



Supporting research to improve the lives of young people



*By supporting research and related
environments that make a difference*

The 2004–2005 William T. Grant Foundation Annual Report and Resource Guide highlights our focus on the social settings, such as schools, community organizations, and neighborhoods, that make a difference in the lives of young people. By supporting research and related activities, we want to improve these environments.

Inside are essays by our Board Chair, Ken Rolland, and all the senior staff and associates. One thread running

*activities, we want to improve the
in the lives of young people.*

through the essays is that we want to fund research that is both useful and used. Authors discuss the importance of focusing on environments that can be changed; the need for bold ideas; the usefulness of mixing researchers, practitioners, and policymakers; and the benefits of intentionally using multiple research methods. Readers will also find a discussion of our continuing work to make us a cost-effective, client-friendly organization.

We hope that you find this report to be a valuable resource in your work, and encourage you to share it with colleagues who are working to improve the lives of young people. If you would like to share your comments or ideas with us, please email us at info@wtgrantfdn.org.

Robert C. Granger

Robert C. Granger, Ed.D.
President



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Change



Chair's Report

The year 2004 was transitional on many fronts for the Foundation. Bob Granger completed his first full year as President, a new Senior Vice President for Program was hired, our Vice President for Strategic Communications moved on to academia, and several changes occurred within the staff. Meanwhile, one trustee completed his term, while several new trustees came aboard. I'm pleased

and Progress

to report that these changes took place seamlessly, and we look forward to 2005 in excellent shape.

With regard to finances, 2004 continued 2003's recovery, with assets climbing back above the \$260 million mark. Both absolute and relative performance were excellent, as we outperformed the benchmark indices for the second year in a row. Notwithstanding this performance, we continue to face a formidable task over the long run: achieve a return that at a minimum allows the Foundation to maintain the real value of its assets. For now, however, as the Foundation contemplates some new initiatives for 2005 and 2006 (more on this in Bob Granger's essay on page 7) we are financially well-placed.

As to the longer term, the finance staff will model a number of outcomes in order to ascertain what spending rates are sustainable without impairing the Foundation's asset base and mission. The goal is to quantify a spending rate that is fundable over the longer term. As part of this process, we have hired an investment consulting firm to study both our diversification strategies and our current team of investment managers. This strategy should yield guidelines that balance risk and return parameters.

Managing our financial capital is a unique challenge, governed as it is by a body of historical evidence regarding rates of return expectations and associated risks. Managing the use of these assets to fund research and programs designed to improve the lives of young people is a distinctly different type of challenge. It reflects

problem-solving in an environment where, unlike in the financial world, results are not easily measured. In recognition of this, the Foundation is seeking to create stronger links between researchers and the practitioners and policymakers who represent the market, so to speak, for the researchers' evidence. We will be focusing resources on bridging this gap in 2005 and beyond. Working in our favor is broad public support for youth programs that work!

When Bob Granger was promoted to President, we needed to fill the key position of Senior Vice President for Program. Ed Seidman joined us officially in this role in early 2004. His career has been closely aligned with the youth issues that represent the Foundation's mission. Larry Gianinno, our Vice President for Strategic Communications, decided to leave for academia. We regret losing Larry, but supported his move as one that fulfills his ambitions. At the Board level, Ron Feldman completed his tenure last October. Ron served on the Program Committee and was Chair of the Nominating Committee. Ron's thoughtful observations were a key element in Board discussions, and will be missed. We also added two new trustees: Lisa Hess and Sara McLanahan. Lisa, Chief Investment Officer of Loews Corporation, becomes a member of the Finance Committee, while Sara, Professor of Sociology and Public Affairs at Princeton University, joins the Program Committee. The Foundation is fortunate to have two such skilled additions to the Board.

Finally, I would be remiss if I failed to acknowledge the performance of the entire William T. Grant Foundation family last year. The ability to manage through a transition like that of the recent past without missing a beat is a tribute to them all.



Kenneth Rolland

Kenneth Rolland

January 2005

Connecting



President's Essay

When Bill Grant began the William T. Grant Foundation in 1936, he did so “with the purpose of building a cumulative body of knowledge which will have comprehensive social value.” For the following 69 years, various trustees and staff have stayed the course Mr. Grant stipulated. While topics, the age range of interest, and the strategy underpinning the grantmaking have varied some, in

stand the daily activities and incentives of practitioners (including policymakers) and vice versa. For example, I now believe that unless a researcher who is interested in school reform deeply understands the daily experiences and demands of line and management staff in schools and district offices, it is highly unlikely that the researcher's work will affect practice. Similarly, policy-

Practice and Research

general the interest has been young people, the settings and forces that shape their lives, and the hope that research evidence will be useful and used.

Throughout our history, one of the Foundation's core values has been that research and practice should productively affect each other. It is an interesting and enduring problem that they rarely do so. This essay offers some of our thoughts about the disconnect between practice and research and describes steps we are taking that are based on our analysis. The essay begins by reviewing the Foundation's prior attempt to strengthen the research/practice connection through action research because lessons from that experience are shaping our current work.

In this limited space I do not develop a full examination of why practice (including policy) and social science research rarely influence each other. Others have written a fair amount on this (for example, see Brian Wilcox's essay on page 27 in this Annual Report), many argue that the lack of connection is a problem, and most agree that the problem has many causes.

Instead, I develop two related ideas. The first is that practitioners and researchers do not connect because they often pursue different questions. In particular, researchers are good at clarifying the nature and magnitude of problems that affect young people, while practitioners are focused on possible solutions. Second, I suggest that the disconnect will not improve unless researchers under-

stand the daily activities and incentives of practitioners (including policymakers) and vice versa. For example, I now believe that unless a researcher who is interested in school reform deeply understands the daily experiences and demands of line and management staff in schools and district offices, it is highly unlikely that the researcher's work will affect practice. Similarly, policy-

Action Research in the 1980s: An Attempt to Connect Research and Practice

The Foundation addressed the research/practice connection through “action research” in the early 1980s, much of it led by Vice President Robert Rapoport under Bob Haggerty's presidency. The underlying rationale for this work, path-breaking at the time, is now more widely accepted. That is, programs developed in controlled settings by researchers rarely get implemented at any scale. Therefore, it may make more sense to begin with promising programs already operating at some scale in the community and then connect researchers to these ongoing programs. Beginning with a base of existing programs ensures some level of scale. Then researchers, working with program staff, can help the staff and others learn about program effects and the mechanisms that might be responsible for any effects.

It is instructive that by the late 1980s the Foundation stopped the explicit call for action research projects (while continuing to support strong evaluations of promising



programs). Why? The work, sensible in so many ways, succumbed to a set of problems that surfaces in many such efforts: the practitioners and researchers had a hard time talking with each other, they had different priorities for what constituted an important question, their incentive systems and timelines for producing and acting on findings were very different, the research was atheoretical and therefore had little generalizability, and there were power struggles around who controlled data, especially if the results were not as positive as hoped. (Again, see Brian Wilcox's essay on this last issue.)

Our Current Efforts

In our current work, we assume that any significant progress on the issues that derailed the action research program demands more researchers and practitioners who have cross-role understanding and expertise. To help that occur, we are trying a number of things, beginning with a focus on a question that is important and interesting to practitioners and policymakers: how to improve settings that affect young people. We hope to make this topic equally compelling and accessible to researchers.

For our grantmaking, we seek research projects that help us understand how social settings like families, youth organizations, and schools affect young people, how to strengthen those settings, and how influentials use such evidence (see our Mission and Current Focus, page 34). Among these three general topics, practitioners and policymakers tend to be most interested in the second: how to improve settings. To more effectively connect practice and research, we believe we also need to learn much more about the third topic: how influentials use evidence. But in fact, we get the strongest proposals and by far fund the most work in the first area: how settings influence young people. For example, we know much more about the degree to which after-school programs affect young people, or the mixes of particular young people, program features, and program locations that are likely to generate net effects, than we do about how to turn an ineffective program into an effective one.

This is a significant limitation. For example, our current "action topic" is improving the quality of after-school programs. Senior staff, grantees, and I do a fair amount of speaking on this issue. Because the after-school field is still rather fragile, with a mix of mandates and

funding streams, many of these conversations are focused on concerns about continued funding and the plea for realistic expectations regarding program effects. But after one gets past concerns about the need for a basic supply of programs, we are often asked what research says about the interventions that will improve programs. We do not have good answers. There is almost no empirical work on the topic, and policymakers and practitioners are justifiably frustrated by the inability of research to help them do better.

During the foreseeable future, we will continue to seek proposals in all three of our research areas. But we realize that we need to stimulate and support better work on the improvement of settings and the use of research. Given its importance and potential appeal to researchers and practitioners alike, we are focusing first on research that will help us and others know better how to improve settings.

Improving Settings: Some Necessary Technical Advances

Building a stronger body of research work on how to improve settings requires some technical advances that are difficult to accomplish but are relatively easy to imagine and manage. Most of these advances involve getting better measures of the features of a setting one might sensibly try to change to improve it, and using stronger research designs where the setting is the unit of observation, analysis, and perhaps intervention.

To advance the work on measures of setting-level features, we funded the High/Scope Foundation to develop a "Youth Program Quality Assessment" instrument and process. The instrument is promising, and it will be available from High/Scope by April 2005. We hope many programs will use it for self-assessment and improvement. On the research design front, Steve Raudenbush and Howard Bloom have been collaborating to improve our understanding about how to optimally design experimental studies where clusters of people (like schools, classrooms, or geographic areas) are randomly assigned to assess the effects of interventions focused on the "cluster." Steve and

Howard are making great progress, and products from their work and a free consultation service about how to design such studies are available on our website.

The Need for Setting-Level Theory

We also need better theory on setting-level development, functioning, and change to guide the technical work and help us design and test interventions. For example, we have rich theories and data on how young people develop over time. From current longitudinal and experimental work, we are learning more about how changes in practice or policy affect young people. But we do not have analogous understandings of the normative development of settings (like a school or a peer group). How do organizations change over time, and how do interventions affect organizational development and change? Without such understandings, it is difficult to know what to measure or how to intervene productively.

While most of our current grants are focused on how settings affect youth development, we believe they can help us tackle these questions regarding the development of settings. For example, in late 2004, 22 grantees working on how after-school programs and activities affect youth met to consider what their work implies for understanding and improving such programs. Because we fund some practitioners and advocates in this area, the meeting contained a useful mixture of roles. We expect more such meetings in 2005, and we expect to add resources to current grants throughout the year to support thinking and writing on this topic. Additionally, Beth Shinn has pulled together a small cross-disciplinary group of researchers and practitioners to consider both the actionable features of settings and the nature of promising interventions. That group will issue a report this year.

Given our desire to better connect practice and research, some may question our emphasis on theory. It is true that one reason policymakers and practitioners say they do not pay much attention to research is that it is too often theoretical and thus not relevant to those who need to make daily, practical decisions.

We do not think that too much theory is the problem. For some time, we have rejected the notion that research is productively arrayed on some continuum from basic to applied. Rather, the more valuable research is both theoretical *and* practical. All scientific disciplines function by sorting through an accumulation of findings from different studies. Without theory, there is little ability to interpret these findings or understand how they generalize to other work. Similarly, without theory it is impossible to estimate how the findings of any one study (or set of studies) generalize to other places and people. In effect, atheoretical work is not generalizable and is only useful to the people directly involved in a particular study. Given our mission and limited resources, we need to ascribe to a higher standard than that.

Similarly, we do not support theoretically elegant work that has no origin in the daily activities of people and their social settings, such as families, schools, and neighborhoods. While that work may be for some, our mission is centered on improving the well-being of young people, and we believe the strongest social science addresses the challenges of daily life, with a particular interest in the effects of context.

We see the technical and more theoretical work as synergistic. As we get stronger theories and ideas about interventions, we need better measures and designs to test them. As the testing occurs, it will influence our theories and measures.

Capacity-Building Across Roles

In Bob Haggerty's presidential essay in the Foundation's 1983 Annual Report, he wrote "most of the early [action research] work was done by academic scholars moving into the community to evaluate service programs, but the movement can and should go in both directions..." We agree.

Our current thinking is that the primary reason for cross-role experience and understanding is so people can better perform their primary duties rather than so they can advise others. While I am stating this starkly to make a point, training and experience in a role count for something, and we want people to play to their strengths. For example, we encourage researchers to spend extended time in practice settings so that they will develop stronger intuitions and theories about those settings, develop a



taste for the practical questions endemic to the settings, and consequently do better research. We also hope that practitioners will spend more time in research settings to develop a stronger appreciation for theory, and for the advantages of disciplined, scientific inquiry. With such experiences, we hope the practitioners will be more likely and able to draw research findings into practice.

In part, these views come from interviews we commissioned during 2004 with influential researchers, policy-makers, and practitioners who understand roles beyond their own. Such people often described opportunities they had to spend some in-depth time in cross-role settings. Because we would like to help create more such “influentials,” we recently announced a pilot test of a “Distinguished Fellows Program” (see our website for details). The program is designed for mid-career researchers, policymakers, and practitioners, and through it we are testing the idea of trying to induce the development of cross-role expertise through mentored fellowships. We are going to support several cohorts of two to four Fellows for the next few years, and if the effort proves promising, we will make it part of our ongoing grantmaking.

A Closing Comment on Foundation Staffing

In closing, I want to acknowledge some staff changes this year that have increased our programmatic capacity and have advanced this work. Ed Seidman joined us full-time in 2004 as Senior Vice President for Program. Throughout his career Ed has been interested in how settings matter to young people and how these settings can be improved. In June, Rebecca Maynard joined Tom Weisner and Brian Wilcox as one of our three, part-time Senior Program Associates. In September, we selected Vivian Tseng as the first William T. Grant Post-doctoral Fellow to work at the Foundation. All of these talented people are involved in planning, executing, and evaluating the efforts I have described. They work with our Board and me to set priorities, decide what we will fund, and they are increasingly involved in contacting portfolios of grantees to see how we might leverage grantees’ ongoing work. Spending more time on such project reviews is a priority for 2005.

In addition to the important strength brought by new colleagues in 2004, we also experienced an important resignation. Larry Gianinno left the Foundation in September to become a Senior Research Scientist at Tufts. Larry built the Strategic Communications unit at



the Foundation, and with his leaving we have reintegrated his responsibilities across the augmented senior team. While that strategy is working well programmatically, we miss Larry’s expertise, good humor, and generous spirit.

A handwritten signature in black ink that reads "Robert C. Granger". The signature is written in a cursive, flowing style.

Robert C. Granger, Ed.D.

January 2005

Bob Granger became President of the William T. Grant Foundation in July 2003. Since joining the Foundation in 2000 as Senior Vice President for Program, Dr. Granger has led the focusing of its grantmaking on improving the quality of organizations, programs, and other settings that influence youth; and the implementation of a communication strategy targeting networks of key scholars, policy-makers, and practitioners. He currently serves as a presidential appointee on the National Board for Education Sciences, which he chairs. Previous positions include Senior Vice President of MDRC, Executive Vice President at Bank Street College of Education, and Executive Director of the Child Development Associate National Credentialing Program.

Dr. Granger received his Ed.D. in Early Childhood Education in 1973 from the University of Massachusetts. He is an expert on the content and evaluation of programs and policies for low-income children and youth.

