support field-initiated empirical studies. Our work in 2017, however—particularly the inception of the two new programs—aimed to encourage researchers, and the institutions that employ them, to value research that is oriented toward action and positive change. As we have long argued, we do not expect any single study to be transformative, but we do hope that in the long run, studies will accumulate a body of knowledge to inform policy and practice and ultimately improve the lives of young people in the United States.

Adam Gamoran
President
“We engage extensively with staff in setting programmatic priorities”
A common challenge facing nonprofit boards is finding the right boundary between delegation and oversight, or, as one of our Trustees has expressed it, determining the board’s “altitude.” The William T. Grant Foundation is fortunate to be governed by a board whose members have deep and complementary experiences and expertise, both in our program areas and in investing. As a board we engage extensively with staff in setting programmatic priorities but are always mindful of this boundary. We are also introspective, regularly questioning and challenging our own procedures and organizing principles. After the most recent round of self-examination, I was pleased to hear one trustee compliment our board for operating at just the right altitude. In my experience, this is hard to get right.

While this is a credit to our board, it also reflects well on Adam and the Foundation’s staff. Their skilled management means the board can spend less time on the more routine aspects of the Foundation. Their eagerness to engage in high level give-and-take with the board as they consider new programs and strategies makes our meetings both collaborative and highly productive.

The Foundation engaged in three strategic decisions relating to our grantmaking during 2017. The first was the launch of the Institutional Challenge Grant program. This program is designed to replace the prior Distinguished Fellows program, which aimed to strengthen connections between research, policy, and practice by placing participants in new settings, for example researchers in public agencies. While that program successfully increased interactions between these three spheres, its impact was likely limited to the work of individual grant recipients. By contrast, the Institutional Challenge Grant aims to change the incentives within universities themselves in order to foster a far broader field of partnerships with local youth-serving agencies.

The second decision was to allocate funds to support a number of “rapid response” grants. While the bulk of our research awards are intended to contribute to bodies of knowledge that accumulate over the long term, the staff and board decided it was also important to fund efforts to synthesize existing findings in order to have a voice in more immediate challenges and policy discussions that effect youth and families across the nation.

Third, the staff undertook a review of its Youth Service Improvement Grants program, which provides funding to local nonprofits to strengthen their existing programs for young people. This program is structured to allow all Foundation staff to participate in proposal reviews and funding decisions. The review’s findings were shared with the board, and their implementation will ensure that the Foundation continues to be a helpful neighbor to our surrounding communities.

Finally, the Foundation’s financial resources were buoyed by another good year in the stock market. However, credit is also due to our unusual structure: a small, skilled finance and investment committee meeting over two dozen times a year. We strive to hire a handful of excellent money managers focused on complementary investment areas and believe that patience is the key to superior long-term results.

Russell P. Pennoyer
Chair of the Board of Trustees
Our Work

The William T. Grant Foundation supports high-quality empirical research that is relevant to policies and practices that affect the lives of young people ages 5 to 25 in the United States.

The Foundation pursues its mission by building bodies of useful research within two primary focus areas: reducing inequality in youth outcomes and improving the use of research evidence in decisions that affect youth.
Focus Areas

Reducing Inequality

In this focus area, we support research to build, test, and increase understanding of approaches to reducing inequality in youth outcomes, particularly on the basis of race, ethnicity, economic standing, or immigrant origin status. We are interested in research on programs, policies, and practices to reduce inequality in academic, social, behavioral, and economic outcomes.

Improveing the Use of Research Evidence

In this focus area, we support research to identify, build, and test strategies to ensure that research evidence reaches the hands of decision makers, responds to their needs, and is used in ways that benefit youth. We are particularly interested in improving the use of research by state and local decision makers, mid-level managers, and intermediaries.

Grant Programs

The William T. Grant Scholars Program supports the professional development of promising researchers in the social, behavioral, and health sciences who have received their degree within the past seven years. Scholars identify new methods, disciplines, or content they want to learn, and propose five-year research and mentoring plans that foster their growth in those areas. To support the Foundation’s goal of nurturing a pipeline of diverse researchers, Scholars may also apply for opportunities to develop mentoring relationships with junior researchers of color. In 2017, we awarded 3 Scholars grants and 11 mentoring grants.

Through our Research Grants program, we seek to build a body of knowledge that has the potential to inform policies, programs, and practices that can improve the lives of young people. The program targets researchers at all career stages for high-quality empirical projects that fit either of our current focus areas. Grants are made three times each year, covering two to three years of support, and typically range from $100,000 to $600,000 for our reducing inequality focus area, and from $100,000 to $1,000,000 for improving the use of research evidence. In 2017, we awarded 14 research grants: 9 on reducing inequality, and 5 on the use of research evidence.

In 2017 we awarded the final Distinguished Fellows award and launched the Institutional Challenge Grant. For 13 years the Distinguished Fellows program sought to strengthen connections between research, policy, and practice by placing researchers, policymakers, and practitioners into new working environments that would elicit insights about the uses of research evidence. Launched in 2017, The Institutional Challenge Grant encourages university-based research institutes, schools, and centers to build sustained research-practice partnerships with public agencies or nonprofit organizations in order to reduce inequality in youth outcomes. To do so, research institutions will need to shift their policies and practices to value collaborative research. They will also need to build the capacity of researchers to produce relevant work and the capacity of agency and nonprofit partners to use research.

Our Youth Service Improvement Grants provide funding to community-based organizations that serve young people in the five boroughs of New York City. This program strengthens the capacity of service providers in our local community who are working every day to improve the lives of young people. We awarded nine organizations with a Youth Service Improvement Grant in 2017. In 2017, we embarked on a review of the program to determine how to strengthen it and provide needed services to NYC youth.
2017 Highlights

Child Welfare Journal, Special Two-Volume Issue: Improving the Use and Usefulness of Research Evidence
February
Jointly edited by the Child Welfare League of America and the William T. Grant Foundation, this special issue of Child Welfare outlines the real-life challenges and negotiations of integrating research with existing policies and practices. Contributors offer analyses and examples of organizational strategies, structures, and alliances that embed research in organizations that promote the well-being of children, youth, and families.

New Funding Opportunity: Institutional Challenge Grant
March
First announced in March, 2017, the Institutional Challenge Grant program encourages university-based research institutes, schools, and centers to build sustained research-practice partnerships with public agencies or nonprofit organizations in order to reduce inequality in youth outcomes. In August, a distinguished group of individuals deeply committed to advancing the work of research-practice partnerships, creating institutional change, and reducing inequality in youth outcomes was named as the Selection Committee. And in September, we welcomed our inaugural round of applications.

Digest Issue 2
April
The second issue of the William T. Grant Foundation Digest featured writing on research rigor and relevance, as well as the potential of a new research agenda for improving the outcomes of English learners under the Every Student Succeeds Act.

Rapid Response Research Grants
August
In 2017, we watched with alarm the harm inflicted on children and youth who are marginalized, underserved, or otherwise disadvantaged because of their race, ethnicity, immigration status, religion, sexual orientation, gender identity, or economic circumstances. Our staff and board developed the Rapid Response Research Grants to leverage research flexibly and nimbly in order to respond to this uncertain and quickly changing context. These one-time awards support swift systematic reviews of existing research to inform timely and significant policy or practice questions aimed at reducing inequality.

Pay it Forward: Guidance for Mentoring Junior Scholars
September
The long-term success of our work depends on the energy, talent, and success of junior scholars, and we view strong mentoring as key supports for them. In September, we updated Pay It Forward, a resource for mentors that focuses on four key themes: 1) building and maintaining mentoring relationships, 2) mentoring across difference, 3) supporting career development, and 4) managing conflict within mentoring relationships.

Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness
October
While research-practice partnerships have emerged as a promising means of creating and applying relevant research evidence in settings where young people grow and learn, we’ve lacked definition in terms of what constitutes an effective partnership and how RPPs, funders, and other stakeholders might gauge and demonstrate such effectiveness. Offering a clear picture of the common goals that cut across diverse types of partnerships, Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness outlines the elements that members of existing RPPs have reported are essential to their work.

First Reducing Inequality Grantee Convening
November
From November 12-14, we held our first meeting of grantees pursuing research in our reducing inequality focus area. Plenaries on conceptualizing inequality, moving from understanding to reducing inequality, using big data to test responses to inequality, and informing policy discourse related to reducing inequality were complemented by breakout sessions and individual consultations on topics such as relational approaches to reducing inequality, influencing policy design and implementation, social-psychological interventions, and engaging youth as experts.

