



WILLIAM T. GRANT FOUNDATION

Supporting research to improve
the lives of young people



Report and Resource Guide 2005–2006



The 2005–2006 Annual Report and Resource Guide emphasizes our interest in the social settings that influence youth. Included are schools, other youth-serving organizations, neighborhoods, families, and peer groups.

As the essays make clear, the William T. Grant Foundation grantees are making important progress in understanding how such settings function and how they affect youth. Moving forward we are steering such knowledge toward testing changes in policy or practice that will help policymakers and practitioners improve schools and other youth-serving organizations.

Our focus on settings began in 2002, at a time when Ken Rolland was in the middle of a Board Chairmanship that spanned 1999 to 2005. Ken retired from the Board this past June, having been a member for 19 years. Over that time, Ken was a wise and instrumental leader, whose interests and capabilities spanned our investment and programmatic activities.

Upon Ken's retirement, the Board elected Gary Walker as our new Chair. As a trustee of this Foundation since 2001, Gary has chaired our Program Committee for several years and has been vital in helping us stay focused on work that is relevant to policy and practice.

Every Annual Report is a snapshot of ongoing work. If the Foundation can continue to attract Board members and leaders as strong as Ken Rolland and Gary Walker, that ongoing work will make an important difference in the lives of young people.

Robert C. Granger, Ed.D.
President



Contents

Chair’s Report	4	Current Research Priorities	24
Gary Walker			
<i>Chair</i>			
Improving the Settings that Affect Youth	6	Funding Guidelines and Application Procedures	25
Robert C. Granger, Ed.D.			
<i>President</i>			
Social Setting Theory and Measurement	12	William T. Grant Scholars Program	28
Edward Seidman, Ph.D.			
<i>Senior Vice President, Program</i>			
Vivan Tseng, Ph.D.			
<i>Postdoctoral Fellow and Program Associate</i>			
Thomas S. Weisner, Ph.D.			
<i>Senior Program Associate</i>			
Conducting Field Experiments of Setting-Level Policies and Practices	16	Youth Service Grants Program	32
Rebecca A. Maynard, Ph.D.			
<i>Senior Program Associate</i>			
Brian L. Wilcox, Ph.D.			
<i>Senior Program Associate</i>			
Maintaining the Public Trust	20	New and Active Grants in 2005	
Lawrence D. Moreland, M.B.A.		Major Grants and Officers’	
<i>Vice President for Finance and Administration</i>		Discretionary Grants	33
		Reviewers	43
		Board of Trustees	44
		Staff	46
		Indices	48

Chair's Report

I am honored that the Trustees asked me to succeed Ken Rolland as Chair of the Board. Ken was a mainstay on the Foundation's Board for 19 years, and much of the Foundation's financial stability and consistency of direction are attributable to his leadership.

The early years of this new century have been challenging ones for social policy advocates. Some indicators—such as teen pregnancy and serious crime—show largely positive trends; others—overall poverty rates, for

example—trend negative; while yet others that receive the greatest public attention and resources—such as student performance—show a mix of modest improvements and modest declines.

Amidst these varying successes and disappointments, in every field of social policy, are bright and shining examples of remarkable success. After half a century of creating and testing innovative approaches in each of these fields, the looming challenge for this century is



seeing if these successes, or their lessons, can be scaled for larger impact.

The William T. Grant Foundation's mission has from its inception been to promote the use of credible learning and evidence as a way to improve the lives of children. We do not for a moment believe that learning and evidence are the only, or even the main, factors in improving the lives of children. But we do believe they are critical. The last half century has taught us that some policies and programs work better than others—and that credible evidence is the only reliable way to tell the difference, and to make certain that programs that do go to scale are those that produce results.

The essays and grant list in this report encapsulate the Foundation's efforts in 2005 to both continue overall promotion of better science in improving social policies and programs, and to tighten and focus our agenda so that our grants contribute both to the more immediate issues of current policy debates and to the longer-term challenge of extending the impact of successful initiatives. We hope you find them useful.



Gary Walker
January 2006



Improving the Settings that Affect Youth

The past 40 years have seen substantial growth in the number of programs for children and youth outside of school hours. This increase in both public and private sector programs is a response to the changing demography of the American family. There are more mothers working, more divorced and never-married parents, and more family isolation due to residential mobility and transportation patterns. Other large social forces have driven education reform during this period, including concerns about our national competitiveness in a changing world economy and issues of social equity. It is hard to make any strong empirical claims about the impact that education reforms and programmatic expansion are having on youth development or society's well-

being, since they have coincided with these other significant social trends. Regardless, there is agreement across the political spectrum that too many young people are developing below their potential and that better schools and youth programs could help solve that problem.

This consensus is driving our current grantmaking and activities. As we go forward, we want to understand how schools and programs affect youth, and we want to learn how to make such settings better. This essay describes recent progress toward understanding and measuring the features that distinguish high and low quality youth programs, our efforts to build the field's capacity to study attempts to improve schools and youth organizations, and our plans for 2006.



Progress on our Research Priorities: Understanding and measuring program quality

In 2002, we announced that our research funding would focus on how to improve the organizations, programs, and less formal settings that shape the lives of youth. With that announcement, we placed the role of social settings at the intellectual center of our work.

For example, prior to 2002, we devoted a portion of our research portfolio to such questions as, How well does the performance of students in elementary school predict their performance in high school and beyond?, or, What effects do welfare policies have on youth? After the shift in our emphasis, our interest was more on such questions as, How do the experiences that children have in middle school shape the relationship between their performance in elementary school and high school?, or, How do changes in welfare policy shape the home and after-school experiences of youth in ways that affect their development? The distinction is the explicit inclusion of setting: school in the first instance and experiences within the home and after-school settings in the second.