For information about the William T. Grant Foundation’s active grants, please visit our website at www.wtgrantfoundation.org.



Social



Senior Vice President, Program, and Post-doctoral Fellow

*I*n the last Annual Report, Ed Seidman underscored the Foundation's focus on understanding how social settings matter for young people. In this essay, we examine mentoring and youth collective action (often referred to as youth organizing) as two kinds of interventions that focus on a key mechanism of social settings: network relationships. Mentoring and youth collective action

mentoring programs extends across political party lines. In his 2003 State of the Union address, President Bush announced nearly half a billion dollars to expand mentoring programs; in January 2004, he declared January as National Mentoring Month. National organizations, such as MENTOR/National Mentoring Partnership and the National Mentoring Center, provide advocacy and

Networks as an Ingredient in Youth Mentoring and Youth Collective Action Programs

programs have strikingly different worldviews and goals. In mentoring, adults help youth understand and navigate a world shaped by adults. In youth collective action, youth work together to critically analyze and challenge that world. Despite their differences, these interventions share a common focus on fostering relationships in order to promote positive youth development.

In this essay, we discuss the similarities and differences between the two types of programs to make some larger points about how to advance the Foundation's Mission and Current Focus (see page 34). The essay is structured by four questions. First, what characterizes mentoring and youth collective action programs? Second, how do their underpinnings differ historically, philosophically, and politically? Third, in what ways do they both foster relationship networks to promote positive youth development? Fourth, what can be learned from this analysis to further research that can improve programs, organizations, and other settings for youth?

Mentoring and youth collective action have become popular recently, with mentoring programs enjoying far greater popularity and acceptance. Political support for

resources, while corporate and public funding has increased to new levels. Youth collective action also has gained greater attention, but with considerably less fanfare or widespread support. While, in the near future, large-scale federal support for these youth-led initiatives seems less probable, a group of private sector grant-makers known as the Funder's Collaborative on Youth Organizing advocates, funds, and provides resources for youth organizing.

Mentoring and Youth Collective Action Defined

In youth mentoring programs, a mentor with more experience or wisdom guides and instructs a mentee. The goal is to foster the youth's development, remediate specific skill deficits, and/or enhance academic, social, or emotional learning. These relationships are usually understood to be adult-guided. In this essay, we focus primarily on mentoring involving one-to-one relationships between an adult and a younger person between the ages of 8 and 25.

Youth collective action programs are structured quite differently from mentoring programs and have different goals. As Reed Larson and his colleagues have suggested, youth organizing programs are youth-driven, based on the premise that youth are “experts” about their communities. Youth make important decisions and act in concert with one another, choosing issues of importance to them and collectively analyzing and taking action on them. Like mentoring programs, youth organizing programs involve relationships between adults and youth. Unlike mentoring, though, adults are involved as partners or consultants as opposed to decision-makers. Both mentoring and youth collective action seek to improve youth capacities, but youth collective action goes further, also seeking to improve a larger institution or community. Programs often seek to put the skills for analysis, problem-solving, and organizing in the hands of young people, thereby fostering their knowledge of societal injustices as well as their sense of connection to their communities and their ethnic/racial, gender, sexual, or religious identities.

Mentoring and youth collective action programs often are embedded in larger organizations. Mentoring occurs in community-based organizations such as Boys and Girls Clubs, Big Brothers Big Sisters, Y’s, faith-based organizations, and schools. There are programmatic requirements, recruitment efforts, training in ethics, and legal or other regulations for mentors and mentees. Youth collective action programs also are embedded in various types of organizations, including youth development organizations and community-based adult organizations that target social inequities.

Historical, Philosophical, and Political Underpinnings

In analyzing the political and philosophical popularity of mentoring programs, Gary Walker has observed that mentoring “offers to some people a comfort from the fear of ungoverned little humans growing up into unruly adults, wreaking havoc on everything around them.” In contrast, because it is a youth-led intervention, youth collective action is viewed as more political by the larger society, and is frequently met with both skepticism and

fear. This is not surprising because unmonitored youth often have been viewed uneasily by adults and the adult-controlled institutional and political world.

Though both mentoring and youth collective action are contemporary social interventions, they each have a longer history and broader political context. In the 1960s and 1970s, both approaches to social intervention were popular. Youth collective action was popular as part of the civil rights and anti-war movements. During the civil rights movement, grave racial injustices were flashed daily into living rooms through television, and sectors of government and the public condoned youth efforts to halt these injustices. While youths were actively engaged in community organizing, some faced resistance to their leadership by adult organizers. In reaction to this, the recent resurgence of youth organizing has seen a greater emphasis placed on youth-adult partnerships.

Mentoring, too, was ascendant in the 1960s and 1970s, and was referred to as “nonprofessional helping programs.” These programs sought to remedy “deficits” in underprivileged youth with the assistance of caring adult helpers. The emphasis on building adult-youth relationships, then as now, was focused on improving youth outcomes. Interestingly, these programs often enhanced mentors’ as well as mentees’ development, particularly if mentors had weaknesses, such as in reading. This was often an explicit goal of some programs, known formally as the “helper therapy” principle.

Both approaches to social intervention are popular again today but have emerged in somewhat different forms, influenced by the positive youth development model of the mid-1980s and 1990s. Today’s mentoring programs complement the earlier deficit model by including positive developmental, as well as remedial, intervention strategies. In doing so, and because it is the more popular, adult-driven model of intervention, mentoring has gained widespread political and public support. Mentoring programs have not, however, embraced the positive or asset-based approach toward youth as fully as have youth collective action programs. For example, mentoring programs seek to foster youth assets through the intervention (individual youth assets are the outcome) whereas youth organizing programs



begin the intervention with the premise that youth are already assets for creating social change (individual youth assets are presupposed; community change is the outcome).

Relationship Networks as a Mechanism for Promoting Positive Youth Development

Both mentoring and youth collective action programs focus on relationships as a key way to foster positive youth development. In mentoring, the network structure is a one-to-one relationship between an adult and a youth. In youth collective action programs, the network consists of relationships among youth and a less discussed but nevertheless important relationship between a group of youths and one or more adults.

Bart Hirsch and David DuBois are identifying and studying key processes in mentoring relationships: the quality and strength of mentoring relationships, the regu-

larity and length of contact in developing the relationships, and the content of activities and discussions. These relationship qualities, in turn, are expected to explain program effects on youth outcomes. We are not currently funding a similar study within youth collective action, but our sense is that some of the same mechanisms may be important. Like mentoring, youth organizing likely depends on relationship quality and strength, extent of contact, and the content of activities and discussions. Youth collective action programs expect that these relationship qualities will promote not only youth outcomes (i.e., self-efficacy, competencies), but also collective outcomes, such as youths' sense of collective efficacy or group empowerment.

Reed Larson and his colleagues are studying both youth-led and adult-led programs, and are finding that adults provide critical connections to and supportive and caring relationships for youths in both types of programs. Adult roles vis-à-vis youth, however, differ between the two types of programs. In mentoring programs, the adult's role takes center stage. For mentoring to be as effective as possible, though, an adult must structure the relationship in such a way that the youth can make choices about their shared activities; the adult must be responsive to the youth's desires and needs. In youth collective action programs, the adult role takes place backstage as a knowledgeable partner, facilitator, or consultant for youths' activities and organizing with one another. Adults must strike a balance between keeping youths' work on track and maximizing youth ownership. In the short-run, adult relationships in both programs provide connection to and supportive relationships with caring, non-family adults. In the long-run, adult relationships provide an important vehicle to expand youths' networks and social capital, enabling them to more easily make social linkages that will facilitate their future employment and educational opportunities

Studying Mechanisms and the Larger Context of Change

There is now a substantial body of research on mentoring, but relatively less research on youth collective action. From our review, we see three challenges to both areas of

research and our broader work at the Foundation. The challenges are developing theory and methods to understand how networks operate and how to change them, how youths express and use their “agency” (i.e., power, influence) within the programs meant to serve them, and how programs and their impacts are nested within larger contexts such as schools and communities.

As discussed in the prior section, both mentoring and youth collective action programs foster networks of relationships as a key mechanism for promoting youth and community development. We believe that identifying these types of setting-level mechanisms has broader relevance for our work to improve settings. Identifying networks as a mechanism to target for change raises additional research challenges for understanding how networks naturally operate and how to intentionally create (or alter) them. What do networks of relationships look like? How do they operate within and across settings? How do they develop over time? Through what processes do they promote positive youth development?

Theory-building is needed to explain how networks operate and how to intervene to create them. For doing this, mentoring researchers are able to draw upon a rich body of knowledge on adult-child relationships from family and family systems research. There has been less theorizing on peer networks, but research on peer relationships may provide useful conceptual frameworks for examining relationships in youth collective action programs. Youth organizing and mentoring research will need to extend past these existing frameworks to grapple with the ways in which networks operate within and across dynamic systems, including programs, schools, and neighborhoods. Future work also will need to examine how networks change over time.

Researchers need advances in measurement to assess and track changes in social networks over time. Observational and sociometric tools in classroom, family, and social network studies, for example, might be useful for examining questions pertinent to youth collective action and mentoring research. These tools could be used to address the following questions: Does an adult’s location and ties in a young person’s network look similar or different in the two types of intervention programs? How do older youth or those who have more experience



organizing relate to younger youth or those with less experience? How do ideas and influence spread across youths? What are the relationship processes between youth and their adult partners? How do we measure changes in these aspects of social networks over time?

In a related fashion, a second challenge is to understand the ways youth are empowered and influence the nature and development of relationship networks. This view of youth as having agency is explicit in youth collective action programs, but mentoring programs have not fully considered how youth actively influence their relationships with adult mentors. Like its corollary in parenting research, mentoring research often focuses on how adults guide or shape relationships with youth. For example, studies examine adults’ mentoring styles (akin to parenting styles), but there is less attention to how youth actively influence mentoring relationships and how mentors and mentees collectively form and adapt their relationships. To address this, mentoring

research might benefit from greater attention to theory on dynamic family systems.

A third challenge extends from our recognition that both forms of intervention are nested within larger social systems of schools, communities, and neighborhoods, and we do not have a good understanding of how programs affect these systems. Youth collective action explicitly seeks to change these larger systems, but assessing those changes is difficult. The state of science on researching outcomes and mechanisms for change at the individual level is far more advanced than our know-how for researching outcomes and mechanisms at higher ecological levels. A good example of this is studies on empowerment. Community psychologists have made rapid advances in studying individuals' sense of empowerment (i.e., self-efficacy, locus of control) but progress has stalled in developing ways to conceptualize, assess, and track changes in empowerment at the level of communities (i.e., distribution of resources, decision-making power). Again, theory and research tools are needed to jump-start analyses of change at higher ecological levels.

Increasingly, mentoring researchers are viewing mentorship as embedded within larger systems. Mentoring is seen as operating in conjunction with a broader network of adults in youths' lives, making it more effective than an isolated one-to-one relationship. Jean Grossman and her colleagues are beginning to examine how mentoring programs can create adult networks for youth. In their study of School-Based Mentoring, the mentor's presence in the school creates an adult network that includes the mentor, teachers, and school staff, all of whom communicate about and look out for the child's well-being. The mentoring influence radiates throughout the child's existing networks and remains more constant in the child's life, even after the mentoring relationship ends.

Conclusion

We have identified social networks, a major aspect of social settings, as central to how well both mentoring and youth collective action programs promote positive youth development. We hope that social scientists will take up these research challenges to study exactly how social networks in these two types of programs foster the

growth and development of our future leaders. Recent advances in related fields will help us meet these challenges. As researchers make more advances in identifying,



assessing, and tracking changes in other aspects of social settings, we will build a broader knowledge base on how relationships operate as part of a dynamic system, working in concert with or against the other aspects of social settings.

Edward Seidman Vivian Tseng

Edward Seidman, Ph.D., and Vivian Tseng, Ph.D.

January 2005

Edward Seidman is Senior Vice President, Program, at the William T. Grant Foundation. For the last 15 years, his research has examined the nature and course of the positive developmental trajectories of economically at-risk urban adolescents, and how these trajectories are affected by the social contexts of family, peers, school, and neighborhood, and their interaction. He is particularly interested in the impact of school transitions on these trajectories and its implications for the prevention/promotion of well-being and educational reform. He is a Professor of Psychology at New York University and was previously at the universities of Illinois (Urbana-Champaign) and Manitoba, and the Vice President and Dean of Research, Development, and Policy at Bank Street College. He has been a Resident Scholar at the Rockefeller Bellagio Center, a Senior Fulbright-Hays Scholar, and the recipient of several national awards for distinguished science, education, and mentoring.

Vivian Tseng is a Post-doctoral Fellow and Program Associate at the William T. Grant Foundation. She conducts research to guide the Foundation's grantmaking work and is involved in all program activities, including the development of priorities, new initiatives, and requests for proposals; review of proposals; and ongoing contact with grantees. She is an Assistant Professor in Asian American Studies at California State University Northridge. In her research, she focuses on frameworks for promoting social change and the influence of culture, immigration, and race on youths' developmental and educational experiences.

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Redefining Success



Senior Program Associate

Having recently joined the Foundation this past fall, my first essay for its Annual Report describes my thinking about the trends in how American youth are doing in school, the implications of their educational achievements for their transitions into the workforce, and the effects and limits of certain education and employment interventions on their well-being. I offer some sugges-

Here is where the good news ends. These improving conditions in childhood have not kept pace with the academic and social skill requirements for success in adulthood. Real wages of workers without a college degree have fallen, while those of college graduates have increased substantially. The result has been a substantial widening of the earnings gap between those with higher

and the Implications for Research

tions for a research agenda that could advance our understanding of the important areas for public policy intervention and strengthen the scientific knowledge base to guide educational policy and practice in ways to promote greater access to educational opportunities, improved skills development, and more successful transitions to the workforce. I am excited by the chance to work with the Foundation as it pursues these issues.

The Bar for Successful Outcomes Has Risen

Over the past 40 years, outcomes for youth at all income levels have improved quite substantially. Child poverty rates are much lower than they were in 1960. This is particularly true for children in single-parent families. Children are starting school earlier, they are entering school with higher skills, and they are staying in school longer. While we hear much about the poor academic performance of American students relative to their peers in other developed countries, measured performance of students in the United States has remained fairly constant or increased slightly over time. And, the proportion of youth completing high school and going on to college has increased considerably.

education and those without. Simply put, the improvements in child outcomes, particularly education, have not been sufficient to prevent increasing inequality of opportunity in adulthood.

Interestingly, however, the driving force behind the increasing inequality appears to be changing conditions of the economy and the labor market, rather than declining effectiveness of our K-12 school system. This suggests that in order to reduce significantly income disparities and raise the economic well-being of those at the bottom, it will be essential to strengthen considerably the educational outcomes for youth in the bottom-third of the performance distribution.

Raising the bar will not be easy

Over most of the past 40 years, per-pupil spending on education has been increasing, and for the past 20 years, schools have been undergoing major reforms aimed at improving outcomes for the most at-risk youth. Although spending increases and reform efforts have been disproportionately focused on the lowest performing schools and districts, collectively, they have not succeeded in reducing performance gaps, let alone in meeting the increasing and changing skill requirements of the labor market.