Digest Issue 3
December
The third issue of the William T. Grant Foundation Digest featured insights on how research on ability tracking can inform studies to improve the outcomes of English learners, as well as how researchers and school districts can partner to build learning systems based on research evidence.
Awilda Rodriguez’s Research Lies at the Intersection of Policy and Practice

Awilda Rodriguez  Assistant Professor in the Center for the Study of Higher and Postsecondary Education at University of Michigan

Research has demonstrated that rigorous high school coursework, such as advanced placement courses (AP), can improve high-school students’ academic outcomes, including increased likelihood in enrolling in a four-year college, greater rates of college persistence and completion, and preferential treatment by college admissions personnel. As racial and economic gaps exist in AP course-taking, even for high-achieving Black and Latino students, identifying and understanding the mechanisms that either obstruct or promote participation in AP are critical to reducing inequality in youth outcomes.

With her William T. Grant Scholars award, Awilda Rodriguez is investigating whether and how an informational intervention can reduce race- and class-based gaps in AP course-taking for high-school students. Rodriguez is examining why Black, Latino, and low-income students who are eligible to take AP courses do not, and whether providing these students and their families information about AP course eligibility, selection, and benefits can increase participation and ultimately improve their academic outcomes.

Rodriguez has expertise in rigorous high school coursework, college choice, and quantitative analysis. She also has experience with large state and national data sets. The Scholars Award will allow her to build on these skills and stretch her expertise into new areas. She will consult with two mentors to design and execute experimental studies to test policy solutions that could contribute to positive experiences for young people who may be marginalized on account of their ethnicity or economic standing. Ultimately, this work may inform effective policies and interventions that aim to increase Black, Latino, and low-income student participation in Advanced Placement coursework.

Until now, the majority of Rodriguez’s research has addressed equitable access to and choice of postsecondary institutions, including race- and class-based gaps in rigorous academic preparation, the high school context in college choice, and the availability of college options. “My program of study centers on both college access and public policy, as I study state and federal policies that reduce inequality for populations traditionally marginalized from higher education, such as Black, Latino, low-income, and first generation students” said Rodriguez. “I have largely pursued these lines of inquiry through secondary data analysis. I am really excited about collecting primary data and conducting a randomized control trial.”

For her study, Rodriguez will rely first on both school-level surveys and administrative data to identify eligible participants and student-level surveys to measure non-cognitive factors such as students’ academic self-concept—information that is not readily available. Through the surveys and data they hope to measure student interest and knowledge of AP courses among eligible students. School personnel and student surveys will indirectly capture parental interest and influence.

For the second part of her study, she will send targeted information to students who are deemed eligible for AP coursework and their parents about AP eligibility. She will confine her study to districts that are not located in states that currently have policies that notify students about AP. Half of the high schools will be randomly assigned to treatment and the other half to the control group. The team is interested in understanding whether course-taking rates increase for Black, Latino, and low-income students of color as a result of this informational intervention.

Rodriguez will depend on her mentor, Fred Doolittle, to help her hone her skills in designing and executing experimental studies. Susan Dynarski will also mentor Rodriguez in the design of the intervention. Ultimately, gaining this expertise will strengthen Rodriguez’s ability to test policy solutions that directly shape college-going for marginalized populations.
Building a Tool to Improve Decisions that Affect Student Outcomes

Fiona Hollands  Associate Director and Senior Researcher at the Center for Benefit-Cost Studies of Education at Teachers College, Columbia University

Over the last few years, there has been a push for research and evidence to inform decisions about how young people are educated in the United States. And while decision makers seek to adopt evidence-based programs and practices, there are multiple factors that factor into the process of finding, selecting, and ultimately implementing these strategies. It can be challenging to distill considerations of contexts including and as well as the voices of disparate stakeholders, when making high-stakes decisions with long-term implications. Fiona Hollands and her team are adapting a well-established decision making theory and practice from fields outside of education to create a framework and online tool that makes transparent how research is used in decisions about educational programs and strategies at the state and local level. The methodology is known as Multiattribute Utility Theory (MAUT), a form of Multiple Criteria Decision Making (MCDM). Hollands and colleagues at Columbia University’s Teachers College have already developed an online tool that applies the “ingredients” method to estimate resource requirements and costs of implementing educational programs. The new tool, known as “CostOut,” will juxtapose utility or “usefulness” of educational programs or strategies against resource requirements in cost-utility analyses to help decision makers choose those that best meet local contexts.

Increasing the value of educational research in decision making is one of the primary goals of the cost-utility framework. The investigators hypothesize that research is more likely to be used when it is embedded in a framework that accommodates a range of considerations. This is accomplished by assessing and then aggregating all consequences of interest together into one framework.

“We believe that a framework that accommodates various considerations, in addition to research evidence, will make it less likely that such evidence is ignored in the face of competing factors,” said Hollands.

In the first year of their project, the team worked collaboratively with education decision makers at three school districts, one state department of education, and two schools to identify problem areas, surface possible solution options and relevant stakeholders, establish criteria for evaluating the options, collect relevant evidence, and assess how well each criterion is satisfied by the alternative solution options. In year two, the team will develop and implement an interactive online tool based on the framework developed in year one. They will interview key decision makers and staff members tasked with providing data, research, or other information to support decision making in order to evaluate use of the tool at each site, the role it played in decisions, and its feasibility for future applications.

By developing the cost-utility framework in collaboration with on-the-ground decision makers in the context of real decisions, the team has had an opportunity to observe first-hand the evidence is processed in decision making. Hollands and her team will also have an opportunity to learn whether synthesizing multiple sources of evidence to provide a single overall utility value can help decision makers select the solution option that best satisfies their decision criteria and stakeholder needs.

“We believe that a framework that accommodates various considerations, in addition to research evidence, will make it less likely that such evidence is ignored in the face of competing factors”
Can Summer Youth Employment Programs Reduce Inequality in Youth Outcomes?

Alicia Sasser Modestino  
Associate Professor with appointments in the School of Public Policy and Urban Affairs and the Department of Economics at Northeastern University

Policymakers in cities across the U.S. have increasingly turned to summer youth employment programs (SYEPs) to provide early work experiences to inner-city, low-income youth who typically face multiple obstacles in obtaining work experience, with the goal of improving their long-term behavioral, economic, and academic outcomes. Despite the potential of SYEPs to enhance youth outcomes, rigorous evaluations of such programs are limited and have produced mixed results: the literature shows encouraging results in reductions in crime and improved school attendance, but a lack of convincing evidence in effects on employment and wages. Furthermore, the existing research has lacked information on the mechanisms driving improved outcomes of SYEPs, as well as evidence as to whether they are more effective for some groups than others.

Alicia Modestino and her team are studying the impact of early work experience provided by the Boston SYEP on youth employment, education, and criminal justice outcomes over three years following participation. Among the questions are: Which of the short-term program impacts on job readiness, post-secondary aspirations, and community engagement that occur over the summer are associated with improvements in these longer-term outcomes? Does the intervention differentially benefit youth based on economic standing, court-involvement, or low academic performance prior to the intervention? The goal of the work is to better understand what factors lead to impacts, for whom the benefits are the greatest, and how these elements can be applied consistently across the four organizations that the City of Boston contracts with to implement the program. In addition, the study will capitalize on the unique design of the Boston SYEP to assess the added value of its distinct program features. These include a career readiness curriculum, a high share of private versus public (sponsored) jobs, and the ability to participate for more than one summer.

To assess program outcomes, the team is taking a mixed-methods approach within a embedded randomized controlled trial. The sample involves roughly 12,000 young people ages 14-24 who apply to the Boston SYEP. Each year, the city of Boston receives more SYEP applications than the number of jobs available, and randomly assigns spots by lottery, with random assignment repeated each summer. This design allows the team to estimate the effect of initial assignment to the program and the impact of subsequent exposures.

The evaluation will rely on a combination of pre-and post-program survey data, as well as administrative data on criminal justice, school, and employment records that cover up to one year before and several years after the intervention for both treatments and controls. Modestino and the team will link self-reported short-term program impacts from the survey responses, such as job readiness skills, college aspirations, and community engagement, with longer-term outcomes, such as employment, school, and criminal activity, using administrative data. The team will also make use of interviews, focus groups, and participatory research methods, such as examining photographs taken by youth to enhance their understanding of individual experiences.

This work will have immediate real-world applications. The findings will give policymakers insight into a broader set of short-term program effects while also providing a look inside the “black box” as to how SYEPs affect youth in the long-run. Ultimately, the research will help guide practitioners as they look to enhance their programming, as well as inform policymakers seeking to expand opportunity for all youth.

“This work will have immediate real-world applications... the research will help guide practitioners as they look to enhance their programming, as well as inform policymakers seeking to expand opportunity for all youth.”
Driving policy change through rigorous research: An education policymaker and a researcher team up to improve research relevance

Robert Kim
Former Deputy Assistant Secretary, U.S. Department of Education (2011-2016)

Robert Kim spent a decade as an education policy practitioner in Washington, DC—first as a senior policy analyst at the National Education Association and then as a deputy assistant secretary in the Office for Civil Rights at the U.S. Department of Education. Kim is widely recognized for his legal and policy efforts on civil rights and equity in education and served as a key staff liaison to the Equity and Excellence Commission, which produced a national report on fostering education equity and improved school finance policies.