Once we decided to view our work through the lens of the influence of social settings, we developed three research priorities to convey our interests. The first two are “Understanding and Improving How Social Settings Affect Youth” and “Understanding and Improving Social Settings.”¹ In the first instance, we are interested in studies that can advance theoretical and practical knowledge on how settings like families, peer groups, schools, neighborhoods, programs, and organizations affect youth. This first priority assumes that a youth’s development is the key outcome and that research stud-

ies are trying to understand how different settings affect that development. In the second priority, we wanted to move up a level in our conception, with the key outcome being the development of the setting itself. For example, in the second priority we are looking for studies of how different laws and policies affect families, schools, and other settings.

Although youth programs are only one of the settings that interest us, they are important for several reasons. Their flexibility and other characteristics may give them a comparative advantage in helping young people develop certain skills they will need in the twenty-first century’s schools, labor market, and civil society. These skills include the ability to work well within a diverse team and to plan and see projects through to completion. It is also possible that findings from studies of programs may generalize to other settings. For example, learning how programs affect youth through adult-youth relationships may reveal how neighborhoods affect youth through similar processes. Fortunately, grantees made excellent progress during 2005 toward understanding and measuring the features that distinguish between youth programs that positively affect youth and those that do not.

Some progress came from close-in, qualitative work done by scholars like Reed Larson, Robin Jarrett, and Bart Hirsch. Observing the activities of youth programs that have different youth populations, sponsoring organizations, and goals, these investigators are building generalizable knowledge by describing and comparing these programs as case examples. They have come to believe that staff-youth relationships, formed in the context of planned and challenging activities, are a key ingredient to getting and keeping youth productively engaged.

Other grantees came to similar conclusions using very different methods. Joe Durlak and Roger Weissberg

¹ We continue to have a third research priority, “Understanding and Improving the Use of Scientific Evidence.” That priority will receive increased attention in the future but it is not a focus of this essay.

completed a meta-analysis of a large number of research studies that examined the effects of youth programs on various measures of positive youth development. In the work they reviewed, both in-school and after-school programs created positive effects on grades and on other behaviors important for success in school, such as reduced aggression. Programs that were most likely to show positive effects included structured, intentional activities, as opposed to unstructured, unfocused ones. These activities gave youth opportunities to learn and practice new skills and receive feedback on their performance.

A final example is High/Scope's work on the Youth Program Quality Assessment (YPQA) tool. Following a successful field test and validation study, High/Scope published this practical and inexpensive tool in fall 2005. It distinguishes high from low quality programming in concrete, understandable, and measurable ways. The research that led to the YPQA found that high quality programs have a predictable routine, offer engaging activities, and regularly get feedback from youth in age-appropriate ways about what to offer, when to offer it, and how to improve program activities.

The convergence of findings on the importance of staff-youth relationships, intentional activities, and youth involvement is advancing theory on how programs affect youth. This research is also poised to help practitioners and policymakers take the next step: making programs better.

Shifting Resources across Priorities: Intentionally improving the quality of schools and youth programs

When we announced in 2002 that we were moving away from examining individual characteristics to focus on social settings, most people, including applicants, understood our shift. However, the distinction we made between understanding how settings affect youth and how people might improve the settings was confusing. Perhaps this was because the wording of the priorities is

so similar, or perhaps it is because the priorities are so intertwined.

Whether the problem was substantive or cosmetic, the blurring of our first two priorities seemed to contribute to the practical consequence of generating too few high quality descriptive or intervention studies that would help us learn how to intentionally change settings for the better. The best indicator of this is what we funded. During the past three years, the majority of our research funding went to studies of how settings affect youth as opposed to how extra-setting forces (like policy changes or new organizational development initiatives) shape the setting itself.

Our grantmaking in 2005 illustrates this imbalance. We received 70 research proposals for major grants and funded 21 of them. Of the 21 grants, 15 explored how social settings affect youth, and only 4 focused on understanding and improving social settings. (The other 2 were for research studies in our third priority area, the use of evidence.)

There are two reasons we see the current imbalance in our funding as a problem. First, knowing how programs affect youth does not tell us how to make programs better. It tells us about the features that matter but not how to intervene and improve those features. Second, our current funding mix is too duplicative of what others are doing. Research institutions such as the National Institutes of Health, the National Science Foundation, the Institute for Education Sciences, and other private foundations support studies of youth development. Many of them join us in being interested in how settings affect youth, and they dwarf us in size and capacity. This inevitably means that we run the risk of being a marginal player unless we complement their work.

These two reasons are moving us toward more studies of interventions intended to improve settings. To focus that work, we are beginning with schools and youth-serving organizations. In making this shift to setting-level interventions, we have discussed whether or not this is a good time to focus on improving program



quality. World conflict and tax policies have put pressure on domestic spending, and social security and health care policy are likely to increase that pressure in the foreseeable future. This is steering some funders and advocates to focus on preserving levels of service. We are making a different bet, that tight times are the very moment when policymakers and taxpayers need to get more from existing services and budgets.

As we proceed, we recognize that there is not going to be much new money available to support innovation and change. We take as a given that some significant portion of the differences that exist in youth and organizational functioning are the product of an inequitable distribution of resources. However, the distribution of resources is not the whole story, and we are looking for ways that policymakers and practitioners can work more effectively within current per student or per youth expenditures. There is empirical support for believing that this is possible. It comes from findings of different effects within the same organization. For example, within the same youth program, some offerings are consistently high quality and others are not; within a school,

some teachers generate achievement gains beyond past performance while others, with the same students, consistently fail to “add value.”

Improving Schools and Youth Organizations

In 2002, we issued a Request for Proposals (RFP), seeking reviews of research or intervention studies that focused either on improvement of organizations or on ways to induce youth to participate in programs in a sustained way. We received 390 letters of inquiry, invited 52 proposals, and funded 10. Most addressed aspects of youth participation, and only 2 focused on organizational improvement.