There is abundant evidence of the importance of laying the foundation for success in the labor market during the primary and secondary school years. Through years of experience and research, we have demonstrated the feasibility of increasing employment and earnings of adults who have at most a high school education through programs that offer combinations of job search assistance, adult education, and job training. In some cases, employment and training programs for disadvantaged groups have been found to be good investments of public dollars. But the impacts of even the most successful of these programs have been quite modest and certainly not large enough to break the intergenerational cycle of poor education outcomes and subsequent income insecurity.

Strategies for change

It feels like the right time to look for new and innovative ways to better prepare youth for success in adulthood, particularly those youth who are at greatest risk of struggling or failing in the labor market. Modest interventions, whether directed at schools or at families, most likely are going to return modest changes. In order to develop powerful new strategies to better serve youth and society's

needs, it would be very useful to learn more about the qualities of the home, school, and neighborhood contexts of youth whose successes and failures are at odds with expectations. For example, what are the defining features of the homes, schools, and neighborhoods for youth who succeed "against all odds" and of those who fail despite what appears to be a "life of privilege"?

We also need to identify ways that we can intervene to create favorable conditions where they do not exist. Some of this is about getting the incentives right to drive institutional and individual change. For example, the accountability provisions within the No Child Left Behind Act may, in fact, stimulate and facilitate the advance of much-needed research as policymakers and practitioners struggle to demonstrate their ongoing contributions to student performance. The policy of mandating that students who are not proficient in math or reading have access to supplemental support services means that schools are expected to perform continual assessment of student progress and invest in rapid remediation when performance falters. The emphasis on early identification of performance shortfalls for students provides ongoing reminders to parents and

taxpayers of the returns on the investments in their schools. All of this combines to create a compelling need to change the status quo. Yet, appropriate incentives only get us so far.

The Role for Research

Over the past 30 years, the social science research community has developed and refined methods for conducting rigorous experimental-design studies to test the effectiveness of interventions—methods that can be applied to interventions at the individual, the classroom, the school, and even the community level. This same research community also has created a technology for conducting rigorous implementation, operational, and contextual analysis. And, in some cases, these methods have been smartly blended in ways that allow us to measure intervention effectiveness and get inside the black box of the intervention to gain insights into the mechanics of how, for whom, and under what conditions it causes change. (See Tom Weisner’s essay on page 23 for a discussion of mixed-methods research.)

Looking to the next 5 to 10 years, it will be enormously valuable to apply the rigor and richness of these research technologies to help us better understand why some children learn more easily than others; to identify effective instructional methods and support strategies to promote success among those who do not succeed in whatever usual approach to education is operative in their schools; and to better understand the power and limits of neighborhood and community context for advancing youth outcomes. We need to conduct rigorous evaluations of both alternative and supplemental curricula and instructional practices as contrasted with the usual educational model in order to identify ways to strengthen the usual model and to compensate for its limits. In addition, we need to stimulate research on strategies for promoting critical soft-skills, such as the ability to work productively in a group, and for increasing enrollment and success in post-secondary education among youth from disadvantaged backgrounds and those in under-represented minorities. Among these new research endeavors, we should be testing some bold new ideas in hopes that we can begin not

only to improve youth outcomes relative to the past, but relative to the changing demands of the labor market.

Research should not be an end in and of itself. Rather, it is the grist for knowledge development to drive ongoing improvements in policy and practice. Highly successful interventions should become candidates for



adoption. Those that were well-grounded in theory but that proved to be less successful and/or unsuccessful offer equally important fodder for better understanding the problem, for rethinking our theories, and for refining our strategies for change.

Rebecca Maynard

Rebecca Maynard, Ph.D.

January 2005

Rebecca Maynard is a Senior Program Associate at the William T. Grant Foundation, involved in all program activities, including the development of priorities and new initiatives, review of proposals, and ongoing contact with grantees. She is University Trustee Chair Professor of Education and Social Policy at the University of Pennsylvania, where she teaches courses in research methods, economics, and education policy and pursues an active research agenda focused on youth risk reduction and skills attainment, including serving as principal investigator for the federally sponsored evaluation of abstinence education. Dr. Maynard is the 2005 President of the Association for Public Policy Analysis and Management; serves on multiple National Academy of Sciences panels; is a member of the Research and Effective Program Task Force of the National Campaign to Prevent Teen Pregnancy; and serves on a number of technical advisory groups for major research projects in education and welfare.

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Mixed



Senior Program Associate

The William T. Grant Foundation is interested in how settings influence youth, how to improve those settings, and how influential researchers, policymakers, and practitioners use research. This essay presents the rationale for using mixed methods with strong designs to study these topics, and illustrates some of the advantages with work by our current grantees.

Why mixed methods?

Complicated contexts require multiple methods to understand them. The values, goals, and agency of the individuals, families, communities, and larger institutions involved in those contexts are part of the research problem, and require methods different from, for example,

Methods for Research on Youth Contexts

The increasing use of mixed methods comes at an important time. Diversity in the United States and elsewhere is increasing, and demographic “majority minorities” are emerging throughout the country, yet ways to understand these communities are lagging behind. Schools and other institutions that support families are looking for better ways to train and assist children and their families, but are struggling to find policies that work. Journals and research funders are looking for better ways to include mixed methods and the strongest possible designs as the standard for research, rather than an occasional add-on to single methods, but better ways to evaluate such work are needed.

I introduce three ways that current Foundation-sponsored work uses mixed methods: exploring the terrain of important contexts we do not yet know enough about; generating theory on how to produce positive change in youth contexts, thereby setting the stage for more targeted interventions and experimental studies; and moving iteratively between methods to understand how and why contexts have or have not changed after an experiment.

the tracking of administrative records. Since all methods have limitations and biases, each should be complemented by others testing some of the same variables and constructs. Local influences shape all communities and programs and affect interventions; therefore they require multiple methods for study. Especially as part of an experiment or other strong design, it is important to use mixed methods to understand the context of the experiment itself, the nature of the intervention, and how it was experienced, implemented, and received by those in the experimental group. Strong combinations of methods are richer than the sum of each one used alone, and provide amplification of evidence regarding contexts that improve the lives of children and youth.

So why don't researchers routinely use strong designs incorporating mixed methods? There are the usual disciplinary and other barriers to such work. Jennifer Greene observes that deploying mixed methods depends on conditions that unfortunately often are not present, such as a shared understanding among researchers and practitioners that strong methods have relatively equal status; respectful understanding of these methods; openness to new ways of knowing; and value placed on pragmatism and empiricism. Research teams can be difficult to form;



one important condition for success is that the team focuses on the contexts as its shared focus, and that each method is understood to have something important to say about those contexts or youth. The challenge is to increase these positive conditions and reduce the barriers. Each of our examples shows ways to achieve these goals.

Theory development for positive change in youth programs

Mixed-method studies help build the theories of change that are essential for designing interventions that can target the right features of contexts and programs. Reed Larson and Robin Jarrett argue that without theories of change, longitudinal and evaluation studies of youth development are likely to leave out crucial variables and become expensive fishing expeditions inside a black box (the program). How do programs simultaneously encourage motivation, challenge youth, and concentrate positive activity? Likely processes include some mix of learning initiative, teamwork, motivation and engagement, formation of adult relationships, identity clarification, and bridging peer differences (e.g., race, ethnicity, class, family). Qualitative research that provides rich descriptions of youth programs combined with observations and ratings of adults, youth, and program contexts will generate theories of what matters for youth and organizations.

Mental health among Latino immigrant youth and families

An essential use of mixed methods occurs in situations where it is clear that problems exist for families and children, but where the contexts are not yet understood

sufficiently to undertake an intervention. Careful description and systematic comparisons need to be done first to map the terrain. What should the intervention include to have the best chance to succeed? In which contexts should it be done? How could changes blend effectively with existing community assets? Mimi Chapman and Krista Perreira examine mental health (MH) status, symptomatology, and needs of immigrant youth in North Carolina, where there have been new, explosive increases in first-generation immigrants from Central America and Mexico. The study contextualizes MH symptoms by examining migration stories and experiences, current community supports, and school circumstances. To do this they use a survey sample, qualitative interviews, and local school and clinic professionals as expert collaborators. Chapman and Perreira will be able to estimate the prevalence and types of MH concerns facing Latino youth across North Carolina, and to understand the contexts (e.g., clinics, schools, family, peers) that affect MH in this population. First, we need to learn which qualities make contexts work, which matter most, and what they mean to those engaged with them. Only then will we understand contexts and categories that can be summarized in questionnaires, surveys, or administrative records using better-constructed measures. More effective interventions, and better knowledge for dissemination to influential leaders in the region, can follow.

Iterative assessment of an experiment using mixed methods

Mixed methods are useful for understanding an experiment done in complex settings. Moving To Opportunity (MTO) was an exciting and innovative attempt to move people living in high-poverty public housing projects into market housing in lower-poverty neighborhoods, where, it was thought, parents could more readily access better employment and schools, and child health and school achievement would improve. But not every aspect of the MTO intervention could be controlled; the political and economic climate changed as the experiment proceeded, and many serendipitous and unanticipated results were found (in other words, the typical situation!).

Jeffrey Kling did in-depth interviews with MTO participants in Boston, along with an extensive survey and collection of administrative records by the evaluation team. Through conversations with program participants, he identified concerns for physical safety as central in parents' lives. Parents feared random violence ("bullets don't got no name," in the words of one parent) and devoted enormous energy and time to monitoring their children and trying to ensure their safety. Kling and his colleagues then moved back to the survey data to test the hypotheses generated through their conversations with parents. The qualitative interviews led to a series of successful predictions of program impacts that operated through a sense of increased security that parents and children experienced after moving out of public housing. For example, Kling reports that families offered housing vouchers through the MTO program had significant improvements in neighborhood safety; fewer injuries and asthma attacks (mainly in the experimental group); reductions in child behavior problems, particularly for boys; and better adult mental health.

Kling also used this iterative strategy to better understand the MTO experiment itself, such as what produced or thwarted experimental impacts, better interpretation of survey data, and incorporation of new questions in subsequent surveys. For example, Kling found that some respondents erroneously believed that their responses to the baseline survey would determine if they got vouchers, and so gave inaccurate information. In addition, MTO-eligible families who did not have to pay utilities in public housing had to start doing so when and if they used vouchers for private rentals, and this was a barrier to using vouchers for some families.

Susan Popkin and Xavier Briggs are currently following up with some of the MTO families in their "Three-City Study of Moving to Opportunity." This team explores reasons for the impacts that resulted from the MTO experiment, using ethnographic and qualitative methods along with the survey and assessment follow-up. For example, why did impacts of MTO unexpectedly differ for boys and girls, and why were there no educational gains for children nor strong income or employment gains for parents?

Conclusion

The Foundation's research focus on contexts that support children and youth, and on ways to change these contexts, usually requires mixed methods and holistic, multi-variate thinking. For example, qualitative methods emphasize the cultural and historical influences on contexts, the other institutions they are embedded in, what they mean to participants, what mechanisms matter for producing change in children and youth, and where and how to intervene. The essays on mentoring and



youth organizing (Seidman and Tseng, page 13), placing key influentials in policy, practice, or research contexts (Granger, page 7), and on the contexts for policy research itself (Wilcox, page 27), also show the importance of mixed methods.

A handwritten signature in black ink that reads "Thomas S. Weisner". The signature is fluid and cursive.

Thomas S. Weisner, Ph.D.

January 2005

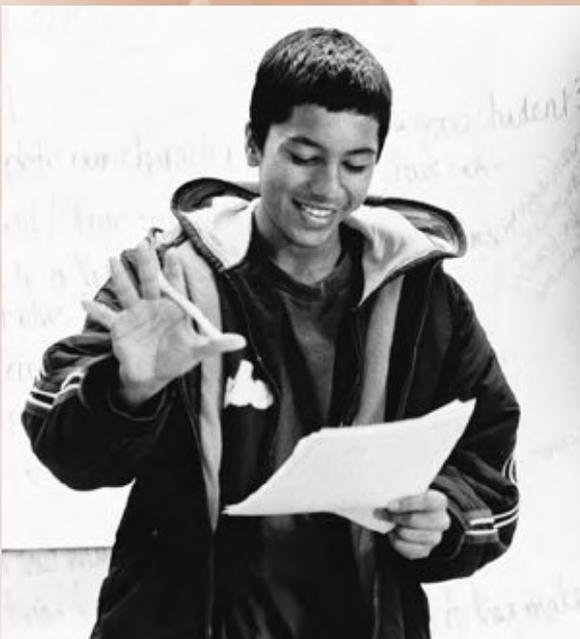
Thomas S. Weisner is a Senior Program Associate at the William T. Grant Foundation, involved in all program activities, including the development of priorities and new initiatives, review of proposals, and ongoing contact with grantees. He is a Professor of Anthropology in the Departments of Psychiatry (NPI Center for Culture & Health) and Anthropology, University of California, Los Angeles. His research interests are in culture and human development, families and children at risk, and the use of mixed methods in research on culture and context in children's lives. He has been a Fellow at the Center for Advanced Studies in the Behavioral Sciences at Stanford, a member of the MacArthur Network on Successful Pathways in Middle Childhood, and is President-elect of the Society for Psychological Anthropology.

Note: Portions of this essay are drawn from Weisner's *Introduction to Discovering successful pathways in children's development: New methods in the study of childhood and family life*. Chicago: University of Chicago Press, 2005.

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The Many



Senior Program Associate

The William T. Grant Foundation has a considerable interest in policy-oriented research, as is evident from its Mission and Current Focus (see page 34). Each of our three focal topics—youth development; improving systems, organizations, and programs; and adults' use of scientific evidence and their views of youth—contains an explicit focus on policy issues. We are interested in research

Conducting Research in a Fishbowl

Much of the research conducted by scientists takes place beyond public view and is likely never to be seen outside of our scholarly communities. This is not the case for policy-oriented research, as there are invariably many parties interested in, and possibly with a stake in, the

Challenges of Policy-Oriented Research

examining the impact of laws and policies on the development of youth and on interventions to improve organizational and program policies and practices, as well as studies on how policymakers understand and use research in creating youth-oriented policies.

Policy-oriented research takes many different forms that can draw upon the range of methodologies available to researchers. Any definition of policy-oriented research will be somewhat arbitrary, but I use the term to describe research that is intended from its conception to have a bearing on the types of broad policy issues outlined above. Such studies may directly evaluate the effects of policy actions at the individual, organizational, or program level. Policy-oriented research may also test assumptions underlying policies that are intended to influence youth or the organizations and programs serving them.

My goal is not to draw a fine line between research that is policy-driven and research that is not. Instead, I will describe some of the trials and tribulations—of challenges and rewards—of engaging in this type of scholarly work, with the goal of encouraging more researchers to join the fray.

findings. Politicians who have sponsored bills creating the policies and programs we are studying, as well as those who have taken a high profile stand on these issues, are likely to have a significant commitment to them. Advocates also may have an interest in specific policies and the programs generated by them. Similarly, practitioners have an interest in research related to the types of programs with which they work. Finally, there is the community of policy researchers, especially those who are working in the same policy terrain and may be competing for scarce resources. The concerns of these groups vary, but many are more likely to be focused on access to power and resources than on the empirical concerns of primary interest to the researcher.