While Kim was well versed with school finance policy, his knowledge of research was primarily from the perspective of a policy practitioner. Through the Distinguished Fellows program, Kim hoped to deepen his knowledge of research on education finance and gain hands-on experience with the mechanics of the research process. His objective was to work closely with a top researcher and expert in the area of school finance in order to become a better consumer of that research as an education policymaker—with the ultimate goal of increasing federal and state laws and policies designed to increase equitable access to educational resources and opportunities for students of color and low-income students. That is how Kim came to work under the mentorship of another William T. Grant Foundation grantee, Bruce Baker, for one of the Foundation’s final Distinguished Fellows awards.

Baker, a professor in the Graduate School of Education at Rutgers University, received his research award, “Indicators of Educational Inequality in U.S. States 1993-2011,” in 2014. The goal of the study was to develop a series of indicators based on broadly available data and standardized methods for tracking inequality in state elementary and secondary education systems over the past 20 years. He linked the indicators of funding to variability in teacher compensation, class size, and other schooling conditions typically regarded as highly sensitive to funding. Baker also developed student outcome measures to assess the feasibility of testing whether state level changes in funding adequacy and equity are associated with student outcomes. Baker conducted his research in collaboration with the Education Law Center at Rutgers.

Kim and Baker began working together in August of 2017. Since that time, Kim has increased his knowledge of the school finance research landscape and has conducted a field study of several dozen policymakers, advocates, and journalists in multiple states to determine what research, data, and indicators related to school finance—and what methods of fostering engagement around that information—are most effective in driving policy change. He has also immersed himself as a researcher. For example, he supported Baker and two other researchers in the publication of The Real Shame of the Nation: The Causes and Consequences of Interstate Inequity in Public School Investments, which is the first study to develop a national cost model to calculate the funding required in every state to enable students at different poverty levels to achieve a fixed achievement outcome.

In 2018, Kim expects to publish findings from his study, and will work with Baker and the Education Law Center to improve the responsiveness of school finance research to the needs of policymakers and the public. “One of the unexpected discoveries I’ve made during the Distinguished Fellowship is how similar the goals of education researchers and policymakers really are,” said Kim. “Both are searching for a better understanding of the needs of children, teachers, and school systems. But how they go about that inquiry is very different. If researchers and policymakers at every level of government could develop stronger and more consistent channels of communication, the benefit to both communities and to the public would be astonishing.”

“Education researchers and policymakers are searching for a better understanding of the needs of children, teachers, and school systems. But how they go about that inquiry is very different.”
The Arab-American Family Support Center Tackles Toxic Stress and Youth Trauma

The Arab-American Family Support Center (AAFSC) was established in 1994 to address the unique needs of the Arab-American community. The Center provides a variety of programs, services, and activities, including: English as a Second Language and literacy classes; citizenship courses; legal assistance; after-school, summer, and weekend programs for young people; violence prevention and intervention programs; and access to free or low-cost health care. In their youth services, AAFSC offers homework help and an array of cultural programs aimed at empowering Arab, Middle Eastern, Muslim, and South Asian (AMEMSA) youth and developing their pride in their backgrounds. In their nearly 25 years of service, AAFSC has expanded to eight sites across the five boroughs of New York City, providing culturally and linguistically sensitive programming to children and families from the AMEMSA immigrant communities across New York City.

Many of the children and families who seek services at AAFSC are coping with various forms of trauma resulting from experiences such as migration, resettlement, witnessing war and conflict, or the everyday challenges that many low-income individuals across New York City face. Muslim immigrants have been subjected to a particularly toxic climate in recent years. The Center reports that, in school, on public transit, and sometimes simply walking down the street, Arab-American Muslim youth, as well as youth who are perceived as Muslim and/or Arab, face verbal harassment and bullying. This places these youth at a higher risk of toxic stress, which poses a significant impediment to healthy development. Toxic stress can lead to behavioral health problems and negatively impact how youth learn, process information, and perform in school. AAFSC approached the Foundation last year with a proposal to create safer, more supportive, and effective youth programming strategies to address the needs of its participants: a trauma-sensitive school-based tool kit that can be adapted to the afterschool setting. The tool kit provides training for staff in culturally-specific support that addresses the unique experiences and mental health needs of AMEMSA youth.

“The current discourse, which can be interpreted as scapegoating recent immigrants and refugees, creates significant challenges for our organization and the youth that we serve,” said President and CEO Rawaa Nancy Albilal. “We need to be as sensitive as possible to understand how our youth are experiencing stress and social rejection.”

With their grant, AAFSC has implemented the core considerations of trauma-informed care in their learning environments. With the help of AAFSC’s new curriculum, students will be introduced to tools for building resilience and social-emotional skills that help them cope with and manage future toxic stress and trauma. A unique aspect of the toolkit is the emphasis on student choice, voice, and self-advocacy. The curriculum will help establish positive and culturally responsive policies and practices; instill in students feelings of physical, social, and emotional safety; and foster a shared understanding among staff about the impact of trauma and adversity on students.

“When the curriculum for the toolkit is done, we will be able to make continuous improvements in terms of programming and professional development for staff, and this will ultimately benefit the youth who we serve,” said Albilal. “The ways in which we interact with and respond to our program participants will be informed by their familial and cultural background and experiences. This is so important, because if trauma is ignored, it can lead to other issues.”
The Endowment plays a critical role in the Foundation’s ability to fulfill its mission. The Foundation’s long-term investment objective is to obtain returns that will allow the Foundation to continue its role as a grantmaker in perpetuity. In 2017, the endowment had solid performance, returning 14.8%. Over the past five years the average annual return has been 10.2%, and over the past ten years 6.9%. After grants and expenses, total assets increased by $26.4 million during 2017.

Overall, the distribution targets by asset class remained close to the prior year’s distribution, with a slight increase in U.S. Equity and International Equity. Cash and cash equivalent amounted to 1% of the portfolio versus 2% in 2016.

While all asset classes in the portfolio had positive returns in 2017, the highest return of 27.5% came from International Equity, which encompasses 23% of the Endowment portfolio. The U.S. Equity investments, which hold 51% of portfolio funds, also had a significant return of 14.3%.
Five Year Source of Spending

Distributions from the private equity investments in the portfolio continued to be significant. There were a considerable number of capital calls during the year, however, and the endowment experienced a lower net distribution from private equity in 2017.

The Foundation’s goal is to spend most of its money in grants, and it has been able to increase its grants spending each year for the last five years. In 2017, 88% of Foundation spending was on Grants and Program Support. Operations, Governance, and Investment expenses accounted for 12% of the overall expenses for the fiscal year.
Grants Awarded or Current in 2017
# Research Grants

## Reducing Inequality

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<tr>
<th>Project Title</th>
<th>Principal Investigator(s)</th>
<th>Co-investigator(s)</th>
<th>Institution(s)</th>
<th>Funding Amount</th>
<th>Duration</th>
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<td>Developing Indicators of Educational Equity</td>
<td>Constance Citro</td>
<td>Judith Koenig</td>
<td>National Academy of Sciences</td>
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<td>Does Attending an Elite University Help Low-Income Students? Evidence from Texas</td>
<td>Michael Lovenheim</td>
<td>Rodney Andrews</td>
<td>University of Texas at Dallas</td>
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<td>Changing School Settings as a Result of Desegregation: Evidence from Randomized Trials</td>
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<td>Reducing Inequality In Between-Neighborhood Disparity Through Youth Civic Empowerment and Participation</td>
<td>Peter Levine</td>
<td>Kei Kawashima-Ginsberg</td>
<td>Tufts University</td>
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<td>Informational Texts in Family Literacy Practices: Supporting Comprehension Strategies with Immigrant Parents and Students</td>
<td>Silvia Nogueron-Liu</td>
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<td>Understanding the Relationship between Extended Foster Care and Transitions to Adulthood from Care</td>
<td>Mark Courtney</td>
<td>Harold Pollack</td>
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<td>Understanding the Determinants and Consequences of Social Networks Among Immigrant Children and Adolescents</td>
<td>Jason Fletcher</td>
<td>Jenna Nobles</td>
<td>University of Wisconsin-Madison</td>
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<td>Understanding For Whom and Under What Conditions Growth Mindset Interventions Reduce Educational Inequalities: A Nationally-Representative Experiment</td>
<td>David Yeager</td>
<td>Chandra Muller</td>
<td>University of Texas at Austin</td>
<td>$290,239</td>
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<tr>
<td>Understanding Teacher Quality Gaps: How Did They Form, and How Can We Close Them?</td>
<td>Dan Goldhaber</td>
<td>Roddy Theobald</td>
<td>American Institutes for Research</td>
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<td>How Black Youth Utilize Engagement and Activism to Challenge Social Inequalities on PWI Campuses</td>
<td>Richard Reddick</td>
<td>Veronica Jones</td>
<td>University of Texas at Austin</td>
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<td>The Color of Emotion: Teachers' Racialized Interpretations of Children's Emotion and Student Outcomes</td>
<td>Amy Halberstadt</td>
<td>Pamela Garner</td>
<td>University of North Carolina at Chapel Hill</td>
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<td>Can Housing Assistance Reduce Inequality Among Youth?</td>
<td>Sandra Newman</td>
<td>C. Scott Holupka</td>
<td>Johns Hopkins University</td>
<td>$384,424</td>
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<td>Subsidized Housing and Children's School Outcomes: Evidence from Housing Lotteries</td>
<td>Ingrid Ellen</td>
<td>New York University</td>
<td>NYC Dept. of Housing Preservation &amp; Development</td>
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<td>Disadvantaged Students and High School Counselors: Institutional Barriers to Academic and College Advising</td>
<td>William Carbonaro</td>
<td>Mary Kate Blake</td>
<td>University of Notre Dame</td>
<td>$24,974</td>
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The Connection Project: A Social Intervention to Reduce Drivers of Disparity for Disadvantaged Youth
Joseph Allen
University of Virginia
Christopher Hafen
Northern Virginia Community College
Karen Guskin
Wyman Center
$709,611, 2016-2019