When we assessed the results of the 2002 RFP, we realized that the field was interested in the questions driving the RFP (hence the 390 letters) but that it needed help in four major areas: designing and implementing experimental assessments of interventions targeted on

whole settings (schools, classrooms, youth programs); theorizing how such settings function so that studies can test those theories; theorizing how settings respond to intentional interventions so that studies could also test those theories; and measuring functioning and change at the setting-level.

During 2004 and 2005, we made progress on some of these issues. Most of the progress came from our work with Steve Raudenbush and Howard Bloom, work that is accessible on our website at www.wtgrantfoundation.org. Through a combination of software design, consultation, training sessions at professional meetings, empirical research, and writing, they and others have made much progress on how to design field experiments at the setting-level. We have also made some progress on how certain settings function and how to measure that functioning. The most tangible example of this among current grantees is the aforementioned descriptive and measurement work done by Larson, Jarrett, Hirsch, and High/Scope.

By mid-2005, staff and the Board felt the Foundation was ready to issue a second RFP, and last August we issued a "Request for Proposals for Intervention Research to Improve Youth-Serving Organizations." In October 2005, we received 147 letters of inquiry and, from those, invited 10 project teams to write proposals. The proposals are due this spring, and after review we expect to fund a subset of them at our Board meeting in June 2006.

After reviewing the 147 letters that the RFP generated, Vivian Tseng, Ed Seidman, and I used our reviews as a window on the field's current capacity. This analysis is available on our website. In brief, we saw real progress from 2002. For example, in the recent RFP, we asked applicants to propose setting-level experiments or strong quasi-experiments that had sufficient statistical power to detect the effects of an intervention at the setting-level. In contrast to 2002, many more applicants did this well, and many used the materials on our website as a way to estimate key parameters and create research designs that incorporated those estimates.



Understandably, because we and others have given theory and measurement less attention, the letters showed less progress in those areas. In all of our work, we believe theory is critical for building knowledge that has application beyond the studies we fund. In these letters, applicants tended to draw on theoretical work on youth organizations, child-care programs, families, and neighborhoods. However, most of the applicants remain more adept at theorizing about how individuals develop and change than how settings function or change over time.

Similarly, the field needs to improve its work on measurement at the setting-level. In our view, too many of the recent applicants relied on single-method, single-source measures of the setting, such as student reports on school climate. We are skeptical that such measures will be convincing without corroboration from companion methods and data sources. Therefore, the proposals we invited tended to use multiple methods (e.g., observation, interview, survey) and multiple sources (e.g., researcher observations and data from youth and staff) for measuring key constructs. (See the essay by Ed Seidman, Vivian Tseng, and Tom Weisner on page 12 for an example of our current thinking about theory and measurement at the setting-level.)

The Implications of this Progress for 2006

Our 2006 budget is about the same size and structure as our budget in 2005. We have not yet seen the proposals we have invited from the RFP; we have not yet vetted the field-initiated proposals under consideration for our March Board meeting; and we have invited other field-initiated proposals that we will consider in October. In addition, we are in the midst of pilot-testing our new Distinguished Fellows program for influential mid-career researchers, policymakers, and practitioners (see our website for details on this effort). All of this uncertainty suggests that there is much that we still need to resolve regarding the near-term claims on our grant-making resources and staff time. Having acknowledged this, we expect to use annual RFPs (issued in August) to

build a cadre of intervention studies focused on organizational improvement. We also are very pleased with the effects of the capacity-building work we supported on study design. Therefore, we are going to commission similar efforts on measurement and on the practical details involved in implementing setting-level experiments in field settings. (See the essay by Rebecca Maynard and Brian Wilcox on page 16 for a discussion of some of these practical issues.) Given our limited resources, some of the future work will be supported by shifting resources away from studies of how settings affect young people to this work on improving settings.

We have much to learn as we go forward. We will continue to share what we are doing and learning and encourage others to do the same.



Robert C. Granger, Ed.D.

February 2006

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 grant-making 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, policymakers, 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 the Manpower Demonstration Research Corporation (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.

Social Setting Theory and Measurement

The Foundation is interested in understanding and improving social settings for youth (see Bob Granger’s essay on page 6 and our Current Research Priorities on page 24). We view social settings—such as families, peer groups, schools, community-based organizations, and neighborhoods—as important contexts for youth’s daily experiences and activities. These settings represent exciting opportunities for intervention because, at their best, they provide young people with access to resources, meaningful relationships with adults and peers, engaging activities, and opportunities for academic, social, emotional, and identity development.

To improve research on social settings, we have identified five areas in which the research community needs to advance: setting theory, intervention theory, setting measurement, design of setting-level field experiments, and implementation of these studies. In this essay,

we focus on setting theory and measurement. For illustrative purposes, we focus on classrooms as an example of an important setting for youth, but we are interested in the full range of settings that influence youth.

Setting Theory

Because we have shifted our focus to settings, we seek to better understand how settings function and how to improve their functioning to promote positive youth development. Attempts to better understand settings pose interesting challenges. Researchers have an elaborate body of theory and empirical evidence focused on understanding the development of youth’s personalities, beliefs, skills, and behaviors. Similarly, they have sophisticated measures of these characteristics, and complex statistical and qualitative methods for studying how these youth characteristics change over time. While



there is some prior theory on settings and an emerging literature on setting measurement, research on settings is still in its early stages.

A useful starting point for understanding settings is the National Research Council's provisional list of features of positive developmental settings. These features focus on how youth experience positive settings: as providing supportive relationships, opportunities to build skills, support for their sense of belonging, efficacy, and mattering, positive social norms, and so on. This list of how youth should experience settings can be viewed as the outcomes we should aim to create in settings (i.e., *setting-level outcomes*). The list provides a set of goals for changing settings, but it does not tell us which aspects of settings bring about these outcomes for youth, or how settings actually create these outcomes.