Consequently, the researcher studying policy questions of interest to this foundation can expect that his or her research will be subjected to a different type and level of scrutiny than most researchers are used to. Of course, researchers are both used to and comfortable with scrutiny of their research by others; we routinely subject our work to review by our peers. Yet the nature of that scrutiny is different from that of policy actors—including policymakers, advocates, practitioners, and other policy researchers—who, as noted above, may have a vested

interest in the results of our work. How does one best manage this situation, where there may be efforts to undermine, deemphasize, or overemphasize our findings or draw implications from our work that can't be supported?

The Best Defense...

Football coaches claim that the best defense is a good offense. By taking a variety of preemptive actions the researcher may be able to avoid playing quite as much defense when results are released. One valuable but challenging approach taken by some researchers is to involve representatives of these stakeholder groups at the outset of the policy research effort. But given the potential range of individuals and groups with an interest in the findings of any policy study, it is not feasible to involve all possible stakeholders. One tactic for limiting the scope of this task is to focus on the "key influentials" within each of the stakeholder groups.

These key influentials can be approached before the study starts to address a variety of issues that could otherwise trip up the researchers. First and foremost, consultation with policymakers, practitioners, and advocates prior to the inception of a study gives the researchers an opportunity to ensure that they have framed the policy questions appropriately, and to confirm that the stakeholder groups who are the intended recipients of the findings are, in fact, interested in answers the researchers may produce. Consulting with policy stakeholders, including researchers, at an early stage helps them understand how the work fits with what they are doing or planning. In the case where key influentials express little interest in the potential findings, researchers shouldn't necessarily be deterred. Other policy stakeholders may find the results of interest, as might policy stakeholders in other places or in the near future.

Ensuring that the policy questions have been framed correctly, however, should be a fundamental undertaking within any policy-oriented research effort, especially if the researcher has an interest in the findings being applicable to policy discussions and actions in the near-term. For example, the evaluation of an adolescent pregnancy prevention intervention that offers participants \$10 per



day for each day they do not become pregnant may address an interesting theoretical question regarding incentive effects on adolescent sexual behavior, but it's unlikely that an intervention of this type would be accepted by policy stakeholders, for reasons including cost and reservations about providing incentives for what many would consider normative behavior. If policy application is a driving force behind the research, a study such as this would be deemed a failure...a failure that might have been avoided if the intervention and research teams had consulted with policy stakeholders to determine whether the intervention, and the likely findings, would fall within the bounds of realistic and acceptable policy and practice.

Consultation with policy stakeholders prior to the conduct of research can also help avoid misunderstandings about the findings that might result from the study, as well as their limitations and potential policy implications. Studies have inherent limitations, and the conclusions that can be drawn are bounded by those limitations. This can be difficult for policy stakeholders, as they usually enter relationships with researchers looking for unqualified answers rather than bounded ones. By addressing such issues early, researchers might limit the tendency of some stakeholders to over-generalize or misinterpret

findings. Similarly, policy actors may be less inclined to assume that all null results mean that the policy or program assessed must be immediately terminated. Some studies, however, can be designed and conducted in a manner that can provide a clear and relatively definitive answer to a policy question. Many of us long to conduct such studies, and policymakers anxiously await them.

Policy-oriented research is not for the faint of heart. Nearly every policy issue will have proponents and opponents who see themselves as having a stake in any related research findings, and researchers will sometimes find themselves being attacked from both sides. Opponents and proponents of policies are often less interested in the principles underlying a debate (e.g., Who benefits, who fails to benefit, and who suffers under different welfare plans? Why?) than in the results of the debate. Consequently, researchers tackling these principles may be surprised that their findings are often attacked, not uncommonly from those on both sides. Even researchers who avoid taking an advocacy stance in response to their findings are not immune, since the findings sometimes simply align more naturally with one side. Staying in touch with key influentials within various stakeholder groups prior to, during, and at the completion of the research may decrease resistance to the findings, increase their potential influence, and improve the quality of the research. This is a strategy that has been used successfully by MDRC and colleagues with the “Next Generation” study of effects of welfare reform.

Policy researchers can undermine their own work, and credibility, by falling prey to what Donald Campbell termed the over-advocacy trap. In an environment where many stakeholders expect definitive answers, it is tempting for the researcher to make claims beyond those supported by the research, or to state findings more definitively than is warranted. Policy researchers need to remind themselves to resist over-reaching; working within policy settings can be heady stuff, and the pressures to please stakeholders can be strong.

Finally, a key ingredient in a good defense is the use of research methods that can withstand the scrutiny of our more methodologically-inclined peers and also address the policy issues in a sophisticated and nonparti-

san fashion. In this regard, the Foundation is currently collaborating with Howard Bloom and Steve Raudenbush to improve the analytic methods available to researchers involved in group-level randomized experiments.

While policy-oriented research has its challenges, it can also offer tremendous rewards. The practical rewards

are obvious: work in the policy arena can be influential on a grand scale. But it is also worth remembering that the policy arena can be an especially appropriate setting for putting our theories and methods to the test.



Brian L. Wilcox

Brian L. Wilcox, Ph.D.

January 2005

Brian L. Wilcox is a Senior Program Associate at the William T. Grant Foundation, involved in all program activities, including the development of priorities and new initiatives, review of proposals, and ongoing contact with grantees. He is Professor of Psychology and Director of the Center on Children, Families, and the Law at the University of Nebraska, where he is affiliated with the Developmental Psychology and Law and Psychology programs. Much of his work focuses on the interface of child and youth development and public policies, most recently in the areas of child maltreatment, adolescent pregnancy and sexual behavior, and children's media. He was previously the director of the American Psychological Association's Public Policy Office, an SRCD Congressional Science Fellow for Senator Bill Bradley, and a faculty member at the University of Virginia. He is currently (2005) a Fulbright Senior Scholar in residence at the Universidade Federal do Rio Grande do Sul in Porto Alegre, Brazil.

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Finance and



Vice President, Finance and Administration

As an established foundation, we rely on the performance of our portfolio to fund the many activities and grants that help us fulfill our mission. Given its importance, I open my essay with a discussion of our investments. But we also are continuously working on other operational matters to improve our effectiveness. Therefore this essay also describes progress made during 2004 on several that are important

Asset allocation

Undoubtedly, the stellar performance of the portfolio was due in part to our asset allocation strategy, which is easily more diverse than those of foundations similar in size, according to 2003 data obtained from the Foundation Financial Officers Group. As of December 31, 2004, we employ 21 managers and have investments in

Administration: A Look Inside

to applicants, grantees, and other members of the Foundation's network.

Our Investment Performance

A Commonfund Institute study of 242 foundations conducted in 2003 revealed that the average endowment grew 17% during that year, including 16.8% for foundations with endowments between \$101 and \$500 million. The William T. Grant Foundation, with assets at \$240 million as of December 31, 2003, fared considerably better than these peers; our portfolio returned 26% in the identical period. These encouraging results continued in the overall performance of 2004; though early months were marked by weak returns, November and December saw the late-year stock market surge that often characterizes an election year. Our portfolio ultimately returned 14.9% for the year, comparing favorably to our total plan benchmark of 10.4%. Total assets stand at approximately \$260 million as of December 31, 2004 (unaudited)—the highest level since June 2001. Figure 1 illustrates our endowment levels from December 2000 through December 2004.

Figure 1

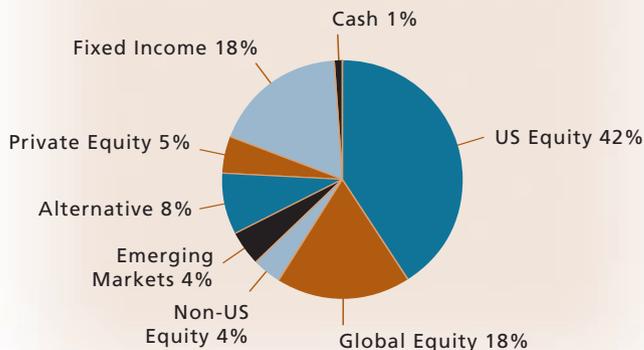
*William T. Grant Foundation
Total Assets at Year-End 2000–2004*



31 different funds. Though monitoring and working with this array of managers can be challenging, the success of our portfolio suggests that the amount of time spent on allocation strategies and rebalancing the portfolio yields worthwhile results. The Finance Committee of the Board of Trustees is again commended for its investment savvy and hard work in ensuring good returns, minimizing

Figure 2

*William T. Grant Foundation
Asset Allocation as of December 31, 2004*



risks, and exceeding our plan benchmark. Figure 2 shows the asset allocation of the Foundation's total assets as of December 31, 2004.

Improving Our Automated Systems

Technology continues to change most facets of our personal and professional lives. At the Foundation, one employee, Linda Rosano, takes care of all of those needs for the organization, aided by appropriate consultants and vendors as necessary. Linda's responsibilities include basics such as hardware and software selection, upgrading, installation, day-to-day servicing and maintenance, security, training, and trouble-shooting and repair. The value of these regular activities cannot be understated.

But in 2004 we went far beyond the norm to integrate our separate systems for grants management, contact management, and the Foundation's website. The goal was to incorporate these systems into a seamless web interface/application for both internal and external users.

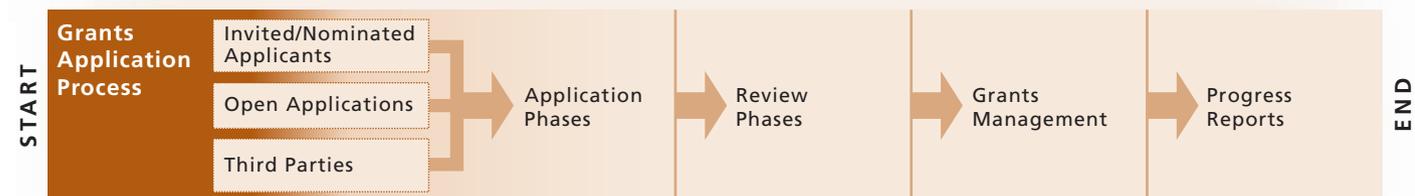
The integrated system will replace our outmoded stand-alone systems, some of which have been in place for just over 20 years. The advantages of the new system will be manifold: increased efficiency; fewer clerical tasks; easier use for applicants, grantees, and reviewers; and better reporting capabilities. But it took substantial energy and time from all the Foundation's staff to get us to the point where we are almost ready to go "live." Here are some of the details:

In December 2002, after a methodical review, we selected a product called Easygrants. Easygrants is a web-based program used to manage all phases of the grant-making process—managing contacts, accepting grant applications, internal and external proposal reviews, grants management, and submitting annual and final grant reports (see Figure 3). These modules, along with the Foundation's website and new financial management system (Micro Information Products), now form a single, secure, and integrated system that enables applicants, reviewers, and staff to work online and collaboratively, and provides grant status and other information to all of our current grantees.

Easygrants was deployed internally in December 2004, and will be made available to external users by March 2005. The successful launch of this initiative will not change the material of our business, but the administration of our grantmaking will change significantly enough to greatly enhance our capacity to best serve our grantees. For instance, once we are live, grantees can apply electronically, check reporting requirements and history, and monitor payments. Staff can more easily perform the many grant management activities; all relevant information about an applicant and grant will be available online and shared in a common record, and multiple users can

Figure 3

The Easygrants Process



gain access to information simultaneously. These benefits will soon outweigh the inevitable start-up issues that staff and others will experience as we launch all this during 2005. Please bear with us.

Our Budget and Spending Rate

Our budget and spending rate balance the need to successfully perform our mission with the need to maintain our endowment. Management and the Board of Trustees continue to grapple with this important issue, which affects how much we budget to spend during our fiscal year. Historically, we have made annual distributions in excess of the 5% mandated by law. As we go forward, we want to spend substantially more on program services versus non-program services and expenditures. We have been successful in this regard, as evidenced by the latest audited statements (for fiscal year 2003) that showed we spend 88 cents of each \$1 on program services, 7 cents on investment-related costs, and only 5 cents on administration. To ensure that these ratios are in line with other like organizations, we have begun annual benchmarking of other foundations' ratios, using data available from annual reports, audits, and IRS Form 990-PF. Thus far, our studies confirm that we do as well—if not usually better than—other national foundations in the program vs. investment/administration ratios. This is reassuring because we are smaller than many of these other organizations and therefore suffer some diseconomies of scale.

Staffing

None of these many activities are possible without a skilled and productive staff, and we have been successful in creating a positive work environment that fosters creativity, inclusion, and cross-departmental interaction. This terrific staff notwithstanding, we worked on policies in 2004 to ensure that we were at the forefront of best practices in our field. We recently put in place a Conflict of Interest policy (for Board and staff), adopted and made public a transparency statement for our grantmaking, and instituted Whistleblower and Record Retention policies—just some examples that highlight the institution-wide integrity for which we strive.

The Path Ahead

As we look forward to 2005, we believe we have created an infrastructure that should make us ever-more capable of achieving our mission. The new automation will be challenging for all, but we will work hard to make it



effective for staff and those outside. Our Foundation is committed to being an organization that is efficient, cost-effective, transparent, and operating with the highest standards. Feel free to tell us when we can do better, and also when we succeed.

Lawrence ("Larry") D. Moreland, M.B.A.

January 2005

Lawrence D. Moreland is the William T. Grant Foundation's Vice President for Finance and Administration. He oversees all of the Foundation's financial and administrative processes, including the budget, accounting, and audit activities and oversight of investments of the Foundation's endowment, as well as human resources, office operations, and technology systems. Prior to joining the Foundation in November 2001, he served as Chief Financial Officer at Planned Parenthood Federation of America, Inc., (PPFA) where he directed the accounting, investment, budgeting, and cash management functions of this national organization. Larry serves as Board Treasurer of the Association of Black Foundation Executives (ABFE), is a Board member of the New York Region Association of Grantmakers (NYRAG) as well as Vice Chair of its Finance and Audit Committee, and sits on the Planning Committee for the 2004 and 2005 annual conferences of the Council on Foundations.

Mission and Current Focus

The mission of the William T. Grant Foundation is to help create a society that values young people and enables them to reach their full potential. In pursuit of this goal, the Foundation invests in research and in people and projects that use evidence-based approaches. Our current grantmaking for research, policy analyses, and evaluations of interventions is restricted to the three interrelated topics that follow.

1 Youth Development

Understanding how youth develop strengths and assets such as the skills and relationships that contribute to their development and well-being. We are particularly interested in how contexts such as families, organizations, programs, and informal activities influence youth during times of heightened change and transition.

Current priorities include:

- The impact of laws, public policies, and organizational or program policies and practices on youth
- The effects of interventions meant to improve youth social and human capital
- Increasing and sustaining youth participation and engagement in programs, organizations, and activities that can improve their social and human capital
- Culture and diversity as they influence development
- Improving the transitions from middle childhood to adolescence and adolescence to early adulthood, particularly for vulnerable young people

2 Improving Systems, Organizations, and Programs

Understanding how to improve the quality of youth-serving systems, organizations, and programs. We are particularly interested in improvements that are durable.

Current priorities include:

- The impact of laws and public policies on organizational and program policies and practices
- The effects of interventions meant to improve the quality of youth-serving organizations and programs
- The effects of strategies meant to increase the availability of effective organizations and programs

3 Adults' Use of Evidence and Their Views of Youth

Understanding how adults who are our key constituents (influential policymakers, practitioners, scholars, advocates, and members of the media) view youth, and the policies and services that affect youth. We are particularly interested in when and how evidence from the health, social, and behavioral sciences affects their knowledge, views, and behavior.