Increasing the Reach of Promising Dropout Prevention Programs: Examining the Tradeoffs between Scale and Effectiveness
Jens Ludwig
Kelly Hallberg
University of Chicago
Jonathan Guryan
$530,507, 2016-2019

Focused Classroom Coaching and Widespread Racial Equity in School Discipline
Anne Gregory
Rutgers, the State University of New Jersey
Amori Mikami
University of British Columbia
Christopher Hafen
Northern Virginia Community College
Erik Ruzek
Joseph Allen
University of Virginia
$180,000, 2016-2018

Building Grit
Lauren Eskreis-Winkler
Angela Duckworth
University of Pennsylvania
$124,435, 2016-2018

The Racial Marriage Gap and Student Achievement: A New Look at an Old Conundrum
Elizabeth Ananat
Anna Glassman-Pines
Christina Gibson-Davis
Duke University
$229,922, 2016-2018

Position and Power: Relational and Resource Inequality in America
Richard Reeves
The Brookings Institution
$25,000, 2016-2017

Under Construction: Rise, Spread, & Consequences of Common Core State Standards Initiative in the U.S. Education Sector
Brian Rowan
David Cohen
University of Michigan
Sean Reardon
Stanford University
Susan Moffitt
Brown University
$600,000, 2016-2019

Improving the Effectiveness of Digital Educational Tools in Increasing Student Achievement and Reducing Achievement Gaps
Carolyn Heinrich
Vanderbilt University
Annalee Good
University of Wisconsin, Madison
$597,569, 2016-2019

Reducing Inequality in the Distribution of Qualified Teachers and Principals? District Funding and Educator Quality Gaps
David Knight
University of Texas at El Paso
$24,983, 2016-2017

System/Policy Determinants of Inequalities in Child Welfare: The Case of Running Away From Foster Care
Fred Wulczyn
Amy Dworsky
Chapin Hall at the University of Chicago
$268,483, 2016-2018

Understanding the Experience of Majority and Minority Status through Photovoice
Margarita Alegria
Massachusetts General Hospital
Kiera Alvarez
Harvard University
$549,518, 2016-2019

Post-Prison Parole Supervision, the Transition to Adulthood, and Inequality
David Harding
Heather Harris
University of California, Berkeley
$25,000, 2016-2017

Closing the Achievement Gap for Long-Term and Late-Arriving English Learners
Laura Hill
Public Policy Institute of California
Julian Betts
University of California, San Diego
$584,478, 2016-2019

Richard Kahlenberg
The Century Foundation
$345,000, 2016-2019

Research to Advance Federal Policy for English Language Learners: A Workshop Proposal
Kenji Hakuta
Stanford University
$25,000, 2017-2017
Cultures of Care: Exploring Inequalities in Mental Health Services Among Mexican American Youth
Rebecca Seligman
Rebecca Ford-Paz
Northwestern University
$102,361, 2017-2019

Improving Experiences and Outcomes of Immigrant Youth: An Examination of the Internationals Network for Public Schools
Hua-Yu Sebastian Cherng
Adriana Villavicencio
New York University
Reva Jaffe-Walter
Montclair State University
$588,189, 2017-2020

When Can Money Close Achievement Gaps? School Funding and Class Inequality of Educational Achievement
Emily Rauscher
The University of Kansas Center for Research, Inc.
$25,000, 2017-2018

Talking Justice: Identifying Interactional Practices to Improve the Quality of Police-Civilian Encounters
Nikki Jones
University of California, Berkeley
Geoffrey Raymond
University of California, Santa Barbara
$404,101, 2017-2020

Youth Organizing Trajectories: Critical Consciousness, Developmental Competencies, and School Engagement
Rosann Tung
New York University
Matthew Diemer
Michigan State University
Sara McAlister
Brown University
$600,000, 2017-2020

A Multi-Year Evaluation of the Boston Youth Summer Employment Program and Features to Reduce Inequality Across Groups
Alicia Modestino
Northeastern University
Trinh Nguyen
Boston Mayor’s Office of Workforce Development
$280,714, 2017-2020

Higher Education and Inequality: What Can We Really Do?
Sandy Baum
The Urban Institute
$25,000, 2017-2018

Putting Immigration & Education in Conversation Everyday: Supporting Immigrant Students in a Changing Policy Environment
Rebecca Lowenhaupt
Suffolk University
Jean Rhodes
University of Massachusetts, Boston
Renee Spencer
Boston University
$582,150, 2018-2020

Immigration Status and Higher Education: Evidence from a Large Urban University
Amy Hsin
Holly Reed
Queens College, City University of New York
Sofya Aptekar
University of Massachusetts, Boston
Thomas DiPrete
Columbia University
$600,000, 2017-2020

Course Corrections: Assessing the Value of Prison-Based Education for Incarcerated Youth in Washington State
Dan Goldhaber
University of Washington
James Cowan
American Institutes for Research
$526,782, 2017-2020

Understanding the Role of Social Media in Perpetuating Racial Inequality in Higher Education
Noelle Hurd
Sophie Trawalter
University of Virginia
$49,936, 2017-2018

Which Low-Income Students Beat the Odds to Get College Success and Payoffs, and What Advice do Counselors Give Them?
James Rosenbaum
Northwestern University
$25,000, 2017-2018

To What Extent do Kindergarten Entry Assessments and Policies Reflect Best Practices for Assessing English Learners?
Debra Ackerman
Educational Testing Service
$24,698, 2017-2018

Reducing Child Poverty
Natacha Blain
National Academy of Sciences
$200,000, 2017-2019

The University System of Georgia’s African-American Male Initiative Evaluation
Lashawn Richburg-Hayes
Insight Policy Research
Crystal Byndloss
Fred C. Doolittle
MDRC
$599,112, 2017-2020

Connected Scholars: A Mixed Methods Investigation of a Social Capital Intervention for First-Generation College Students
Sarah Schwartz
Suffolk University
Jean Rhodes
University of Massachusetts, Boston
$582,150, 2018-2020
Can Food Scholarships Reduce Inequality by Improving College Persistence Among Community College Students?
Daphne Hernandez
Daniel O’Connor
University of Houston
Sara Goldrick-Rab
Temple University
$557,691, 2018-2020

Reducing Youth Mental Health Inequalities through Peer Practices: A Daily Diary Study of Ethnic/Racial Peer Interactions
Yijie Wang
Michigan State University
$50,000, 2018-2019

Can Reducing Disparities in Parental Health Behaviors Reduce Disparities Among Children? Evidence from Dental Visits
Brandy Lipton
San Diego State University
$42,916, 2018-2018

Understanding Youth Social Settings
Development of Self-Direction in Youth-Program-Family Interaction Systems: Latino and Non-Latino Adolescents
Reed Larson
Marcela Raffaelli
University of Illinois at Urbana-Champaign
$640,034, 2010-2013
$699,806, 2013-2017

Toward Improving Settings Serving Youth with Emotional Disturbances: Measuring Social Processes in Special Education
Christina Cipriano
University of Massachusetts Dartmouth
Marc Brackett
Peter Salovey
Yale University
$336,198, 2011-2013
$495,725, 2013-2017