One way to build setting theory is to work backwards from these setting-level outcomes. What are the key aspects and processes of settings that bring about important setting outcomes? How do these aspects and processes of settings function? We are exploring the idea that settings function as dynamic systems, which consist of certain social processes, resources, and social, spatial, and temporal arrangements. While all of these components of settings are important, we think that *social processes* are the main influences on youth's experience of settings. Social processes reflect and influence the resources in the setting and the social, spatial, and temporal arrangement of those resources.

The term *social processes* refers to interactions between people in a setting; for example, between a teacher and students, or between various groups of students, in a classroom. Because of the developmental importance of certain issues for youth, we are interested particularly in how these interactions reflect and influence norms for behaviors in the setting, and in understanding who has what sort of power in these relationships and in decision-making. The social processes are not necessarily uniform

for all. From current and past research, we know that social interactions and youth's understanding of those interactions may vary for different groups of youth in the setting. For example, teachers may interact differently with African American students and White students, or with boys and girls. These differences are consequential for classroom-level outcomes in part because the youth and adults are ascribing meaning to the patterns of interaction. As a result, some youth may experience the classroom as a place that provides opportunities to learn and that generates feelings that they belong, are efficacious, and matter in that setting. Other students may not have the same experience of the same setting. The experience of the setting matters not only because of how it is interpreted; it also matters in more objective ways (e.g., who is called on, who gets more positive feedback vs. punishment).

Resources are another important aspect of settings that can affect setting processes and outcomes. Resources refer to the "inputs" into a setting, including financial (e.g., per pupil expenditure), material (e.g., facilities, curricular materials), and human (e.g., teachers' knowledge and skills) resources. Education and policy researchers often study financial and material resources available in schools, and there is some controversy about how to conceptualize and measure those areas. Identifying and measuring human resources in a way that meaningfully shows how these resources predict the nature of social interactions is even more elusive. Teacher training, credentials, and professional development are standard ways of thinking about what teachers bring into the classroom. Those measures, however, are poor proxies for how teachers interact with youth, so we need to do better. Setting theory also requires a better understanding of what students bring into classrooms, such as their cultural beliefs and school-relevant skills and behaviors (e.g., punctuality and persistence).

Social, spatial, and temporal arrangements are a third aspect of settings, and refer to how resources are arranged in the setting. For example, school staff often group students according to prior achievement. Whether the policy is to create homogeneous or heterogeneous groupings by achievement levels, the grouping is meant to create certain forms of interaction. Sometimes, social arrangements are less intended, at least by school policy. For example, in high school lunchrooms, students often organize their peer groups according to racial/ethnic and other social identities. Resources also are arranged spatially. School-within-school initiatives are structured to maximize interactions between a set of students and a small number of teachers, in part by putting their classrooms close together and creating joint activities. Finally, a common way to try to affect social processes is to vary their arrangement in time. Block scheduling and year-round school schedules are two examples.

These formative ideas about how to conceptualize settings are emerging from studies we are supporting. As is appropriate for early stages of theory-building, these studies entail rich qualitative and grounded-theory research. Examples include Katherine Newman's study of low-income neighborhoods in Boston, Debra Skinner and Virginia Buysse's classroom studies in North Carolina, and Reed Larson and Robin Jarrett's and Bart Hirsch and David DuBois's studies of community programs. We believe this work will pay off, not only in terms of theory-building, but in providing guidance as to the social processes that should be measured in future setting-level studies.

Setting Measurement

In addition to identifying the setting-level social processes, resources, and arrangements that facilitate youth's positive experiences, the field needs better measures of each of these aspects of settings. As we alluded to earlier, the field has much greater capacity to identify and measure important aspects of individuals than it has for settings. Building greater capacity for setting measurement is important for advancing both fundamental knowledge

and practice. As the maxim goes, what gets measured, gets done: having good setting measures focuses researchers', practitioners', and policymakers' attention on setting characteristics, monitoring/assessing them, and improving them for youth.

At the Foundation, we are trying to learn what good setting measurement entails. We have noticed a tendency for researchers to rely on single sources of data and single methods of measurement to assess setting constructs. Collecting data from youth on setting-level outcomes might make sense because the goal is assessing how youth experience the setting. Relying solely on youth data for measuring social processes, however, would provide an incomplete picture. Social processes are relational and dynamic. They involve ongoing interaction and communication between, for example, teacher and students, staff and youth, or different peer groups. They cannot be wholly captured by collecting data from individuals.

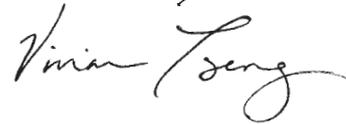
Our current thinking supports the use of multiple methods and multiple sources of measurement to assess social processes. More specifically, we encourage researchers to collect both observational data and interview or survey data from various groups. We do so for several reasons. First, as a technique, observation is particularly suited to capturing the ongoing, reciprocal nature of human interaction. Also, observational measures of teacher-student interactions collected by researchers can yield data that are independent of teachers' and students' perceptions of their relationship. While this is a strength, the meanings that the social actors (in this example, teachers and students) assign to their interactions are also important, and therefore interviews or surveys are an important complement to observational data. Because patterns of interaction and the meanings ascribed to them may differ for different social actors, it is important to collect data from various groups in the setting (e.g., students from different racial/ethnic groups, teachers and students) to check for such differences. Finally, interview data from various members of the setting can bring to light new interpretations of the observational data.