Current priorities include:

- The effectiveness of various communications and dissemination strategies on the knowledge, views, and behaviors of our key constituents
- The communication networks and sources used by adults who are influential in youth policy and practice
- The understanding and use of evidence from the health, social, and behavioral sciences in changing youth policy and practice

Action Topic: Improving the Quality of After-School Programs

We choose certain topics for special emphasis when we sense that they are particularly salient to policymakers and practitioners; we and other funders have important work in progress; and policy and practice regarding the topic can be advanced by empirical evidence. One such topic is improving the quality of after-school programs, and we are devoting significant resources to this, especially in regard to communication and capacity-building activities. However, we still welcome letters of inquiry on the range of topics above.

Funding Guidelines and Application Procedures for Major Grants¹

Since its inception in 1936, the William T. Grant Foundation has had a remarkable constancy of purpose: to further the understanding of human behavior through research. Today, that mission centers around supporting research to improve the lives of young people ages 8 to 25. The Foundation pursues this goal primarily by investing in high quality research on how contexts and settings such as families, schools, and programs affect youth, how these contexts can be improved, and how influential policymakers and practitioners use scientific evidence. It also funds various capacity-building activities, such as fellowship programs and the William T. Grant Scholars Program, to develop the infrastructure necessary to do this work. To help evidence inform policies and practice, the Foundation funds activities that encourage communication among influential policymakers, practitioners, researchers, and members of the media.

Any particular project may emphasize one of these purposes more than others, and therefore certain criteria will be more important than others for particular projects. However, all of the general criteria outlined below are applicable to all grants.² Different projects will warrant different emphasis on certain criteria. Also, it is likely that the criteria will be weighed and rated differently by individual reviewers. The Foundation's review process will incorporate diverse views, and all of the criteria will be important for all proposed projects. These guidelines are posted on the Funding Opportunities section of the Foundation's website at www.wtgrantfoundation.org.

General Criteria for Funding

- **Research area is consistent with Foundation's Mission and Current Focus.** See Mission and Current Focus document, available on page 34 and on the Foundation's website.
- **Project addresses significant questions or issues.** The questions or issues are important to the development of young people ages 8 to 25 in the United States, or to a particularly vulnerable sub-population thereof.
- **Project complements and extends prior and concurrent efforts.** Proposal reflects a mastery of related theory and empirical findings. Project builds upon this other work and contributes to theory as well as policy and/or practice.
- **Project reflects high standards of evidence and rigorous methods, commensurate with the proposal's goals:**
 - Study's design, methods, and analysis plan fit the questions under study.
 - Sample is appropriate in size and composition to address the study's questions.
 - Assessment, observation, and/or measurement reflect methodological rigor.
 - Analysis plan for quantitative and/or qualitative data reflects sufficient sophistication for addressing the study's questions. Plan reflects a clear understanding of the strengths and limits of various analytic techniques.
 - Where relevant, there is attention to generalizability of findings and to statistical power to detect meaningful effects.

¹ Major grants include: research, system or program evaluations, policy analyses, communications, capacity-building, and William T. Grant Scholars Program grants.

² The Foundation also funds direct services to youth in New York, New Jersey, and Connecticut. This Youth Service Grants Program has separate criteria. Please see page 42 for details.

- **Project appropriately protects human subjects.** Institutional Review Board approval is required for all work involving data collection from human participants.
- **Project includes a systematic, strategic communications plan.** Plan includes a clear, attainable communication goal and a defined target audience, and reflects an understanding of how to align communication with target audience's needs.
- **Project has a sound management and staffing plan.** Project teams have a record of doing high quality research relevant to the proposal.
- **Project represents a cost-effective use of the Foundation's resources.** The Foundation is modest in size, and projects must represent a sound investment of its limited resources.

Current Priorities and Considerations

Below are additional considerations that are driven by the Foundation's assessment at this time of how its funding can make a difference for young people. While the Foundation will always strongly consider funding projects that meet the general criteria, its resources are limited. If the Foundation needs to make choices within the set of projects that meet the general criteria, the following factors will guide its decisions. The Foundation is particularly seeking proposals that have one or more of the following elements demonstrated in a sophisticated and creative way:

- Interdisciplinary work and project teams that include people from multiple roles (e.g., researchers, practitioners, policymakers);
- "Science migration," where methods proven useful in a field are tried in new areas;
- Teams that combine senior and junior staff in ways that mentor junior staff;
- Projects led by members of under-represented groups; and
- Projects that generate data useful to other researchers and that make the data available in public-use files.

Special Considerations for System or Program Evaluations, Policy Analyses, Communications, and Capacity-Building

System or Program Evaluations

The Foundation supports evaluations of the effects of policies and programs that are meant to improve youth development directly or of initiatives meant to improve systems, organizations, and programs that serve youth. Evaluations should produce unbiased estimates of effects with sufficient precision. To understand why an initiative causes (or fails to cause) effects, studies should consider the influences of the research sample, the context of the study, and the implementation/cost of the policy, program, or intervention being evaluated. The Foundation does not support the development or evaluation of pilot projects.

Policy Analyses

These studies may seek to describe and explain such things as the origin of policies; their evolution and spread over time and place; the interplay among policies; the relative effectiveness, costs, and benefits of alternative policies; how context shapes policy; the cost-effectiveness of policies; and the relationship of policies to institutional practices and individual behavior.

Communications

Each year the Foundation will support some efforts where communication is the primary activity, such as support for advocacy, working conferences, seminars, and other vehicles for information-sharing, along with more traditional communication tools, such as journals, other publications, and briefings. Most of the Foundation's communications funding is aligned around its action topic: improving the quality of after-school programs. Additionally, the Foundation will fund a limited number of activities meant to leverage all of its grantmaking by enhancing the Foundation's image and visibility.

Capacity-Building

Much of the Foundation's funding for capacity-building will be encompassed in the support for the William T. Grant Scholars Program. In addition, the Foundation will provide some support for other activities, such as fellowship programs, organizations crucial to its strategy, training seminars, and consultation to grantees.

Selection Procedures

The Foundation uses a rigorous, scientific peer review in deciding which proposals to fund. There are no deadlines for submitting applications for grants. Please note that a proposal review requires four to six months prior to Board consideration. Proposals are considered for funding at the Board meetings in March, June, and October. The Foundation's awards are typically between \$200,000 and \$400,000 and cover two to four years of support.

Qualifying Organizations

Grants are limited, without exception, to tax-exempt entities for purposes that are described in Section 501(c)(3) of the Internal Revenue Code. Applicant institutions must make available, on request, letters from the Internal Revenue Service that include the applicant's classification under Section 509(a) of the Code, "Private Foundation Status."

Restrictions

As a rule, the Foundation does not support or make contributions to building funds, fundraising drives, endowment funds, general operating budgets, or scholarships. Grants are made to organizations or institutions, not individuals. The Foundation has no geographic boundaries for most of its projects. However, Youth Service Grants (see page 42) are restricted to organizations located and providing services in New York, New Jersey, and Connecticut.

Application Procedures for Major Grants

Please refer to our website at www.wtgrantfoundation.org for detailed application procedures and to submit your application online. Application procedures are updated regularly on this website.

The application process proceeds in two steps.

1. **Letter of Inquiry.** Prospective applicants should first submit a letter of inquiry. For research grants, a letter of inquiry consists principally of a three-to-five-page narrative describing the project's major questions, rationale, hypotheses or research questions, research methods, and data analysis plan. For communication grants, the narrative should describe the rationale, target audience, communication goal, mode of reaching and maintaining communication, and plan for evaluating communication work. The Foundation will respond to a letter of inquiry in about four to six weeks.
2. **Full Proposal.** If the Foundation determines that the project falls within its current priorities and potentially meets its other guidelines, we will request a full proposal for further consideration. Full proposals entail a lengthier narrative, budget, Institutional Review Board information for human participants, and curricula vita/biographical sketches for the Principal Investigators.



William T. Grant Scholars Program

The William T. Grant Scholars Program supports promising early career researchers from diverse disciplines. The award is intended to facilitate the professional development of early career scholars who have some demonstrated success in conducting high quality research and are seeking to further develop their skills and research program. Studies from these Scholars deepen and broaden the knowledge base on how to make a difference in the lives of young people. The program, now in its 25th year, has funded 119 Scholars since its inception.

Priority research areas focus on the effects of contexts on youth development; improving the systems, organizations, and programs affecting young people; and adults' use of scientific evidence and their views of youth. The Foundation focuses on young people ages 8 to 25, and is particularly interested in research that is interdisciplinary, examines young people in social, institutional, community, and cultural contexts, and addresses questions that advance both theory and practice.

Candidates for the award are nominated by a supporting institution and must submit five-year research plans that demonstrate creativity and intellectual rigor, are grounded in theory and sound scientific methods,

and provide evidence for significant mentoring from senior investigators as well as resources from the supporting institution. Every year, four to six William T. Grant Scholars are selected, and each receives an award of \$300,000, which is distributed over five years. Through the Foundation's annual summer retreat and fall workshop, Scholars are encouraged to continue inter- and multidisciplinary collaboration and interchange.

William T. Grant Scholars are selected by a committee and process separate from the Foundation's other grantmaking. Applications are due July 1 of each year. A brochure outlining the criteria and required documents for applying is available on the Foundation's website at www.wtgrantfoundation.org, or a hard copy may be requested. Please direct inquiries to:

William T. Grant Scholars Program

William T. Grant Foundation
570 Lexington Avenue
18th Floor
New York, NY 10022-6837
212-752-0071
wtgs@wtgrantfdn.org



Scholars' Retreat, Aspen, Colorado, Summer 2004



Seated, left to right: Sara McLanahan, Jane Brown, LaRue Allen, Carol Worthman, Michael Wald. Standing, left to right: John Reid, Thomas Boyce, Timothy Smeeding, William Beardslee, Robert Granger, Mercer Sullivan, P. Lindsay Chase-Lansdale, Cynthia García Coll, Greg Duncan. Not pictured: Franklin Gilliam, Jr.

William T. Grant Scholars Selection Committee

LaRue Allen, Ph.D., Chair

Raymond and Rosalee Weiss Professor of
Applied Psychology
Department of Applied Psychology
The Steinhardt School of Education
New York University

William Beardslee, M.D.

George P. Gardiner/Olga M. Monks Professor
of Child Psychiatry,
Harvard Medical School
Chair, Department of Psychiatry,
Children's Hospital Boston

Thomas Boyce, M.D.

Professor of Epidemiology and Child Development
University of California, Berkeley

Jane D. Brown, Ph.D.

James L. Knight Professor
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill

P. Lindsay Chase-Lansdale, Ph.D.

Professor, Program in Human Development
and Social Policy
School of Education and Social Policy
Faculty Fellow, Institute for Policy Research
Northwestern University

Greg J. Duncan, Ph.D.

Edwina S. Tarry Professor, Program in Human
Development and Social Policy
School of Education and Social Policy
Faculty Fellow, Institute for Policy Research
Northwestern University

Cynthia García Coll, Ph.D.

Charles Pitts Robinson and John Palmer Barstow Professor
Professor of Education, Psychology, and Pediatrics
Brown University

Franklin D. Gilliam, Jr., Ph.D.

Associate Vice Chancellor, Community Partnerships
Professor, Department of Political Science
Director, Center for Communications and Community
University of California, Los Angeles

*William T. Grant Scholars
Selection Committee, continued*

Robert C. Granger, Ed.D.

President
William T. Grant Foundation

Sara S. McLanahan, Ph.D.

Professor of Sociology and Public Affairs
Director, Bendheim-Thoman Center for Research
on Child Wellbeing
Woodrow Wilson School of Public
and International Affairs
Princeton University

John Reid, Ph.D.

Director,
Oregon Prevention Research Center
Senior Scientist,
Oregon Social Learning Center

Timothy Smeeding, Ph.D.

Director, Center for Policy Research
Maxwell Professor of Public Policy
Maxwell School
Syracuse University

Mercer L. Sullivan, Ph.D.

Director of Graduate Program
Associate Professor
School of Criminal Justice
Rutgers University

Michael S. Wald, J.D.

Jackson Eli Reynolds Professor of Law
Stanford University

Carol M. Worthman, Ph.D.

Samuel Candler Dobbs Professor of Anthropology
Director, Laboratory for Comparative Human Biology
Department of Anthropology
Emory University

*Current William T. Grant
Scholars*

Class of 2005

Tamera Coyne-Beasley, M.D., M.P.H.

University of North Carolina at Chapel Hill

Kathryn Grant, Ph.D.

DePaul University

Rukmalie Jayakody, Ph.D.

Pennsylvania State University

Anne Libby, Ph.D.

University of Colorado Health Sciences Center

Elizabeth B. Moje, Ph.D.

University of Michigan

Denise L. Newman, Ph.D.

Tulane University

Class of 2006

Elizabeth Goodman, M.D.

Brandeis University

Gabriel Kuperminc, Ph.D.

Georgia State University

Robert Roeser, Ph.D.

New York University

Stephen T. Russell, Ph.D.

University of Arizona

Megan Sweeney, Ph.D.

University of California, Los Angeles

Hiro Yoshikawa, Ph.D.

New York University

Class of 2007

Kristen Harrison, Ph.D.

University of Illinois at Urbana-Champaign

Ariel Kalil, Ph.D.

University of Chicago

Jeffrey Kling, Ph.D.

Princeton University

Clea McNeely, Dr.P.H.

John Hopkins University

Sean F. Reardon, Ed.D.

Stanford University

Class of 2008

Edith Chen, Ph.D.

University of British Columbia

Patrick Heuveline, Ph.D.

University of Chicago

Marguerita Lightfoot, Ph.D.

University of California, Los Angeles

Elizabeth Miller, M.D., Ph.D.

Massachusetts General Hospital

Class of 2009

Emma Adam, Ph.D.

Northwestern University

Robert Crosnoe, Ph.D.

The University of Texas at Austin

Lisa Diamond, Ph.D.

University of Utah

Pamela Morris, Ph.D.

MDRC

Jacob L. Vigdor, Ph.D.

Duke University

V. Robin Weersing, Ph.D.

Yale University School of Medicine

Youth Service Grants Program

The goal of the William T. Grant Foundation's Youth Service Grants initiative is to support local programs for young people (8 to 25 years of age) in the Tri-State area of New York, New Jersey, and Connecticut. In pursuit of this goal, the Foundation funds programs that actively engage young people and enable them to reach their full potential.

Specifically, the Foundation funds projects focused on one or more of the following areas:

- Civic engagement/community involvement
- Development of youth creativity
- Diversity and inter-group relations
- Personal development
- Strengthening ties between youth and adults
- Transition to adulthood
- Youth leadership
- Youth and technology

Grants typically range from \$5,000 to \$15,000, but may be awarded for up to \$25,000. All grants are for a period of one year.

Organizations that receive funding must submit program and financial reports to the Foundation within three months of the grant end date. Only after the grant period has ended and both reports have been received may applicants re-apply for funding.

Organizations are eligible for up to three years of consecutive funding. This means that if an organization received a grant from the William T. Grant Foundation at any time in 2002, it is eligible to apply for grants in 2003 and 2004, but not in 2005 (if grants are awarded in each of those years). After a period of one calendar year has passed since the third consecutive year of funding, organizations are welcome, and encouraged, to re-apply. This policy applies to all grants awarded after January 1, 2002.