Activity Space, Social Network, and Community Influences on Adolescent Risk
Christopher Browning
Catherine Calder
Elizabeth Cooksey
Ohio State University
Mei-Po Kwan
University of Illinois at Urbana-Champaign
$599,952, 2012-2017

Who Builds the Village? Examining Youth-Adult Relationships Across Contexts and Time
Nancy Deutsch
University of Virginia
$596,465, 2013-2017

Distal Factors and Proximal Settings as Predictors of Latino Adolescents’ Activities: Insights from Mixed Methods
Sandra Simpkins
University of California, Irvine
Cecilia Menjivar
Arizona State University
$386,382, 2013-2017

Out With the Old, In With the New: When Are Principal Successions Successful?
Katherine Klein
University of Pennsylvania
N. Andrew Cohen
The George Washington University
$592,110, 2013-2019

Changing Youth Programs and Settings: An Experimental Evaluation of the Quality Mentoring Systems Initiative
Thomas Keller
Bowen McBeath
Carla Herrera
Portland State University
Renee Spencer
Boston University
$604,949, 2013-2018
Advancing Research on Youth Settings by Exploring Program Quality and Outcomes for Runaway/Homeless Youth
Marya Gwadz
Charles Cleland
Noelle Leonard
New York University
James Bolas
Margo Hirsch
Empire State Coalition for Youth and Family Services
$593,480, 2014-2017

Girls, Early Adversity and Maturation Study
Renee Boynton-Jarrett
Boston University
$25,000, 2014-2017

How Beginning Elementary Teachers' Social Networks Affect Ambitious Math Instruction in the Current Evaluation Climate
Ken Frank
Kristen Bieda
Michigan State University
Peter Youngs
University of Virginia
Serena Salloum
Ball State University
$599,996, 2014-2018

Improving Chronically Underperforming School Settings? Regression-Discontinuity Evidence from NCLB Waivers
Thomas Dee
Stanford University
Brian Jacob
University of Michigan
Steven Hemelt
University of North Carolina at Chapel Hill
$298,252, 2014-2017

Learning from Variation In Program Effects: Methods, Tools, and Insights from Recent Multi-site Trials
Stephen Raudenbush
University of Chicago
Veronica Wald
NORC at the University of Chicago
$516,306, 2014-2018

Testing the Efficacy of Mindfulness Training for Teachers on Improving Classroom Settings for Early Adolescents
Andrew Mashburn
Ellen Skinner
Portland State University
Robert Roeser
Pennsylvania State University
$450,000, 2014-2017

The Dynamics of Peer Influence and Student Decision Making In An Era of School Choice
David Hachen
Jennifer Flashman
University of Notre Dame
Megan Andrew
RAND Corporation
$571,629, 2015-2017
$50,000, 2017-2018

Leveling the Playing Field for High School Choice through Decision Supports: A Randomized Intervention Study
Sean Corcoran
Jennifer Jennings
New York University
Sarah Cohodes
Harvard University
Carolyn Sattin-Bajaj
Seton Hall University
$447,671, 2015-2018

The Middle School Classroom Language Environment: Interactions Among Teachers and Youth and Effects on Literacy
Perla Gamez
Loyola University Chicago
Nonie Lesaux
Harvard University
$239,172, 2015-2018
Use of Research Evidence

Networks, Organizational Culture, and Limited Differences: Examining the Use of Research
Jerald Herting
Taryn Lindhorst
University of Washington
$158,496, 2011-2012
$7,655, 2012-2012
$548,079, 2012-2019

The Distinct Role of Intermediary Organizations in Fostering Research Utilization for State College Completion Policy
Erik Ness
James Hearn
University of Georgia
$350,000, 2013-2017

Research Evidence Use by Private Child Welfare Agencies
Fred Wulczyn
Chapin Hall at the University of Chicago
Lawrence Palinkas
University of Southern California
$214,729, 2013-2017

What Counts as Evidence for Adolescent Preventive Health Services Policy and Practice? A Study of the US Preventive Services Task Force
Ronald Bayer
David Johns
Constance Nathanson
Gerald Oppenheimer
Bhaven Sampat
Columbia University
Alan Fleischman
Albert Einstein College of Medicine
Columbia University
Sandro Galea
Boston University School of Public Health
Daniel Fox
Milbank Memorial Fund
$549,226, 2014-2017

Amici and the Courts: A Case Study of the Research Use Process of Intermediary Actors
Patricia Marin
Michigan State University
Catherine Horn
University of Houston
Karen Miksch
University of Minnesota
Liliana Garces
University of Texas at Austin
$398,752, 2014-2016
$24,760, 2016-2017

Intermediaries’ Role in Transferring Research Evidence from “Producers” to “Consumers”: The Case of School-Based Programs
Jennifer Neal
Zachary Neal
Michigan State University
$540,126, 2014-2018

Comparative Effectiveness of Narratives to Promote Provider Adoption of Evidence Related to Antipsychotics Use for High-Risk Youth
David Rubin
Children’s Hospital of Philadelphia
Zachary Meisel
University of Pennsylvania
$598,892, 2014-2017

Financing the Policy Discourse: How Advocacy Research Funded by Private Foundations Shapes the Debate on Teacher Quality
Sarah Reckhow
Michigan State University
Megan Tompkins-Stange
University of Michigan
$277,895, 2015-2018

Investigating How Research-Practice Partnerships Build the “Absorptive Capacity” of Districts to Use Research Knowledge
Joshua Glazer
Matt Shirrell
George Washington University
$549,412, 2015-2019

Trust in Research, Trust in Relationships: How State Legislators Acquire and Use Research in Deliberation
Karen Bogenschneider
Robert Asen
University of Wisconsin-Madison
$435,281, 2015-2018

Fostering Research Use in School Districts Through External Partnerships: The Role of District Capacity
Cynthia Coburn
Northwestern University
Anna-Ruth Allen
University of Colorado Boulder
James Spillane
Northwestern University
Megan Hopkins
UCSD
$543,284, 2015-2018

Thomas Mackie
Rutgers, the State University of New Jersey
Christopher Sheldrick
Tufts University School of Medicine
James Benneyan
Northeastern University
Laurel Leslie
Tufts Medical Center
$549,509, 2015-2019

Co-creating the Conditions to Sustain the Use of Research Evidence in Public Child Welfare
Allison Metz
University of North Carolina at Chapel Hill
$25,000, 2015-2017

Intermediary Organizations and Education Policy: A Mixed-Methods Study of the Political Contexts of Research Utilization
Janelle Scott
University of California, Berkeley
Christopher Lubinski
Indiana University
Elizabeth DeBray
University of Georgia
$443,944, 2015-2018
Tracking Policymakers’ Acquisition and Use of Research Evidence Regarding Childhood Obesity in the News Media
Itzhak Yanovitzky
Matthew Weber
Rutgers, the State University of New Jersey
$457,862, 2016-2018

Mixed-methods Study of Organizational Supports used by Private Child Welfare Agencies to Facilitate Evidence Use
Emmeline Chuang
University of California, Los Angeles
Bowen McBeath
Portland State University
Crystal Collins-Camargo
University of Louisville
$363,711, 2016-2018

Does a Successful RCT Yield Successful Policy? Class Size Reduction in Tennessee After Project STAR
Paul von Hippel
University of Texas at Austin
$25,000, 2016-2017

The Education Doctorate: A Promising Strategy to Promote Smart Use of Research Evidence?
Jill Perry
William Firestone
University of Pittsburgh
$511,360, 2017-2019

Bridging the Divide Between the Impact and Improvement Science Communities
Rebecca Maynard
University of Pennsylvania
$25,000, 2017-2018

Issues in Evidence Based Policy Making in U.S.
Ron Haskins
The Brookings Institution
$5,000, 2017-2017

Coordinated Knowledge Systems: Connecting Evidence to Action to Engage Students in School-Based Mental Health
Bruce Chorpita
University of California, Los Angeles
Kimberly Becker
University of South Carolina
$1,159,897, 2017-2021

A Cost-Utility Framework to Facilitate Evidence-Based Decision-Making in Schools
Fiona Hollands
Henry Levin
Teachers College, Columbia University
$839,616, 2017-2019

Community Academic Partnership for Translational Use of Research Evidence (CAPTURE) in Policy and Practice
Gregory Aarons
Danielle Fettes
Amy Green
University of California, San Diego
Cathleen Willging
Pacific Institute for Research and Evaluation (PIRE)
$948,079, 2018-2022

Rapid Response Research Grants

Evidence-based Interventions for Adolescent Opioid Use Disorder—What Might Work for High-Risk Ohio Counties?
Lisa Clemans-Cope
The Urban Institute
$91,512.00, 2018-2019