Good measurement tools benefit not only researchers but also practitioners. For example, we support the work of Charles Smith and his colleagues at High/Scope and their development of the Youth Program Quality Assessment (YPQA). The YPQA provides program staff and administrators with a set of common indicators for evaluating the quality of their offerings, including the relevant social processes (e.g., supportive staff-youth communication, inclusive peer interactions, staff involvement to resolve youth conflicts), resources (e.g., healthy food and drink, adequate space, furniture, and time for activities), and social and spatial arrangements (e.g., small-group activities, furniture arranged to facilitate activities). In addition to its value for research, this measure is useful for practitioners in conducting organizational learning initiatives because it gives them a common reference point for discussing the social processes, resources, and arrangements that make up quality programs and offerings. Moreover, staff can use the measure to observe each other's offerings to see which setting aspects or processes require improvement and which do not.

Conclusion

Setting theory and measurement, particularly of social processes, is a critical step in advancing a science focused on promoting youth's well-being. To facilitate capacity to do this work, we are supporting several projects. To complement their work on research design and analysis currently underway, during the next year, Steve Raudenbush, Howard Bloom, and their colleagues will examine the factors that influence the reliability of setting measures and the implications of what they find for designing studies and analyzing data. This spring, Marybeth Shinn and Hiro Yoshikawa will convene a multidisciplinary group of scholars and practitioners at the Foundation to further develop intervention theory and setting measurement. This summer, we will fund our first cohort of intervention studies seeking to improve youth-serving organizations, such as classrooms, schools, and community programs. We hope

these studies will become part of our capacity-building efforts, and we have asked the principal investigators to rigorously address setting theory, intervention theory, measurement, and research design issues. The Foundation plans to bring the researchers and practitioners involved in this cohort of studies together with other setting researchers to stimulate dialogue about innovative theories, measurement strategies, and research designs. We look forward to sharing the results of these conversations with the research community and other interested parties.



Edward Seidman, Ph.D.

Vivian Tseng, Ph.D.

Thomas S. Weisner, Ph.D.

February 2006

Edward Seidman is Senior Vice President, Program, at the William T. Grant Foundation. For the 15 years prior to joining the Foundation, his research 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. At the Foundation, he is interested in facilitating high quality theory, measurement, and intervention research that can lead to changes in policy and practice to improve youth-serving organizations.

Vivian Tseng is a Postdoctoral Fellow and Program Associate at the Foundation. Her research focuses on frameworks for promoting social change and the influence of culture, immigration, and race on youth's developmental and educational experiences.

Thomas S. Weisner is one of the Foundation's Senior Program Associates and a Professor of Anthropology in the Departments of Psychiatry (NPI Center for Culture and Health) and Anthropology at the 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.

Conducting Field Experiments of Setting-Level Policies and Practices

In recent years, there has been a growing emphasis on evidence-based policy and practice in the U.S. and around the world. As policymakers and practitioners turn to the research community for guidance, they often ask some version of, what if? For example, What would happen if schools implemented a professional development program for all new teachers?, or, What would happen if all schools had high quality, academically focused extended-day programs for youth? Because it is important to answer such questions well, the Foundation and other funders are supporting both descriptive studies to identify promising policies and practices for improving outcomes for youth and field-based experiments of such strategies to test their effectiveness. This essay explores some of the practical and ethical issues associated with conducting field experiments in such contexts.

Many policymakers and practitioners in education and allied fields serving youth are familiar with and

comfortable using field experiments to test the effects of well-defined interventions targeted on individuals. For example, there have been many successful field experiments focused on programs that provide services for individual youth to address specific concerns, such as high dropout rates or poor reading skills. In cases where policies or practices are focused on individuals, with no expectation of any notable “spillover” effects on other youth, rigorous evaluations have tended, appropriately, to assign youth in the target population randomly, either to a group offered or given the special intervention or to a “business as usual” control group. Such studies have higher credibility among policymakers and practitioners than do studies that use non-experimental designs. Policymakers and practitioners also appreciate the clarity of results from field experiments—differences in outcomes for youth who are similar except that some receive the targeted intervention and others do not.



Because it has become increasingly clear that targeted interventions generally return, at best, modest improvements for youth, the Foundation and other sponsors of youth services have begun to emphasize the potential of broader interventions—interventions that might change whole classrooms, including peer interactions and influences, pedagogy, and student-teacher exchanges, for example. Policymakers, practitioners, and even researchers tend to be unfamiliar and uncomfortable with field-based experiments focused on these more complex, setting-level interventions. Indeed, to date, there have been relatively few field-based experiments involving interventions at the organizational or community level. There are some notable examples of such experiments now underway, including field experiments assessing whole-school reform, the benefits of community access to technology, and the implications of school adoption of character education. Yet, as Bob Granger’s essay on page 6 makes clear, the Foundation is interested in advancing knowledge about how whole settings affect young people and how such settings can be improved through changes in policy or practice. The Foundation also believes that advancing knowledge about the effectiveness of such setting-level interventions requires expanding the field’s understanding of and capacity to design and conduct strong descriptive and intervention studies at the setting-level.

Our goal in this essay is to identify some of the more common concerns, challenges, and fears associated with conducting field experiments. These include some basic concerns related to “buy-in,” ethics, and politics. We pay special attention to how they manifest themselves in studies of setting-level interventions that use cluster-level random assignment of participants to the intervention and control conditions. We conclude with a discussion of the benefits to policymakers and practitioners of engaging in such studies.

Gaining and Maintaining “Buy-In” of Local Partners

Practitioner goodwill and political support—both of which are critical to the success of any field experiment—hinge on the study’s focusing on issues that truly matter to the partner organizations. They also depend on the ability of the evaluators to build and maintain trusting, respectful relationships with the implementing organizations. The sheer number of partner organizations required for field-based experiments that focus on setting-level change presents special challenges. For example, studies focused on classroom-level change may require the participation of 100 teachers or more, in 10 to 20 schools, and studies of systemic school reform could entail the cooperation of 50 or more schools in 5 to 10 districts.