Grants are limited, without exception, to tax-exempt entities for purposes that are described in Section 501(c)(3) of the Internal Revenue Code. The Foundation does not support building funds, annual fundraising drives, endowment funds, programs not directly serving youth, or scholarships.

Application Procedures

Before applying for a William T. Grant Foundation Youth Service Grant, please be sure that your program/project fits within the guidelines outlined above. Applications are accepted on a rolling basis. There are no application deadlines.

The William T. Grant Foundation is now accepting online applications through our website at www.wtgrant-foundation.org. The application asks for the same content as the New York/New Jersey NYRAG Common Application form. However, applicants will be asked to upload the requested information as separate documents, including:

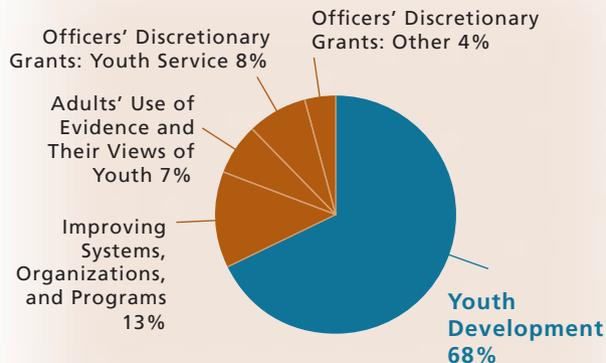
- Proposal Summary
- Narrative
- Evaluation
- Operating Expense Budget
- List of Supporters of the Organization for Current Fiscal Year
- List of Sources Solicited for Funding
- Current Expense Budget for the Project (if requesting project support)
- List of Sources Solicited for the Project (if requesting project support)
- Most Recent Audited Financial Statements
- List of Board of Directors

Uploads must be .doc, .pdf, or .rtf documents. Before starting the online application process, be sure to save each upload as a separate document, and remember where you saved it on your computer so that you can easily locate it when asked to do so.

New and Active Grants in 2004¹

Youth Development

2004 Grants Awarded: Youth Development



Base: \$9,313,968. Reflects grants made in 2004.

Our total of grants awarded is down in 2004 by \$2,548,348 compared to 2003. Most of this is due to several grants, approved with contingencies in 2004, that have not yet met their requirements for funding.

Impact of Laws and Policies on Youth

"Antecedents and Consequences of High School Gateway Events"

Jayne Boyd-Zaharias, Ed.D.

Health Education Research Operative Services (HEROS)

Jeremy D. Finn, Ph.D.

State University of New York, University at Buffalo

2001–2005 \$466,726

"Assessing Alcohol, Drug, and Mental Health Service Needs among Juvenile Detainees"

Linda A. Teplin, Ph.D.

Northwestern University Medical School

2000–2003 \$499,984

2003–2005 \$200,000

"Diversity in the Post-busing Era"

Ellen B. Goldring, Ph.D.

Vanderbilt University

Adam Gamoran, Ph.D.

University of Wisconsin, Madison

2001–2005 \$536,994

"The Effects of Maternal Employment on Low-Income Adolescents: An Investigation of Contextual Factors"

Virginia Knox, Ph.D.

Lisa Gennetian, Ph.D.

Pamela Morris, Ph.D.

MDRC

2003–2005 \$350,000

"Family-State Alliances and Their Impact on Youth Health and Well-Being: An International Perspective"

Patrick Heuveline, Ph.D.

William T. Grant Scholar

University of Chicago

2003–2008 \$300,000

■ *"Firearm Safety Counseling and Safe Storage: Strategies Utilizing Youth to Reduce Firearm Injury among Children and Adolescents"*

Tamera Coyne-Beasley, M.D., M.P.H.

William T. Grant Scholar

University of North Carolina at Chapel Hill

2000–2005 \$290,000

2004–2006 \$60,000

"Moving to Opportunity and Youth Well-Being"

Jeffrey Kling, Ph.D.

William T. Grant Scholar

Princeton University

2002–2007 \$300,000

■ *"Resilience in the Context of Welfare Reform: Longitudinal Relations between Employment, Psychological Well-Being, and Parenting among Low-Income Families"*

Cybele Raver, Ph.D.

William T. Grant Scholar

University of Chicago

1999–2004 \$295,000

2004–2006 \$60,000

"Theoretically Atypical Schools and School Violence: School Factors that Buffer or Facilitate Students in Three Cultures"

Ron Avi Astor, Ph.D.

University of Southern California

Rami Benbenishty, Ph.D.

Hebrew University of Jerusalem

2001–2004 \$518,607

■ *"Trends in the Incomes of Never-Married Mothers"*

Nicholas Wolfinger, Ph.D.

University of Utah

Matthew McKeever, Ph.D.

Mount Holyoke College

2004–2005 \$61,629

"Why Children Fall Out of the Healthcare System"

Gerry Fairbrother, Ph.D.

The New York Academy of Medicine

Melinda J. Dutton, J.D.

Children's Defense Fund New York

1999 \$139,835

2001–2004 \$349,736

¹ End dates include no-cost extensions on all grants

■ Denotes that all or a portion of grant is new in 2004.

Effects of Interventions

"Community Variation in Preventive Intervention Effects"

Deborah Gorman-Smith, Ph.D.

University of Illinois at Chicago

Sean F. Reardon, Ed.D.

Stanford University

2003–2005 \$438,090

■ *"Developing and Disseminating Effective Interventions for Depression and Anxiety in Youth"*

V. Robin Weersing, Ph.D.

William T. Grant Scholar

Yale University School of Medicine

2004–2009 \$300,000

■ *"Effective Mentoring Interactions"*

Michael Karcher, Ed.D., Ph.D.

The University of Texas at San Antonio

2003–2006 \$282,124

2004–2006 \$100,000

"Effective Prevention of Antisocial Behavior: Using Research Synthesis to Support Evidence-Based Practice"

Mark Lipsey, Ph.D.

Vanderbilt University

2003–2005 \$250,878

■ *"An Evaluation of School-Based Mentoring"*

Jean Grossman, Ph.D.

Carla Herrera, Ph.D.

Public/Private Ventures

2004–2006 \$575,000

"Improving Opportunities and Supports for Youth in Community Colleges: The Opening Doors Demonstration"

Thomas Brock, Ph.D.

MDRC

2003–2006 \$300,000

■ *"Mental Health Treatment in the Context of Welfare Reform Policy"*

Pamela Morris, Ph.D.

William T. Grant Scholar

MDRC

2004–2009 \$300,000

"Positive Youth Development: Research Synthesis and Dissemination of Key Findings"

Roger P. Weissberg, Ph.D.

University of Illinois at Chicago

Joseph Durlak, Ph.D.

Loyola University

2002–2003 \$174,273

2002–2004 \$324,449

■ *"Psychological Foundations of Student Achievement: Strategies for Intervention"*

Carol S. Dweck, Ph.D.

Lisa Sorich Blackwell, Ph.D.

Columbia University

2002–2005 \$486,889

2004–2005 \$108,517

■ *"Reversing the Summer Slide: Experimental Evidence"*

Duncan Chaplin, Ph.D.

The Urban Institute

2004–2007 \$358,483

"Stereotype Threat and the Academic Performance of Minority Students: Basic Issues and Remedial Strategies"

Joshua Aronson, Ph.D.

William T. Grant Scholar

New York University

1999–2004 \$280,000

"Teaching Wisdom"

Robert J. Sternberg, Ph.D.

Elena L. Grigorenko, Ph.D.

Yale University

2000–2004 \$309,265

"Twelve-Year Follow-Up of Women and Children Enrolled in Trial of Prenatal and Infancy Nurse Home Visitation"

David L. Olds, Ph.D.

Harriet Kitzman, Ph.D.

University of Rochester Medical Center

2003–2005 \$437,934

■ *"Youth Mentoring Relationships: Investigation of Data from Nationally Representative Samples"*

David DuBois, Ph.D.

University of Illinois at Chicago

2004–2005 \$25,000

Improving Youth Participation and Engagement

"After-School Time: Programs, Activities, and Opportunities"

Jeanne Brooks-Gunn, Ph.D.

Jodie Roth, Ph.D.

Teachers College, Columbia University

2003–2005 \$378,958

"Building Youth Development Theory: A Qualitative Longitudinal Study of 12 Programs"

Reed Larson, Ph.D.

Robin L. Jarrett, Ph.D.

University of Illinois at Urbana-Champaign

2003–2005 \$484,913

■ Denotes that all or a portion of grant is new in 2004.

"Cool Schoolmates as Agents of Cultural Change"

Joshua Aronson, Ph.D.

New York University

2003–2004 \$25,000

"The Development of Civic Competence in Adolescence"

Daniel A. Hart, Ph.D.

Rutgers University

James Youniss, Ph.D.

The Catholic University of America

2002–2005 \$259,446

■ *"Employment and Achievement in High School"*

Jeff DeSimone, Ph.D.

University of South Florida Research Foundation

2004–2005 \$25,000

■ *"Individual and Contextual Predictors of Participation in Out-of-School Activities"*

Heather Weiss, Ph.D.

Harvard University

Sandra Simpkins, Ph.D.

Arizona State University

Eric Dearing, Ph.D.

University of Wyoming

2004–2006 \$356,000

"An Intensive Study of Mentoring Relationships in Urban Boys and Girls Clubs"

Barton J. Hirsch, Ph.D.

Northwestern University

David DuBois, Ph.D.

University of Illinois at Chicago

2002–2005 \$293,988

"Investigation of Natural Mentoring Relationships"

David DuBois, Ph.D.

University of Illinois at Chicago

2003–2004 \$17,000

■ *"Policing and Protesting Juvenile Justice Inequities"*

Sekou Franklin, Ph.D.

Middle Tennessee State University

2004 \$3,800

"Positive Development in Extra-Curricular and Community-Based Youth Activities"

Reed Larson, Ph.D.

Robin L. Jarrett, Ph.D.

University of Illinois at Urbana-Champaign

2001–2004 \$465,011

2002–2003 \$25,000

"Special Initiative: Research Planning in Youth Civic Engagement"

Lonnie R. Sherrod, Ph.D.

Fordham University

2000–2004 \$148,500

"Studies in School Experience and Patterns of Motivation and Achievement in Diverse Samples of Adolescents"

Robert Roeser, Ph.D.

William T. Grant Scholar

New York University

2001–2006 \$300,000

Culture and Diversity as Influences on Development

"Adolescent Outcomes of Social Functioning in Chinese Children: Follow-Up Studies of the Shanghai Longitudinal Project"

Xinyin Chen, Ph.D.

William T. Grant Scholar

University of Western Ontario

1997–2006 \$260,000

"Adolescent Risk Behavior and Development in China and the United States: A Cross-National Comparative Study of Risk and Protection"

Richard Jessor, Ph.D.

University of Colorado, Boulder

2000–2003 \$262,624

2001–2003 \$346,884

2003–2004 \$75,000

■ *"Adolescent Sexual Orientation, Health, and Competence"*

Stephen T. Russell, Ph.D.

William T. Grant Scholar

University of Arizona

2001–2006 \$300,000

2004–2006 \$60,000

■ *"Anti-poverty, Racial/Ethnic and Cultural Variation, and Survival Strategies of Young Mothers: Quantitative and Ethnographic Approaches"*

Hiro Yoshikawa, Ph.D.

William T. Grant Scholar

New York University

2001–2006 \$300,000

2004–2006 \$60,000

■ *"Children's Responsibilities as Family Translators"*

Marjorie Faulstich Orellana, Ph.D.

University of California, Los Angeles

2004–2005 \$20,500

"Constructing Identities"

Debra Skinner, Ph.D.

Virginia Buysse, Ph.D.

University of North Carolina at Chapel Hill

2002–2004 \$318,236

■ *"Diversity and Social Capital"*

Stephen Borgatti, Ph.D.

Inga Carboni

Boston College

2004–2005 \$25,000

"An Ethnographic Study of Adolescent Dating Violence: Developmental and Cultural Considerations"

Elizabeth Miller, M.D., Ph.D.

William T. Grant Scholar

Massachusetts General Hospital

2003–2008 \$300,000

"The Evolution of and Relationship between Ethnicity/Racial Identity and School Engagement with Minority Children"

Cynthia Garcia Coll, Ph.D.

Brown University

2002–2005 \$292,974

"Identity and Activities"

Jacquelynne Eccles, Ph.D.

University of Michigan

2001–2003 \$520,030

2002–2004 \$271,768

"Immigration Adaptation"

Carola Suárez-Orozco, Ph.D.

Marcelo Suárez-Orozco, Ph.D.

Harvard University

1997–1999 \$462,584

1999–2001 \$492,913

2002–2003 \$200,000

2002–2004 \$25,000

2003–2004 \$15,000

"The Latino Adolescent Migration, Health, and Adaptation Project"

Mimi Chapman, Ph.D.

Krista Perreira, Ph.D.

University of North Carolina at Chapel Hill

2003–2006 \$356,519

"Latino Students' Motivation and Critical Thinking Project"

Tim Urdan, Ph.D.

Santa Clara University

1999–2004 \$196,917

2002–2004 \$24,587

"Maternal Work Transitions, Parenting, and Adolescent Adjustment"

Michelle Miller-Day, Ph.D.

Pennsylvania State University

2002–2004 \$199,333

2003–2005 \$179,981

"The Meanings of Learning, Achievement, and Motivation: A Study of Schooling Beliefs and Behaviors in Five Cultural Milieux"

Janine Bempechat, Ed.D.

Jin Li, Ed.D.

Brown University

Susan D. Holloway, Ph.D.

University of California, Berkeley

2002–2005 \$467,205

■ *"Newcomer Children in America"*

Donald J. Hernandez, Ph.D.

University at Albany, State University of New York

2004–2005 \$18,000

"Overcoming the Odds: Understanding Successful Development among African-American and Latino Male Adolescents"

Richard M. Lerner, Ph.D.

Tufts University

Carl S. Taylor, Ph.D.

Alexander von Eye, Ph.D.

Michigan State University

1996–1997 \$158,751

1998–2002 \$283,575

2002–2004 \$294,900

■ *"Parental Socialization Influences on Academic Engagement and Performance Among African-American, Chinese, and Dominican Adolescents"*

Diane Hughes, Ph.D.

Niobe Way, Ed.D.

New York University

2004–2007 \$498,480

"The Predictors, Consequences, and Experiences of Friendships among African-American, Latino, and Asian-American Adolescents from Low-Income Families"

Niobe Way, Ed.D.

William T. Grant Scholar

New York University

1999–2004 \$280,000

■ *"Problem Behaviors and Psychological Distress among Vietnamese-American Adolescents"*

Brian Trung Lam, Ph.D.

California State University, Long Beach

2004–2005 \$20,000

■ *"Promoting Social and School Adjustment of Immigrant Latino Adolescents: An Ecological Model"*

Gabriel Kuperminc, Ph.D.

William T. Grant Scholar

Georgia State University

2001–2006 \$300,000

2004–2006 \$60,000

"Race, Youth, and the Digital Divide"

Manuel Pastor, Jr., Ph.D.

Robert Fairlie, Ph.D.