Thriving after Surviving: Strategies for Improving Muslim Refugee Student Outcomes
Jen’nan Read
Duke University
$63,000.00, 2018-2018

Stories and Numbers: Creating Safe Schools for LGBT Youth in Texas
Stephen Russell
University of Texas at Austin
$99,806, 2018-2018

Science-Based Policy and Practice to Protect Five Million American Youth in a Time of Crisis
Hirokazu Yoshikawa
Ajay Chaudry
New York University
$91,870, 2017-2018

William T. Grant Distinguished Fellows

Addressing the Needs of Children Exposed to Violence by Integrating Practice, Policy and Research
Megan Bair-Merritt
Boston Medical Center
$169,025, 2014-2017

The Makerspace Movement: Sites of Possibilities for Equitable Opportunities to Engage STEM among Underrepresented Youth
Angela Calabrese Barton
Michigan State University
$199,512, 2016-2017

Improving Child Health through Data-Driven Policy and Planning in Housing and Community Development
Megan Sandel
Boston Medical Center
$175,000, 2016-2018

Leveraging School Finance Research to Increase Education Equity and Opportunity for All Students
Robert Kim
Rutgers, the State University of New Jersey
$200,000, 2017-2019

Race and Social Justice in Youth Mentoring
Bernadette Sanchez
DePaul University
$142,298, 2017-2019
William T. Grant Scholars

Class of 2016

Social Settings as a Context for Neurobiological Sensitivity in Adolescence
Amanda Guyer
Regents of the University of California, Davis
$350,000, 2011-2017

Class of 2017

Settings for Success among Emancipating Foster Youth: Youth and Workers in Communication and Collaboration
Tuppett Yates
Regents of the University of California, Riverside
$350,000, 2012-2017

Executive Functions and Biological Sensitivity in Classroom Settings
Jelena Obradovic
Stanford University
$350,000, 2012-2017

Interconnected Contexts: The Interplay between Genetics and Social Settings in Youth Development
Jason Fletcher
University of Wisconsin-Madison
$350,000, 2012-2017

Consequences of the Within-Race Gender Imbalance in the College Campus Setting
Micere Keels
University of Chicago
$350,000, 2012-2017

Pockets of Peace: Investigating Urban Neighborhoods Resilient to Adolescent Violence
Tamara Leech
Indiana University-Purdue University Indianapolis
$350,000, 2012-2017

An Examination of Cultural and Cognitive Mechanisms Facilitating Positive Youth Development in American Indian Communities
Monica Tsenthlikai
Arizona State University
$350,000, 2012-2017

Class of 2018

Adolescents and the Social Contexts of American Schools
Aprile Benner
University of Texas at Austin
$350,000, 2013-2018

The Long-Run Influence of School Accountability: Impacts, Mechanisms and Policy Implications
David Deming
Harvard Graduate School of Education
$350,000, 2013-2018

Subverting the Consequences of Stigma and Subordination: Toward Empowering Settings for Sexual Minority Youth
Phillip Hammack
Regents of the University of California, Santa Cruz
$350,000, 2013-2018

Predictors and Outcomes of Insufficient Sleep in Disadvantaged Youth: A Study of Family Settings and Neurobiological Development
Adriana Galvan
Regents of the University of California, Los Angeles
$350,000, 2013-2018

Neighborhood Social Capital and Oral Health for Publicly-Insured Adolescents
Donald Chi
University of Washington
$350,000, 2013-2018
Class of 2019

A New Look at Neighborhood Ethnic Concentration: Implications for Mexican-Origin Adolescents’ Cultural Adaptation and Adjustment
Rebecca White
Arizona State University
$350,000, 2014-2019

Critical Contexts for the Formation of Natural Mentoring Relationships among Economically Disadvantaged African American Adolescents: A Focus on Families and Neighborhoods
Noelle Hurd
University of Virginia
$350,000, 2014-2019

Toward a Sociological, Contextual Perspective on Psychological Interventions
David Yeager
University of Texas at Austin
$350,000, 2014-2019

Benefits and Challenges of Ethnic Diversity in Middle Schools: The Mediating Role of Peer Groups
Joanna Williams
University of Virginia
$350,000, 2014-2019

Children in Limbo: A Transactional Model of Foster Care Placement Instability
Michael MacKenzie
Rutgers University
$350,000, 2014-2019

Class of 2020

Adolescent Well-Being in an Era of Family Complexity
Laura Tach
Cornell University
$350,000, 2015-2020

Teacher Effects on Students’ Non-Cognitive Competencies: A Study of Impacts, Instruction, and Improvement
Matthew Kraft
Brown University
$350,000, 2015-2020

Transiciones: Examining the Latino Transition to College in Support of Academic Equality
Leah Doane
Arizona State University
$350,000, 2015-2020

Deferred Action and Postsecondary Outcomes: The Role of Migrant Youth Settings in Effective and Equitable Policy
Eve Tuck
University of Toronto
$350,000, 2015-2020

Using Unified School Enrollment Systems to Improve Access to Effective Schools and for Research and Evaluation
Parag Pathak
Massachusetts Institute of Technology
$350,000, 2015-2020

Class of 2021

Understanding the American Child Welfare System
Matthew Desmond
Princeton University
$350,000, 2016-2021

Healthy Pathways towards Academic Achievement and Social Mobility for Low-SES Youth
Mesmin Destin
Northwestern University
$350,000, 2016-2021

Supporting Young Students' Special Needs in New Immigrant Destinations
Jacob Hibel
Regents of the University of California, Davis
$350,000, 2016-2021

How Does Institutional Context Matter? Shaping Success for Disadvantaged College Students
Laura Hamilton
Regents of the University of California, Merced
$350,000, 2016-2021

The Unequal Intergenerational Consequences of Paternal Incarceration: Considering Sensitive Periods, Resiliency, and Mechanisms
Kristin Turney
Regents of the University of California, Irvine
$350,000, 2016-2021

Class of 2022

Unequally ‘Hispanic’: Intersectional Inequalities and Resiliency among Indigenous ‘Hispanic’ Youth
Seth Holmes
Regents of the University of California, Berkeley
$350,000, 2017-2022

Preventing unintended repeat births to Hispanic adolescents
Julie Maslowsky
University of Texas at Austin
$350,000, 2017-2022

Can an informational intervention reduce race- and class-based gaps in AP course-taking?
Awilda Rodriguez
University of Michigan
$350,000, 2017-2022
Grants to William T. Grant Scholars to Mentor Junior Researchers of Color

Mentoring and Career Development: 2014 Chi and Cruz
Donald Chi
Stephanie Cruz
University of Washington
$60,000, 2014-2017

Mentoring and Career Development: 2014 Galvan and Goldenberg
Adriana Galvan
Diane Goldenberg
Regents of the University of California, Los Angeles
$60,000, 2014-2017

Mentoring and Career Development: 2015 Hurd and Griffith
Noelle Hurd
Aisha Griffith
University of Virginia
$85,000, 2015-2017

Mentoring and Career Development: 2015 Benner and Minor
Aprile Benner
Kelly Minor
University of Texas at Austin
$85,000, 2015-2017

Mentoring and Career Development: 2016 Tach and Amorim
Laura Tach
Mariana Fernandes da Cunha Loureiro Amorim
Cornell University
$60,000, 2016-2018

Mentoring and Career Development: 2016 MacKenzie and Gale
Michael MacKenzie
Adrian Gale
Rutgers University
$97,500, 2016-2018

Mentoring and Career Development: 2016 White and Pasco
Rebecca White
Michelle Pasco
Arizona State University Foundation
$60,000, 2016-2018

Mentoring and Career Development: 2017 Hamilton and Lerma
Laura Hamilton
Veronica Lerma
Regents of the University of California, Merced
$60,000, 2017-2019

Mentoring and Career Development: 2017 Tuck and Wemigwase
Eve Tuck
Sandi Wemigwase
University of Toronto
$60,000, 2017-2019

Mentoring and Career Development: 2017 Yeager and Netter
David Yeager
Melanie Netter
University of Texas at Austin
$59,999, 2017-2019
# Capacity-building and Communications Grants