Because setting-level change can be slow, it often is necessary to maintain the partnerships with local service providers over several years. For example, in a randomized field trial of a whole-school reform initiative, it may be necessary for the partner schools to remain faithful to their reform or “operation as usual” for four years or more to ensure full implementation. Then, in some cases, the evaluation goals will require following youth even longer to measure the enduring effects of the setting-level changes that occurred—a task that often entails help from program partners and that delays the reward of definitive evidence on the effectiveness of the intervention.

One way to promote long-term partnerships is for the evaluators to do the “heavy lifting” in terms of the burden associated with things like recruitment, informed consent, and data collection. Another is for the evaluators to incorporate into their plans research and monitoring that can aid practitioners and policymakers by addressing immediate, practical questions

during the course of the study. The end-game for all, of course, is to produce scientifically defensible evidence regarding the effectiveness of the particular policy or practice in improving outcomes for youth, evidence about the intervention that is sufficiently well described to allow policymakers and practitioners to use it.

The Ethics of Setting-Level Field Experiments

The ethical concerns regarding field-based experiments in education and allied youth-serving organizations are real, but most often surmountable. The most common objection to any type of field experiment, especially among practitioners, relates to the “denial” of services to those individuals or groups of individuals randomly assigned to the control condition. Yet, random assignment poses an ethical concern only if two specific conditions are met: (1) it is known that the intervention condition is better than the control condition; and (2) there are adequate resources and capacity to allow all youth and/or youth-serving organizations access to the intervention. In short, if you have either an unproven intervention or limited capacity to implement the intervention in all settings, the door is open to conduct a field experiment that is free of ethical concerns, with the most often-cited concern—“denial of a beneficial service”—off the table.

Most often, changes in policies and practices introduced into schools and other youth-serving organizations are based on professional judgments that the changes will be beneficial. However, these judgments are not typically supported by scientific evidence. Indeed, there is abundant evidence that many well-intentioned interventions provide *no* meaningful benefits to their recipients, and some have actually disadvantaged the recipients (relative to those receiving the “usual” services).

In cases where the effectiveness of a policy or practice has not been established, it is both sensible and ethical to test its effectiveness before going to full-scale adoption. Indeed, a major benefit of randomization is that it distributes both potential benefits and risks

among recipients fairly while supporting a strong test of the actual benefits and risks.

Often the organizations that object to randomization face demands for their services that outstrip their capacity to deliver—for example, concurrently training all science teachers to implement a new curriculum. Sometimes the implementation challenge is addressed by offering a “diluted” intervention to all settings beginning in year one or by focusing early implementation on some ad hoc selection of settings, such as early volunteers—both strategies that “deny” service, but through a non-random, selective process that may be less fair than that resulting from random assignment of all youth in the eligible pool. In contrast, randomly selecting groups for early, full implementation might be more equitable, while also presenting an opportunity to conduct a field experiment to learn about the implementation process, outcomes, and consequences for youth.

Many organizational leaders find it untenable to relinquish control over which settings initially receive the intervention. For example, a school superintendent might be concerned about participating in a field-based experiment to test a whole-school violence-prevention program if doing so would compromise his/her ability to institute the intervention in severely troubled schools. Yet, a concern like this can easily be accommodated by allowing a limited number of “exceptional cases” to bypass the randomization, get the intervention, and be excluded from the impact component of the study. The only cost to the study is that the findings are not generalizable to these very special cases.

Political Considerations

The politics of field-based experiments revolve around the questions asked and their relevance to the interests of important constituent groups. Field experiments are essential for generating credible answers to important “what if?” questions. Yet only those “what if?” questions that are relevant in the current political climate and that might produce answers with practical significance will find support. Thus, for practical reasons, field-based experiments should focus on questions that are clear

and compelling to the various groups whose cooperation is essential—the relevant youth-serving organizations and their constituent groups, policymakers, and the youth (and their parents) involved. The researcher who proposes a field-based experiment to measure the social and emotional benefits of a new after-school initiative, for example, should expect a chilly response from policymakers and practitioners whose central concern in this *No Child Left Behind* world is finding ways to improve measurably academic outcomes.

Practical Benefits of Cluster Field-Based Experiments

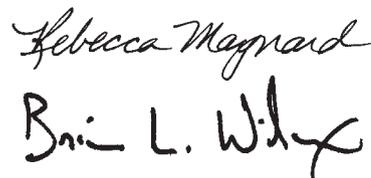
The current research literature contains many examples of field experiments where interventions meant to improve individual youth behavior have been found to have little or no effect. One explanation for the paucity of positive effects is that interventions too often focus on individual knowledge or attitudes as the vehicle for change, or focus on individual determinants of behavior change while ignoring features of settings that could either undermine or support those changes. The current interest of this foundation and others in promoting field experiments of setting-level changes has been stimulated, in part, by growing evidence pointing to the possibility that systemic setting-level changes may be required to promote substantially better outcomes for youth.

The types of study designs that are appropriate for evaluating such interventions—cluster field experiments—offer three real advantages to the organizational partners over studies that involve random assignment of individuals to intervention or control conditions. They allow partner organizations to test complex, holistic interventions that have greater potential to improve youth outcomes by influencing the entire service setting. Such studies are relatively easy to implement because everyone in a setting gets the same treatment. And, the estimated impacts of the intervention for youth encompass both the direct effects of the intervention and indirect effects that can result from “contagion” or overall changes in the climate of the setting, thereby giving practitioners full credit for their efforts.

Cluster experiments that test setting-level interventions let practitioners and policymakers assess attempts to improve services and settings for youth. These studies bring the credibility of experimental work to evaluating a class of interventions that are usually examined with weak designs.