University of California, Santa Cruz

2003–2005 \$249,449

■ *"The Role of Family and Community-Related Experience in the Development of Young People's Economic Understanding"*

Lawrence J. Gianinno, Ph.D.

Tufts University

2005–2006 \$199,961

■ Denotes that all or a portion of grant is new in 2004.

Improving Transitions

■ *"Adolescence to Adulthood in Chicago Neighborhoods"*

Sean F. Reardon, Ed.D.

William T. Grant Scholar

Stanford University

2002–2007 \$300,000

2004–2006 \$60,000

"Adolescence to Adulthood in Rural American Indian and Anglo Youth"

Elizabeth J. Costello, Ph.D.

Duke University

Carol M. Worthman, Ph.D.

Emory University

2002–2005 \$555,434

"Adolescent 'Homegirls,' Motherhood, and Gang Involvement"

Geoffrey P. Hunt, Ph.D.

The URSA Institute

2001–2004 \$522,872

"Black Identity, School Performance, and the Transition to Adulthood"

Carla O'Connor, Ph.D.

University of Michigan

2002–2005 \$323,404

■ *"The Chicago Post-Secondary Transition Project"*

Melissa Roderick, Ph.D.

University of Chicago

2004–2007 \$317,394

"Developmental Risk in Native American Youth: The Nature of School Transition for Mental Health and Achievement Outcomes"

Denise L. Newman, Ph.D.

William T. Grant Scholar

Tulane University

2000–2005 \$290,000

■ *"Everyday Experiences, Physiological Stress, and the Emergence of Affective Disorder Over the Transition to Early Adulthood"*

Emma K. Adam, Ph.D.

William T. Grant Scholar

Northwestern University

2004–2009 \$300,000

"Expectations for Adolescence: Predictors of Parenting and Parent-Child Relationships During the Early Transition"

Christy Buchanan, Ph.D.

Wake Forest University

1999–2004 \$229,193

■ *"Fear of Failure and the Middle School Transition"*

Andrew Elliot, Ph.D.

University of Rochester

2004–2007 \$178,419

"Longitudinal Analysis of Efficacious Intellectual, Social, and Occupational Development"

Albert Bandura, Ph.D.

Stanford University

1997–2000 \$190,567

2000–2004 \$137,010

"Next Steps After High School"

Karl L. Alexander, Ph.D.

Doris R. Entwisle, Ph.D.

Johns Hopkins University

2003–2005 \$150,000

■ *"Outcomes for Former Foster Youth During the Transition to Independence"*

Mark E. Courtney, Ph.D.

Gina Miranda, Ph.D.

Thomas E. Keller, Ph.D.

University of Chicago

2004–2007 \$341,083

"Pathways to Desistance"

Edward Mulvey, Ph.D.

University of Pittsburgh

2002–2005 \$350,000

"Pathways to Romantic Unions"

Freya L. Sonenstein, Ph.D.

The Urban Institute

Joseph Pleck, Ph.D.

University of Illinois at Urbana-Champaign

2001–2005 \$400,000

"Peer Victimization Across the Middle School Years: Context and Consequences"

Sandra Graham, Ph.D.

Jaana Juvonen, Ph.D.

University of California, Los Angeles

2001–2005 \$596,353

■ *"Qualitative Coding of Diary Reports"*

Emma K. Adam, Ph.D.

Northwestern University

2004–2005 \$22,518

■ *"The School to Work Transition for Adolescents with Disabilities"*

Dennis P. Hogan, Ph.D.

Brown University

Gary Sandefur, Ph.D.

University of Wisconsin, Madison

2004–2006 \$179,885

"The Transition to Adulthood among Youths from Immigrant Families"

Andrew Fuligni, Ph.D.

University of California, Los Angeles

2003–2005 \$265,031

■ *"Transition to Parenting and Serious Romantic Partnerships Among Urban Youth"*

Kathryn Edin, Ph.D.

P. Lindsay Chase-Lansdale, Ph.D.

Greg J. Duncan, Ph.D.

Paula England, Ph.D.

Northwestern University

2004–2005 \$150,000

"Turnover and Wage Growth in the Transition from School to Work"

Christopher Taber, Ph.D.

Northwestern University

2002–2005 \$61,878

Other

"Adolescent Health and Development"

Rosemary Chalk

National Academy of Sciences

2003–2004 \$375,000

■ *"The Body Electric (and Print): Mass Media, Physical Identity, and Health"*

Kristen Harrison, Ph.D.

William T. Grant Scholar

University of Illinois at Urbana-Champaign

2002–2007 \$300,000

2004–2006 \$60,000

"Building Community and Public Support for Children's Policy: Lessons from the History of Social Movements for Children"

Doug Imig, Ph.D.

University of Memphis

2003–2005 \$206,885

"Children's Emotional Competence: Pathways to Mental Health"

Susanne A. Denham, Ph.D.

George Mason University

2002–2006 \$300,000

■ *"Children's Health, its Relationship to Their Family's Routine and Rituals, and Parental Strategies: A Pilot Study"*

Ruth Segal, Ph.D., OTR

New York University

2004–2005 \$7,000

"Community and School-Based Social Network Closure as Predictors of Child Well-Being"

Anne C. Fletcher, Ph.D.

Andrea G. Hunter, Ph.D.

University of North Carolina at Greensboro

2001–2003 \$343,058

2003–2007 \$170,555

"Community Context and Adolescent Outcomes: Learning from Successful Teens in Disadvantaged Neighborhoods"

Katherine S. Newman, Ph.D.

Princeton University

2003–2005 \$23,000

"Community Context and Child Development"

Beth E. Vanfossen, Ph.D.

Towson State University

2000–2004 \$120,512

"Consequences of Parental Divorce for Adolescents and Young Adults: A Genetically Informed Study"

Robert E. Emery, Ph.D.

Eric Turkheimer, Ph.D.

University of Virginia

2000–2004 \$394,772

"Consequences of Parental Job Loss for Adolescents' School Performance and Educational Attainment"

Ariel Kalil, Ph.D.

William T. Grant Scholar

University of Chicago

2002–2007 \$300,000

"Contributors and Threats to Adolescents' Sense of Positive Self-Worth"

Susan Harter, Ph.D.

University of Denver

2003–2005 \$299,385

"The Development of Citizenship"

Lonnie R. Sherrod, Ph.D.

Fordham University

2002–2004 \$100,000

"The Development of Depression in Adolescents"

Judy Garber, Ph.D.

Vanderbilt University

1996–2004 \$380,406

■ *"Education as a Developmental Phenomenon"*

Robert Crosnoe, Ph.D.

William T. Grant Scholar

The University of Texas at Austin

2004–2009 \$300,000

"Family Structure and Child Development"

Rukmalie Jayakody, Ph.D.

William T. Grant Scholar

Pennsylvania State University

2000–2005 \$290,000

"Fathers' Contributions to Adolescent Well-Being"

Rebekah Levine Coley, Ph.D.

Boston College

2003–2006 \$180,690

■ Denotes that all or a portion of grant is new in 2004.

"Fragile Families and Child Well-Being"

Irwin Garfinkel, Ph.D.

Columbia University

Sara S. McLanahan, Ph.D.

Princeton University

1998–2004 \$733,882

"Generations at Risk: A Follow-Up of the Children of Serious Female Offenders"

Peggy C. Giordano, Ph.D.

Bowling Green State University

2001–2005 \$553,347

"The Impact of Stepfamilies on the Well-Being of Children"

Megan Sweeney, Ph.D.

William T. Grant Scholar

University of California, Los Angeles

2001–2006 \$300,000

"The Impact of the World Trade Center Disaster on the Mental Health of Children"

Gerry Fairbrother, Ph.D.

The New York Academy of Medicine

2003–2004 \$12,500

"Impact on Young Children of Witnessing Violent Events"

Marilyn Augustyn, M.D.

William T. Grant Scholar

Boston University Medical Center

1999–2004 \$280,000

"Income and Youth Development"

Gordon B. Dahl, Ph.D.

University of Rochester

Lance John Lochner, Ph.D.

University of Western Ontario

2002–2004 \$110,503

■ *"The Influence of Knowledge and Indicators on Decision-Making in Regard to Children's Well-Being"*

Asher Ben-Arieh, Ph.D.

Clemson University

2004–2005 \$25,000

"Influences of Cumulative Poverty on Children's Cognitive Outcomes in Childhood and Early Adolescence"

Guang Guo, Ph.D.

William T. Grant Scholar

University of North Carolina at Chapel Hill

1996–2004 \$250,000

"Making 'Makin' It' Possible"

Elizabeth B. Moje, Ph.D.

William T. Grant Scholar

University of Michigan

2000–2005 \$290,000

"Maternal Schooling and Child Development"

Robert A. LeVine, Ph.D.

Sarah E. LeVine, Ph.D.

Harvard University

1996–1999 \$363,815

2000–2003 \$290,984

2003–2004 \$75,000

"One Hundred Families: Growing Up in Rural Poverty"

Gary W. Evans, Ph.D.

Cornell University

2002–2005 \$209,537

"The Orphans of Eritrea: Phases I, II, and III"

Peter H. Wolff, M.D.

Judge Baker Children's Center

1990–1993 \$56,140

1994–1995 \$35,776

1995–1998 \$73,504

1998–2000 \$58,878

2000–2004 \$111,298

"Pathways to Health among Young People"

Avshalom Caspi, Ph.D.

Terrie E. Moffitt, Ph.D.

King's College London

Richie Poulton, Ph.D.

University of Otago

2002–2005 \$288,686

■ *"Peer and Neighborhood Influences on Youth and Adolescent Development"*

Jacob L. Vigdor, Ph.D.

William T. Grant Scholar

Duke University

2004–2009 \$300,000

"Peer Impacts on Behavior"

Jacquelynne Eccles, Ph.D.

University of Michigan

Greg J. Duncan, Ph.D.

Northwestern University

2002–2004 \$151,081

■ *"Positive Emotions in Parent-Child Interactions"*

Lisa Diamond, Ph.D.

William T. Grant Scholar

University of Utah

2004–2009 \$300,000

2004–2006 \$60,000

■ *"A Proposal to Archive the Beginning School Study Data"*

Karl L. Alexander, Ph.D.

Doris R. Entwisle, Ph.D.

Johns Hopkins University

2002–2004 \$121,904

2004–2006 \$50,318

■ *"Public Attitudes Toward Low-Income Families and Children"*

Mary Clare Lennon, Ph.D.

Columbia University

2004–2005 \$25,000

"Religiosity and Resilience among Adolescents"

Lisa Jane Miller, Ph.D.

William T. Grant Scholar

Teachers College, Columbia University

1999–2004 \$280,000

"The Role of Adolescents' Risk and Benefit Judgments in Their Risk Taking Behavior"

Bonnie L. Halpern-Felsher, Ph.D.

Stephen L. Eyre, Ph.D.

University of California, San Francisco

2002–2005 \$302,350

"The Roles of Family, School, and Community Processes in Promoting Competence in Youth Living in Rural and Urban African-American Single-Parent Families"

Rex Forehand, Ph.D.

University of Georgia

1996–2005 \$687,154

"School Social Structure, School Connectedness, and Health-Related Behaviors"

Clea McNeely, Dr.P.H.

William T. Grant Scholar

Johns Hopkins University

2002–2007 \$300,000

"Social Context and Youth Competence: Assessing Pathways of Influence of Community Resources"

Lori Kowaleski-Jones, Ph.D.

University of Utah

Rachel E. Dunifon, Ph.D.

Cornell University

2002–2005 \$130,000

"Socioeconomic Status, Stress, and Asthma in Childhood"

Edith Chen, Ph.D.

William T. Grant Scholar

University of British Columbia

2003–2008 \$300,000

"STDs and American Youth"

Joan R. Cates, M.P.H.

University of North Carolina at Chapel Hill

2001–2004 \$357,623

■ *"Stress and the Emergence of Psychological Symptoms among Low-Income Urban Youth"*

Kathryn Grant, Ph.D.

William T. Grant Scholar

DePaul University

2000–2005 \$290,000

2004–2005 \$15,613

2004–2006 \$60,000

"Three-City Study of Moving to Opportunity: Causal Mechanisms and the Next Generation"

Susan J. Popkin, Ph.D.

The Urban Institute

Xavier de Souza Briggs, Ph.D.

Massachusetts Institute of Technology

John Goering, Ph.D.

Baruch College

2003–2005 \$350,000

■ *"Understanding the Sociobiologic Translation: Subjective Social Standing in Adolescents"*

Elizabeth Goodman, M.D.

William T. Grant Scholar

Brandeis University

2001–2006 \$300,000

2004–2006 \$60,000

■ *"Vulnerability and Competence among Suburban Youth: A Seven-Wave Longitudinal Study"*

Suniya Luthar, Ph.D.

Teachers College, Columbia University

2001–2004 \$286,143

2004–2006 \$263,845

"Young Adult Survivors of Community Violence"

Grant N. Marshall, Ph.D.

RAND Corporation

1999–2004 \$331,887

2001 \$25,000

■ *"Young Women, Sexuality, and Culture"*

Laura Sessions Stepp

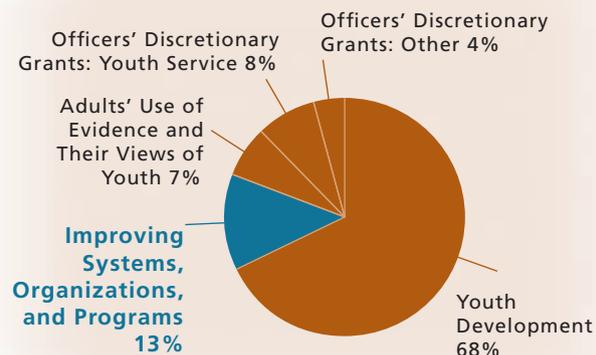
Frameworks Institute

2004–2005 \$25,000

■ Denotes that all or a portion of grant is new in 2004.

Improving Systems, Organizations, and Programs

2004 Grants Awarded: Improving Systems, Organizations, and Programs



Base: \$9,313,968. Reflects grants made in 2004.

Impact of Laws and Public Policies on Organizations and Programs

"Capitated Managed Health Care, Service Costs, and Access for Youth"

Anne Libby, Ph.D.

William T. Grant Scholar

University of Colorado Health Sciences Center
2000–2005 \$290,000

■ *"Noble Goals, Ignoble Means: The Rise and Fall of the California Youth Authority"*

Barry Krisberg, Ph.D.

National Council on Crime and Delinquency

2004–2005 \$25,000

■ *"Preparation of a Book on Randomized Trials to Improve Welfare Policy and Programming' and 'The Welfare Experiments: A Case Study and an Argument for How Rigorous Evidence Can Promote Good Government' "*

Howard Rolston, Ph.D.

The Brookings Institution

2004 \$25,000

2004–2005 \$25,000

Effects of Interventions to Improve Program and Organization Quality

■ *"Changing Settings to Foster Adaptive Development Among Adolescents"*

Marybeth Shinn, Ph.D.

New York University

2004–2005 \$74,772

"Engaging Youth in Staff Training to Improve Program Quality"

Cheryl S. Alexander, Ph.D.

Johns Hopkins University

2003–2004 \$75,000

"Evaluating the Effectiveness of the School Success Profile (SSP) Intervention Package"

Gary L. Bowen, Ph.D.

Natasha Bowen, Ph.D.