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<th>Capacity-building and Bridging Research, Practice, and Policy</th>
<th>Learning about Research Evidence Use in Education and Child Welfare Policymaking</th>
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<tr>
<td>Thaddeus Ferber</td>
<td>Loretta Goodwin</td>
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<td>The Forum for Youth Investment</td>
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<th>Fighting for Reliable Evidence: The Next Challenge</th>
<th>Developing Research-Based Strategies to Reduce Inequality and Improve Outcomes for Young Adults in the Justice System</th>
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<tr>
<td>Judith Gueron</td>
<td>Josh Weber</td>
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<tr>
<td>Thaddeus Ferber</td>
<td>Terri Shuck</td>
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<td>The Forum for Youth Investment</td>
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<th>Evidence and Policy Meeting</th>
<th>Building Capacity and Bridging Research, Practice and Policy</th>
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<tr>
<td>Elizabeth Farley-Ripple</td>
<td>Thaddeus Ferber</td>
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<td>University of Delaware</td>
<td>The Forum for Youth Investment</td>
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<th>New to the Beat 2.0 Sponsorship</th>
<th>State Education Agencies (SEAs) Incorporating Evidence-Based Practice in School Improvement Plans</th>
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<tr>
<td>Caroline Hendrie</td>
<td>Carrie Phillips</td>
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<td>Education Writers Association</td>
<td>Council of Chief State School Officers</td>
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<td>$20,000, 2016-2017</td>
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<th>Strengthening Connections Between Education Research and Practice in New York City</th>
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<td>Elizabeth Farley-Ripple</td>
<td>James Kemple</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>New York University</td>
</tr>
<tr>
<td>$2,500, 2015-2017</td>
<td>$150,000, 2014-2018</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Addressing Mental Health Disparities in Children and Youth: A Practitioner Reference Guide</th>
<th>Society for Research in Child Development, Congressional Fellowship Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmen Valdez</td>
<td>Lonnie Sherrod</td>
</tr>
<tr>
<td>American Psychological Association</td>
<td>Society for Research in Child Development</td>
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</tbody>
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<thead>
<tr>
<th>ESSA Navigator</th>
<th>The Robert P. Patterson, Jr. Mentoring Program</th>
</tr>
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<tbody>
<tr>
<td>Steve Fleischman</td>
<td>Robin Steinberg</td>
</tr>
<tr>
<td>Education Northwest</td>
<td>Bronx Defenders</td>
</tr>
<tr>
<td>$25,000, 2016-2017</td>
<td>$25,000, 2016-2017</td>
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<tbody>
<tr>
<td>Michele Jolin</td>
<td>William Penuel</td>
</tr>
<tr>
<td>America Achieves</td>
<td>University of Colorado Boulder</td>
</tr>
<tr>
<td>$25,000, 2016-2017</td>
<td>$24,995, 2016-2018</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Building Support for the Hedges Lecture Series</th>
<th>NPR's Coverage of Children, Youth and Families, and the Issues Confronting the Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rob Greenwald</td>
<td>Lorraine Ross</td>
</tr>
<tr>
<td>Society for Research on Educational Effectiveness</td>
<td>National Public Radio</td>
</tr>
<tr>
<td>$25,000, 2016-2017</td>
<td>$275,000, 2015-2017</td>
</tr>
</tbody>
</table>

*Active Grants in 2017*
Social and Emotional Learning
Ulrich Boser
Center for American Progress
$250,000, 2016-2018

Humanitarianism and Mass Migration
Marcelo Suarez-Orozco
Regents of the University of California, Los Angeles
$25,000, 2016-2017

Rapid Response Fund
Kent McGuire
Southern Education Foundation
$50,000, 2016-2017

The Harvard Grant Study Documentary
Jeremy Cohan
New York Foundation for the Arts (for Artmakers)
$25,000, 2016-2017

Leading with Evidence: Connecting Child Welfare Practice with Research
Suzanne Barnard
The Annie E Casey Foundation
$50,000, 2017-2017

Qualitative Consulting Service Supporting Mixed Methods Research, WT Grant Scholars Program & Selected Current Grant
Eli Lieber
Regents of the University of California, Los Angeles
$90,295, 2017-2017
$20,667, 2017-2018

Reducing Inequality Initiative - Grantee Meeting & Support
Kristin Romens
MANY
$159,779, 2017-2017

New York City Fund for Girls and Young Women of Color
Patricia Eng
New York Women’s Foundation
$25,000, 2017-2017
$25,000, 2017-2018

Travel Awards to the RC28 Columbia Meeting for Underrepresented Student Populations
Thomas DiPrete
Columbia University
$11,500, 2017-2018

Future of Children: “Reducing Justice System Inequality”
Sara McLanahan
Princeton University
$100,000, 2016-2018

Building Capacity and Bridging Research, Practice and Policy
Alicia Wilson-Ahlstrom
The Forum for Youth Investment
$325,000, 2017-2018

Investigating Researcher-Practitioner Collaboration in Real-life Problems of Practice with English Learners
Susan Pimentel
StandardsWork, Inc.
$120,000, 2017-2019

NYC Behavioral Design Center: Launch Phase
Anthony Barrows
Behavioral Ideas Lab, inc. (DBA ideas42)
$25,000, 2017-2018

Evidence in Education Lab: State Education Fellowship
Michele Jolin
Results for America
$50,000, 2017-2018

Undergraduate Scholars Program
Lisa Crockett
Society for Research on Adolescence
$22,975, 2017-2018

Convening of Child Welfare Research Experts
Julie Collins
Child Welfare League of America
$34,886, 2018-2018

National Education Research-Practice Partnerships Network
Ruth Turley
Rice University
$300,0500, 2015-2018
$12,500, 2018-2018

Our Kids Broadcast & Media Project hosted by Robert Putnam
Harry Wiland
Media Policy Center Foundation of CA
$100,000, 2016-2018
$100,000, 2018-2019
2017-2018 Summit on Improvement in Education
Paul LeMahieu
Carnegie Foundation for the Advancement of Teaching
$10,000, 2016-2018

Spectrum of Services
Lindsay Gruber
TapFound, Inc.
$25,000, 2017-2018

Evidence-Based Policymaking Initiative: Establishing a Culture of Evidence
Nicholas Hart
Bipartisan Policy Center
$150,000, 2017-2018

Helping Districts Create Fair and Equitable School Choice Matching Systems
Ulrich Boser
Center for American Progress
$50,000, 2017-2018

Connecting Journalists With Education Research
Caroline Hendrie
Education Writers Association
$50,000, 2017-2018

Community Foundation Opportunity Network
Yulya Spantchak
New Hampshire Charitable Foundation
$5,000, 2017-2018

Support for the Samuel Halperin Lecture and Youth Public Service Award
Betsy Brand
American Youth Policy Forum
$25,000, 2015-2019

Support for the Committee on Law and Justice Leadership Activities
Kathi Grasso
National Academy of Sciences
$300,000, 2018-2019

Society for Research in Child Development Congressional Fellowship Program
Martha Zaslow
Society for Research in Child Development
$285,538, 2017-2019

Young Adult Justice Learning Community
Bruce Western
The Trustees of Columbia University in the City of New York
$443,438, 2016-2019

NPR’s Coverage of Disadvantaged Children, Youth and Families
Lorraine Ross
National Public Radio
$300,000, 2017-2019

Learning about Research Evidence Use in Education
Loretta Goodwin
American Youth Policy Forum
$299,964, 2017-2020

Psychology Summer Institute for Early Career Researchers
Andrew Dailey
American Psychological Association
$74,937, 2017-2020

The New York City Reducing Inequality Network (NYC-RIN)
Patrick Sharkey
New York University
$50,000, 2017-2020

Assessing the Effectiveness of Research Practice Partnerships at the District Level
Erin Henrick
Vanderbilt University
$25,000, 2015-2017

School Performance Measurement in California’s CORE School Districts: A Policy Analysis
Thomas Toch
Georgetown University
$50,000, 2016-2017

The Educational Opportunity Monitoring Project Archive: Joint Small Grants Competition
Leana Chatrath
Russell Sage Foundation
$100,000, 2015-2018

Education Opportunity Monitoring Project (EOMP)
Sean Reardon
Stanford University
$349,979, 2016-2018
Youth Service Improvement Grants

**Hour Tutoring Program**
Tesa Fitzgerald
Hour Children
$25,000, 2015-2017

**Equalizing Quality of Youth Services For Vulnerable Populations**
Khadijah Silver
Resilience Advocacy Project
$25,000, 2016-2017

**Improving Curriculum, Improving Outcomes**
Erika Halstead
Minds Matter of New York City
$25,000, 2016-2017

**Youth Services Capacity Building**
Susan Matloff-Nieves
Lincoln Square Neighborhood Center
$25,000, 2016-2017

**Increasing High School Graduation Rates for At-Risk Youth through Improved Portfolio Development Supports**
Michael Roberts
Comprehensive Development, Inc.
$25,000, 2016-2017

**Youth Services Staff Training Program**
Vivian Carter
Women's Housing and Economic Development Corporation
$25,000, 2016-2017

**Teach the Teaching Artists**
Lawrence Zucker
Town Hall Foundation
$25,000, 2016-2017

**Employment and Education Services for High-need Young Adults in Red Hook, Brooklyn**
Jill Eisenhard
Red Hook Initiative
$25,000, 2016-2017