Next Steps

In the months to come, the Foundation will commission a new initiative designed to provide researchers with materials and training that address the political, practical, and ethical issues involved in conducting experimental tests of interventions, especially those at the setting-level. Topics will include site recruitment and retention, negotiating and implementing these designs in ongoing operations, and the access to and use of various forms of data. This work will complement the Foundation’s efforts related to issues of theory, measurement, and the design of setting-level studies that are described in the other essays in this report.



Rebecca A. Maynard, Ph.D.

Brian L. Wilcox, Ph.D.

February 2006

Rebecca A. Maynard is a Senior Program Associate at the William T. Grant Foundation, and 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.

Brian L. Wilcox is a Senior Program Associate at the William T. Grant Foundation and 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.

Maintaining the Public Trust

Perhaps at one time, a private foundation could be judged successful by sensibly pursuing its mission and managing its assets. To some extent this is still the case, so I begin my essay this year by remarking on our portfolio's performance (our programmatic activities are covered in other essays in this report). Because organizations such as ours operate businesses that enjoy special tax status in return for serving the public good, we are expected to have good governance practices and to behave in a manner that gains and maintains the public trust. So I reserve the remaining space to summarize some of the steps we

have taken to strengthen governance and good business practices.

The Foundation's Finance and Investment Committee, composed of four experienced investment professionals from our Board of Trustees, actively develops and guides our investment strategy. With the confidence of the Board and support from me and the other fiscal staff, the Committee hires and fires professional investment managers within the instructions and guidelines established to increase our endowment. Currently, the Committee oversees and manages 23 firms that invest the Foundation's assets



in 32 funds in the securities markets. Our endowment was slightly over \$273 million at year-end 2005.

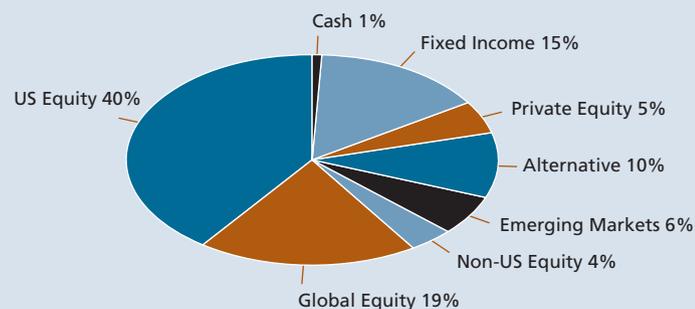
The portfolio returned 12.3% in 2005, besting the Foundation's total plan benchmark of 6.1% and target of 9.0%. Throughout the year, the Committee continued to rebalance and diversify the Foundation's holdings, evidenced by the asset allocation comparison (2002 vs. 2005) depicted in Figure 1. To supplement Committee members' investment expertise, the Foundation retained an investment-consulting firm for the first time in its recent history. We made this decision to take advantage of the firm's expertise in directing new manager searches and its knowledge of and experience with asset allocation and spending policy issues that foundations face.

The Foundation first used the consultant's help to update our investment policy, which entailed adopting asset allocation ranges that are attuned to today's economic environment and to achieving performance targets needed to operate the Foundation effectively and in perpetuity. With the benefit of the consultant's advice, the Board adopted a new spending rate policy, which, among other things, prescribes that spending be lowered gradually to the point where annual spending does not exceed 6.0% of the Foundation's 36-month average total assets. (In recent years, spending has hovered between 6.5%-7.0% of this average.) Management is confident that this goal can be achieved without harm to the quality or level of our work, and without detriment to the Foundation's mission. This new policy took effect with our 2006 annual operating budget.

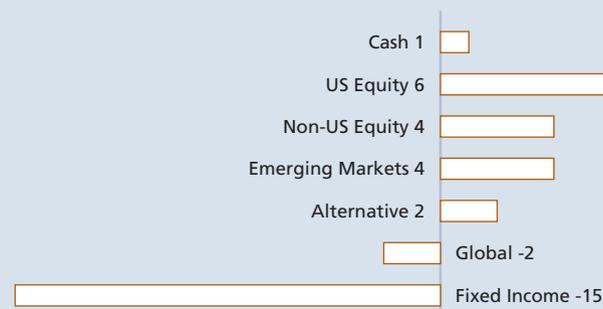
In developing our budget, the Foundation is very conscientious about how funds are spent. Of every dollar we spent in 2005, 89 cents were for program or grantmaking activities, 7 cents were for investment fees and excise taxes, and only 4 cents were for administra-

Figure 1

**William T. Grant Foundation
Asset Allocation
as of December 31, 2005**



**William T. Grant Foundation
Changes in Asset Allocation
2002-2005**



Numbers denote percentage point change.

tive costs, as shown in Figure 2. The Foundation's spending ratios continue to compare favorably to organizations similar in size, according to our own benchmarking studies and those done by the Council on Foundations and other industry organizations.

Governance and Best Practices

During the last few years, there has been growing public mistrust of the non-profit sector brought about by public disclosure of unethical practices or illegal activities of errant organizations. These incidents are few, as shown by a nationwide survey of 600 non-profits conducted by Johns Hopkins University that revealed that the overwhelming majority of non-profits have strong governance and accountability practices. The unfriendly light shined on the sector has resulted in increased scrutiny by federal and state regulators. Now, foundations are encouraged to be transparent in their activities and transactions and are being held accountable for their actions. The Foundation has to, and indeed should, operate in a culture of openness that builds credibility. The Foundation is pledged to this basic principle, and in recent years has revised organizational

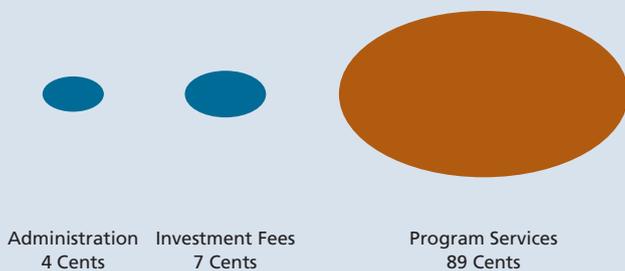


bylaws, developed Board and staff conflict of interest policies, and instituted "whistleblower," compensation, and record retention/destruction policies. Policies such as these, though not currently required by law, help the Foundation meet governance standards that are in the best interest of the public. Simultaneously, these policies foster fairness and consistency in practices that affect our organization and our constituents.