University of North Carolina at Chapel Hill

2003–2006 \$449,583

■ *"Improving the Quality of After-School Program Implementation"*

Barton J. Hirsch, Ph.D.

Northwestern University

2004–2005 \$25,000

"Increasing Young People's Participation and Engagement Through Whole-School Reform"

Janet Quint, Ph.D.

Howard Bloom, Ph.D.

Pamela Morris, Ph.D.

MDRC

2003–2005 \$449,919

"Maintenance Strategies for Homeless Youths' Reduction in HIV Risk Acts"

Marguerita Lightfoot, Ph.D.

William T. Grant Scholar

University of California, Los Angeles

2003–2008 \$300,000

"One Program, One Study at a Time: Building the Scientific Knowledge Base for After-School Programming"

Rebecca Maynard, Ph.D.

Susan Goerlich Zief

University of Pennsylvania

2003–2005 \$72,000

■ *"Reading, Writing, Respect, and Resolution: The Causal Effects of a School-Wide Social-Emotional Learning and Literacy Intervention on Teachers and Children"*

J. Lawrence Aber, Ph.D.

Joshua Brown, Ph.D.

New York University

Stephanie Jones, Ph.D.

Fordham University

2004–2007 \$450,000

■ *“Youth Sport Social Systems”*

Ronald E. Smith, Ph.D.

Frank L. Smoll, Ph.D.

University of Washington

2002–2007 \$483,387

2004–2006 \$53,027

Other

“Assessing Juvenile Psychopathy: Developmental and Legal Implications”

Elizabeth Cauffman, Ph.D.

Jennifer Skeem, Ph.D.

University of California, Irvine

Edward Mulvey, Ph.D.

University of Pittsburgh

2001–2003 \$215,864

2002–2003 \$63,795

2003–2005 \$404,455

■ *“Building Capacity for Evaluating Group-Level Interventions”*

Stephen W. Raudenbush, Ed.D.

University of Michigan

Howard Bloom, Ph.D.

MDRC

2003–2004 \$250,000

2004 \$136,060

2004–2005 \$328,364

“Enhancing Infrastructure to Support the Interdisciplinary Study of Adolescence and Youth”

Katherine S. Newman, Ph.D.

Princeton University

2000–2004 \$499,095

“Executive Session on Deviant Social Contagion”

Kenneth Dodge, Ph.D.

Mary Gifford-Smith, Ph.D.

Duke University

Thomas J. Dishion, Ph.D.

University of Oregon

Joan McCord, Ph.D.

Temple University

2003–2005 \$215,959

“Forum on Systems Change for Improving Youth Outcomes”

Karen Fulbright-Anderson, Ph.D.

Anne C. Kubisch

Aspen Institute

2002–2005 \$120,000

■ *“Impact of State Adolescent Health Coordinator Position on Adolescent Health Programs and Policies in Four States”*

Iris F. Litt, M.D.

Stanford University

2004–2005 \$4,800

■ *“Interdisciplinary Initiatives in the Study of Youth Development: Building Creative Capacity”*

Frank S. Kessel, Ph.D.

Institute for Research and Reform in Education, Inc.

2004–2005 \$25,000

■ *“Judith Gueron Fund for Methodological Innovation in Social Policy Research”*

Gordon Berlin

MDRC

2004–2005 \$25,000

“Mapping Data: Inventory of Youth Programs in Chicago”

Robert J. Chaskin, Ph.D.

University of Chicago

2003–2004 \$24,438

“National Norms for the Massachusetts Youth Screening Instrument-Second Version”

Thomas Grisso, Ph.D.

University of Massachusetts Medical School

2002–2004 \$244,536

“Plainfield High School: Evolving American Culture”

Joy G. Dryfoos, Ph.D.

Public Education Network

2003–2004 \$25,000

“Preparing a Diverse Pool of Young Leaders for Public Service Careers”

Susan C. Schwab, Ph.D.

The Public Policy and International Affairs Program

2002–2004 \$200,000

“Putting Children First: Fellowship Training Program in Child and Family Policy”

Jeanne Brooks-Gunn, Ph.D.

Teachers College, Columbia University

1994–1998 \$253,199

1998–2002 \$219,162

2001–2002 \$25,000

2003–2004 \$115,000

“The Q Factor: Quality in After-School Programs”

Della M. Hughes

Institute for Just Communities

2003–2004 \$25,000

■ *“San Francisco Beacon Initiative’s Beacon Workforce Study”*

Virginia Witt

Every Child Can Learn Foundation

2004–2005 \$25,000

“The Youth Program Quality Assessment”

Charles Hohmann, Ph.D.

Charles Smith, Ph.D.

High/Scope Educational Research Foundation

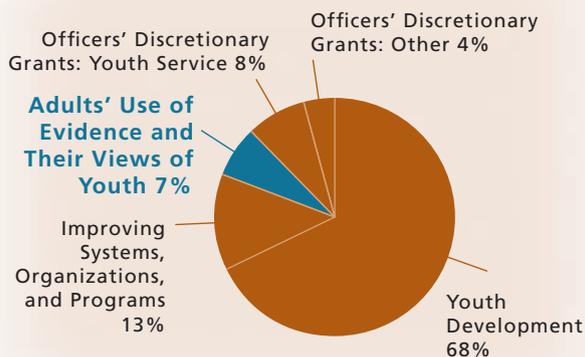
2001–2002 \$120,573

2003–2005 \$389,570

■ Denotes that all or a portion of grant is new in 2004.

Adults' Use of Evidence and Their Views of Youth

2004 Grants Awarded: Adults' Use of Evidence and Their Views of Youth



Base: \$9,313,968. Reflects grants made in 2004.

Use of Evidence in Policy and Practice

"Adolescents in the 21st Century: Dissemination Campaign"

Reed Larson, Ph.D.

University of Illinois at Urbana-Champaign

1998–2001 \$73,272

2001–2004 \$77,007

"Advancing Evidence-Based Reforms in Social Programs Affecting American Youth"

Jon Baron, J.D.

The Council for Excellence in Government

2003–2004 \$100,000

2004–2005 \$100,000

"Advancing the Evidence: Quality and Accessibility in After-School Programs"

Glenda Partee, Ph.D.

Betsy Brand

American Youth Policy Forum

2004–2006 \$150,000

"Congressional Fellowship Program"

John W. Hagen, Ph.D.

Lauren G. Fasig, Ph.D., J.D.

Society for Research in Child Development

2000–2004 \$584,400

2003–2006 \$338,083

"Effective Online Research Abstracts for a Policy Audience"

Fred Rothbaum, Ph.D.

Tufts University

2004–2005 \$25,000

"The Evaluation Exchange: Evaluating and Improving the Quality of After-School Programs for Youth"

Heather Weiss, Ph.D.

Harvard University

2003–2004 \$50,000

"Key Policymaker Education Project"

Sanford A. Newman, J.D.

Fight Crime: Invest in Kids

Action Against Crime and Violence Education Fund

2003–2004 \$200,000

"Lessons, Links, and Levers: Bridging Research, Policy, and Practice in the Allied Youth Fields"

Karen J. Pittman

Nicole Yohalem

Impact Strategies, Inc.

2001–2003 \$350,000

2003–2004 \$200,000

2004–2005 \$225,000

"News Coverage of Youth on NPR's Newsmagazines"

Kelly McKane

National Public Radio

2001–2003 \$250,000

2003–2005 \$250,000

"Prime Time Teens: Perspectives on the New Youth-Media Environment"

Donna Mitroff, Ph.D.

Mediascope

Corporation for Advancement of Social Issues in the Media, Inc.

2001–2003 \$426,149

2004 \$6,000

"Raising the Visibility of After-School Programs' and Making Quality Programming in After-School Programs a Priority in the 2004 Election"

Michael Petit

Every Child Matters Education Fund

2003–2004 \$200,000

2004 \$150,000

“Strengthen ‘Youth Today’ Reporting Capabilities”

William Treanor

American Youth Work Center

2003–2004 \$200,000

“Synthesizing Evidence-Based Program Dissemination and Implementation”

Dean Fixsen, Ph.D.

Robert M. Friedman, Ph.D.

Karen A. Blase, Ph.D.

University of South Florida Research Foundation

2003–2004 \$165,985

“Web-Based Information about Children and Families: Helping Parents Find What They Need”

Fred Rothbaum, Ph.D.

Tufts University

2001–2003 \$336,683

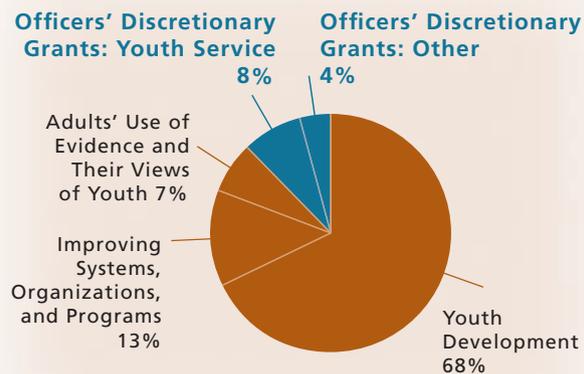
2003–2005 \$117,517

■ Denotes that all or a portion of grant is new in 2004.

Officers' Discretionary Grants

A number of small grants are awarded each year, at the discretion of the Officers, to support projects within the program areas of the Foundation. Of these, approximately two-thirds are Youth Service Grants given to organizations and institutions serving young people in the Tri-State region of New York, New Jersey, and Connecticut. The remaining discretionary awards are a flexible mechanism for supporting modest research and communications activities that are consistent with our mission. We particularly seek innovative work that may lead to more substantial projects.

2004 Grants Awarded: Officers' Discretionary Grants



Base: \$9,313,968. Reflects grants made in 2004.

Youth Service Grants—2004

Aljira, Inc.

Newark, New Jersey
\$5,000 for "Young Curators"

American School for the Deaf

West Hartford, Connecticut
\$3,500 for "After-School Literacy Enrichment Program"

America Scores

New York, New York
\$7,500 for General Support

Art in General, Inc.

New York, New York
\$5,000 for "Contemporary Art Education Program"

Arts Horizons

New York, New York
\$3,500 for "Creative Alternatives for Youth at Risk"

Asian-American Consulting Services, Inc.

Ridgewood, New York
\$4,000 for "Youth Development and Delinquency Prevention Program"

Big Brothers Big Sisters of Camden & Gloucester Counties

Audubon, New Jersey
\$7,500 for "Mentoring Children of Prisoners"

Bloomingdale House of Music, Inc.

New York, New York
\$5,000 for "Music Access Project"

Bonnie Boys Club, Inc.

Brooklyn, New York
\$5,000 for "Support, Service, and Success Program"

Boys & Girls Club of Western Broome, Inc.

Endicott, New York
\$7,000 for "Healthy Teen Deli"

Boys' Club of New York, Inc.

New York, New York
\$5,000 for "After-School Academy"

The Bronx Dance Theatre, Inc.

Bronx, New York
\$5,000 for General Support

Bronx Defenders

Bronx, New York
\$7,000 for "Bronx PrYde"

Brooklyn Botanic Garden

Brooklyn, New York
\$4,000 for "High School Internship Program"

Brooklyn Center for the Urban Environment, Inc.

Brooklyn, New York
\$4,500 for "Urban Design at the Academy of Urban Planning"

C.A.R.D. Foundation

Brookfield, Connecticut
\$5,000 for "B.O.O.S.T. Program"

Careers Through Culinary Arts Program, Inc.

New York, New York
\$4,000 for "After-School Program"

The Catholic Big Sisters

New York, New York
\$8,000 for General Support

Catholic Charities of Brooklyn and Queens

Brooklyn, New York
\$5,000 for "Dr. White After-School Plus Program"

The Center for Human Options, Inc.

Hartsdale, New York
\$7,500 for "Summer Leadership Training Program"

Children's Hope Foundation

New York, New York
\$3,000 for "TeensMatter Program"

Children's Museum of Manhattan

New York, New York
\$4,000 for "Techteens Internship Program"

The Children's Village

Dobbs Ferry, New York
\$4,000 for "The CV Computer Bus"

CityKids Foundation, Inc.

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\$4,500 for "Downtown Art's Theater Program"

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\$7,500 for General Support

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\$8,000 for General Support

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\$8,000 for "Youth Justice Board"

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\$4,000 for General Support

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\$5,000 for "Youth Internship Program"

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\$7,500 for "S.A.V.Y. Mentoring Program"

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\$6,000 for "Veritas Pro-Youth Program"

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and Unemployed Young Adults"*
William Bloomfield, Ph.D.
Civic Strategies
\$25,000

"G. Stanley Hall Centennial Conference"
Mark E. Courtney, Ph.D.
University of Chicago
\$5,000

"Fourth Annual Colloquium"
Dorothy de Moya, D.N.Sc.
The Campbell Collaboration
\$25,000

"Kellogg Health of the Public Fund"
Harvey Fineberg, M.D., Ph.D.
Institute of Medicine
\$5,000

"Millennium Fellows Program"
John W. Hagen, Ph.D.
Society for Research in Child Development
Cynthia García Coll, Ph.D.
Brown University
\$20,000

"Public Summaries from 'Child Development' "
John W. Hagen, Ph.D.
Society for Research in Child Development
\$4,500

*"12th Annual Meeting, 'Crossing Borders:
Linking Prevention Science, Policy, and Practice' "*
J. David Hawkins, Ph.D.
Society for Prevention Research
\$15,000

*"13th Annual Meeting, 'Prevention Science to Public Health:
Promoting Well-Being in the Population' "*
J. David Hawkins, Ph.D.
Society for Prevention Research
\$10,000

"Workforce Investment Act Youth Technical Assistance Initiative"
Patricia Jenny
Community Funds, Inc.
\$20,000

"Emerging Scholars Interdisciplinary Network"
Sean Joe, M.S.W., Ph.D.
University of Pennsylvania
\$12,500

*"Symposium to Celebrate the Opening and Naming of the Robert J.
Haggerty Child Health Services Research Laboratories"*
Jonathan D. Klein, M.D.
University of Rochester
\$10,000

"New York City Out-of-School-Time Planning Initiative"
Mary McCormick, Ph.D.
Fund for the City of New York
\$25,000

*"Grantmakers for Children, Youth & Families
2004 Annual Conference"*
Stephanie McGencey, Ph.D., M.P.H.
Grantmakers for Children, Youth & Families
\$5,000

"Fits and Starts"

Sheri Ranis, Ph.D.

Social Science Research Council

\$22,000

" 'After-School Post-Election Debrief' and 'Latino Leadership Summit on After-School' "

Jennifer Rinehart

Afterschool Alliance

\$45,000

"Support for Public Radio Broadcasts on Healthy Youth Development and Competency"

Michelle Trudeau

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\$25,000

"After-School Education Project"

Elie Ward

Statewide Youth Advocacy

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"Strengthening the Capacity to Lead: Expanding Management Training in Youth Agencies"

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Careers through Culinary Arts Program (C-CAP) was founded by Richard Grausman in 1990 to promote and provide foodservice career opportunities for underserved youth. C-CAP enriches vocational culinary programs in public high schools through teacher training and donations of supplies and equipment. C-CAP also offers students career and college advising, job training, internship and job opportunities, and annual cooking competitions for scholarships. For more information, visit www.ccapinc.org.



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