**Fiver Middle School Curriculum Improvement**
Christie Ko
Fiver Children's Foundation
$25,000, 2016-2017

**Law and Justice Institute Recruitment Project**
James O'Neal
Legal Outreach, Inc.
$25,000, 2016-2017

**Curricular Framework for Creative Writing Programs**
Amy Swauger
Teachers & Writers Collaborative
$25,000, 2016-2017

**Growing Green Leadership at Added Value Farms**
Saara Nafici
Added Value & Herban Solutions Inc
$25,000, 2016-2017

**AAFSC’s Toolkit of Trauma-Sensitive Classroom Strategies**
Hannah McIntire
Arab-American Family Support Center
$25,000, 2017-2018

**Program Improvements: Equity and Inclusion Training, Curriculum, and Communication**
Jessica Pliska
The Opportunity Network
$25,000, 2017-2018

**YCPT Curriculum Development Project**
Bomsinae Kim
Korean American Family Service Center
$25,000, 2017-2018

**Bridge Curricula**
Eileen Lyons
Fresh Youth Initiatives
$25,000, 2017-2018

**ScriptEd Workforce Skills Development Curriculum**
Maurya Couvares
ScriptEd, Inc.
$25,000, 2016-2018

**A Scaffolded Growth Mindset Curriculum and Staff Training at MASA**
Aracelis Lucero
Masa-MexEd Inc
$25,000, 2017-2018

**LinkNYC + College Awareness Curriculum**
Eileen Doyle
Young Audiences New York
$25,000, 2017-2018

**Trauma-Informed Care at Sylvia’s Place**
Rev. Elder Pat Bumgardner
MCCNY Charities, Inc.
$25,000, 2017-2018

**Community Producers Program Caseworker**
Stephanie Pilla
Maysles Institute
$25,000, 2017-2018

**Learning to Teach for Success**
Lori Sherman
The Center for Arts Education
$25,000, 2017-2018
Institutional Challenge
Grant Selection Committee

Elaine Allensworth
Lewis-Sebring Director of the
Consortium on School Research
University of Chicago

Marc Atkins
Professor of Psychiatry and Psychology and
Director of the Institute for Juvenile Research
University of Illinois at Chicago

Allison Blake
Former Commissioner
New Jersey Department of Children and Families

Adam Gamoran
President, William T. Grant Foundation

Michael Gottfredson
Professor, Criminology, Law & Society
University of California Irvine

Ritu Khanna
Chief of Research, Planning, and Assessment
San Francisco Unified School District

Sumie Okazaki
Professor of Counseling Psychology
New York University

Pedro Reyes
Ashbel Smith Professor of Education Policy
University of Texas at Austin

Estelle B. Richman
Former Chief Operating Officer
U.S. Department of Housing and Urban Development

Robert Sellers
Vice Provost for Equity and Inclusion, Chief
Diversity Officer, and Charles D. Moody Collegiate
Professor of Psychology and Education
University of Michigan

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Estelle Richman, Sumi Okazaki
Seated, L to R: Elaine Allensworth, Maria Cancion, Adam Gamoran,
Pedro Reyes, Ritu Khanna
Not pictured: Robert Sellers
Scholars Selection Committee

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Chief of the Disparities Research Unit
Massachusetts General Hospital
Professor in the Department of Psychiatry,
Harvard Medical School

Margaret R. Burchinal, Ph.D.
Senior Scientist and Director,
Data Management and Analysis Center
FPG Child Development Institute
University of North Carolina
Adjunct Professor, Department of Education
University of California, Irvine

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Duke University

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Faculty Fellow, Institute for Policy Research
Northwestern University

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University of California, Los Angeles

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Co-Director, Center for AIDS Prevention Studies
University of California, San Francisco

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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

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

Andrés A. Alonso, Ph.D. is Professor of Practice at the Harvard Graduate School of Education, where he teaches education reform in urban districts and schools, and co-chairs the Public Education Leadership Project. Dr. Alonso served as CEO of Baltimore City Public Schools and also as Deputy Chancellor for Teaching and Learning in New York City, after teaching students with disabilities and English Language Learners in Newark, N.J. for twelve years. He received his law degree from Harvard Law School and his doctorate from the Harvard Graduate School of Education.

Margaret R. Burchinal, Ph.D. is a senior scientist at the FPG Child Development Institute at the University of North Carolina, Chapel Hill and an adjunct professor in the Department of Education at the University of California, Irvine. She serves on the editorial boards for Child Development and Early Childhood Research Quarterly. Dr. Burchinal earned her doctorate in quantitative psychology from the University of North Carolina, Chapel Hill.

Prudence L. Carter, Ph.D. is Dean and Professor of the Graduate School of Education at the University of California, Berkeley. She is the author of two books and co-editor of a widely received volume on education and opportunity gaps. She received her PhD in sociology from Columbia University.

Greg Duncan, Ph.D. is Distinguished Professor, School of Education at the University of California, Irvine. Duncan’s recent work has focused on estimating the role of school-entry skills and behaviors on later school achievement and attainment and the effects of increasing income inequality on schools and children’s life chances.

Scott Evans, C.F.A. is Deputy Comptroller for Asset Management and Chief Investment Officer for the City of New York Pension Systems. He currently serves as member of the investment committee of Tufts University and as an external advisor to the Dutch Pension Fund, ABP. In prior assignments, he has served as President of Asset Management and Chief Investment Officer for TIAA-CREF, Trustee of Barnard College, member of the Dean’s Advisory Council at Northwestern University’s Kellogg School of Management, and Chair of the Finance Committee of the Rockefeller Family Fund. He earned his M.B.A. from Northwestern University.

Adam Gamoran, Ph.D. (President) joined the William T. Grant Foundation as president in 2013. Previously, he held the John D. MacArthur Chair in Sociology and Educational Policy Studies at the University of Wisconsin-Madison. His research focuses on educational inequality and school reform. He received his doctorate in education from the University of Chicago.

Kenji Hakuta, Ph.D. is the Lee L. Jacks Professor of Education (Emeritus) at Stanford University. He is a psycholinguist who has worked extensively in the education of second language learners and bilingualism.

Mary Pattillo, Ph.D. is the Harold Washington Professor of Sociology and African American Studies at Northwestern University. She is the author of two award-winning books that explore the topics of youth, families, politics, housing, crime, and education in African American neighborhoods in Chicago. She received her PhD in sociology from the University of Chicago.

Russell Pennoyer (Chair) is a senior advisor to Britanny Capital Group, Inc., a broker-dealer based in New York. He was previously the president of Benedetto, Gartland & Co., Inc. He received an A.B. from Harvard College and J.D. from Columbia Law School.

Judson Reis, M.B.A. is the president of Sire Management Corporation, which manages several multi-manager investment partnerships. Before founding The Sire Group in 1991, he led a successful career in investment banking at Kleinwort Benson North America, Inc. and Morgan Stanley & Co. From 1987–2008, he was also a visiting professor at the Darden School of Business at the University of Virginia. He is an active supporter of several private primary and secondary schools, a trustee at the Skowhegan School of Painting and Sculpture, and a trustee at the Pomfret School. Mr. Reis earned his M.B.A. at Harvard Business School.
Estelle B. Richman has held key roles at the local, state, and federal levels. After serving as managing director for the City of Philadelphia, she served for seven years as secretary of the Pennsylvania Department of Public Welfare, before serving as chief operating officer of the U.S. Department of Housing and Urban Development during the administration of President Barack Obama. In prior roles, Ms. Richman was Philadelphia’s commissioner of public health and deputy commissioner for mental health, mental retardation, and substance abuse services. She holds a master’s degree from Cleveland State University as well as honorary doctorates from Alvernia University and Drexel University.

Mark Soler, J.D. is the Executive Director of the Center for Children’s Law and Policy (CCLP) in Washington, DC. Prior to founding CCLP in 2006, he was the Senior Staff Attorney, Executive Director, and then President of the Youth Law Center. He received his J.D. from Yale Law School.

Noah Walley, J.D. leads Investor Growth Capital’s technology investment effort in North America and prior to 2003 was a partner at Morgan Stanley’s Venture Capital group. Noah has been active in venture capital since 1994 and prior to that worked for McKinsey & Company. He holds a J.D. from Stanford Law School and earned M.A. and B.A. degrees from Oxford University.
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Senior Program Associate

Vivian Tseng  
Senior Vice President, Program

Irene A. Williams  
Grants Coordinator, William T. Grant Scholars

Julie Wong  
Director, Grantmaking Operations  
(through October 2017)

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Seated, L to R: Lenore Neier, Sandy Owen, Adam Gamoran, Vivian Tseng, Linda Rosano

Not pictured: Sharon Brewster, Billy Hunter, James Lui, Deborah McGinn, Carola Suárez-Orozco, McPhail Simon, Irene A. Williams
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