As part of its pursuit of good governance, the Foundation employs many "best practices" in its operations. For instance, the Foundation rotated its independent audit firm last year, and did so after a thorough Request for Proposals process. Though the former audit firm served the Foundation well for many years, it was best for a new firm to take a fresh look at the organization's financial records, financial operations, and internal controls. The first audit by our new firm resulted in an unqualified opinion on our financial statements and controls, meaning that the auditors found no flaws in the aforementioned records and

Figure 2

William T. Grant Foundation Spending Ratio Fiscal Year 2005 (Unaudited)



processes. The auditors did recommend that the Foundation develop an accounting manual, which is on target to be finalized in early 2006.

Best practices also include making smart business decisions that promote efficiencies and productivity. Like many businesses, the Foundation finds itself having to do more (or at least the same) with less. To that end, the Foundation has consolidated its banking relationships and started investing our cash-in-bank (which, due to timing, can be substantial) in overnight or very short-term vehicles such as municipal and corporate bonds. Both examples are win-win situations for the Foundation, as in addition to efficiency and productivity they save or produce funds that can be used in programmatic activities.

A recent event illustrates the positive results that accrue from good governance and employing best practices. During the summer, the IRS initiated examinations of over 1,000 foundations nationwide, including the William T. Grant Foundation. The examination was of the tax form 990-PF (Return of Private Foundation) for 2002 and the IRS's stated goal was "to help ensure compliance with the IRS regulations relating to self-dealing transactions"—prohibited transactions between a private foundation and certain disqualified persons (such as board members and staff managers or officers). We submitted many documents and completed questionnaires to the IRS auditors. The Foundation recently heard from the examiner that based upon her review of our filings, everything was in order and we should expect a "no finding" response from the IRS in early 2006.

Governance and best practices are only as good as the commitment of the people who conceive, practice, and monitor them. The Foundation encourages its Board and staff to participate in workshops and conferences, and to be involved with industry organizations (such as the Council on Foundations and the Society for Research on Adolescence) in order to stay current with best practices that relate to their area of expertise—business-related or otherwise.

Other Notable Activities

Last year I reported extensively on the Foundation's major efforts in improving its automated systems: grants management, accounting, and contact management. The goal has been to seamlessly integrate these systems with our website to increase productivity and ease of use by internal and external users. I am happy to report that following the 2004 debut for internal staff, the system went live for most external users during 2005, enabling applicants, grantees, and reviewers to do electronically—and more efficiently—what was once primarily done on paper and transmitted by mail. The Foundation is not 100% where it wants to be, but continued refining of this integrated system during early 2006 should bring about a rapid realization of our goal. The Foundation appreciates everyone's patience and involvement during the development and rollout of this all-important project, which will bring the systems on par with the best that are available.



Lawrence ("Larry") D. Moreland, M.B.A.
February 2006

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.'s national office. Larry is a board member of the New York Regional Association of Grantmakers, where he also serves as Chair of its Audit Committee, sits on the Operations Committee for the 2006 annual conference of the Council on Foundations, and on the Audit Committee of Bide-A-Wee Association. Until early 2005, he served as Board Treasurer of the Association of Black Foundation Executives.

Current Research Priorities

Within all three priorities below, the Foundation is interested in descriptive and intervention studies. We seek studies that contribute to theory and policy/practice for youth ages 8 to 25 in the United States.

Understanding and Improving How Social Settings Affect Youth

Topics of interest include:

- How social settings such as families, peer groups, schools, neighborhoods, programs, and organizations affect youth
- How culture, ethnicity, and race are manifest in settings and thereby affect youth
- How transitions across settings affect youth
- Whether, why, and how intervention programs affect youth

Understanding and Improving Social Settings

Topics of interest include:

- How social settings function and change over time
- How laws and public policies affect families, peer groups, schools, neighborhoods, programs, organizations, and other settings that are important for youth
- Whether, why, and how interventions improve the quality and availability of youth-serving programs, organizations, and other settings important for youth

The Use and Influence of Scientific Evidence

Topics of interest include:

- The characteristics of the communication networks and information sources used by adults who are influential in public policy and practice
- How communication strategies affect the knowledge, views, and behaviors of influential policymakers, practitioners, scholars, advocates, and members of the media
- How evidence-based practices are successfully adopted, implemented, and routinized
- How and under what circumstances research evidence is used in public policy

Action Topic: Improving the Quality of After-School Programs

We choose an issue as our “action topic” when we sense that a topic is 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. Our current action topic is improving the quality of after-school programs, and we are devoting significant resources to research as well as communication and capacity-building activities in this area. We fund work on many topics in addition to after-school, and we welcome letters of inquiry on the wide range of topics above.

Funding Guidelines and Application Procedures

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. The Foundation's mission focuses on improving the lives of youth ages 8 to 25 in the United States. We invest primarily in high quality empirical studies. Our Current Research Priorities are understanding and improving social settings such as families, schools, peer groups, and organizations, and how these social settings affect youth. Our Priorities also focus on the use and influence of scientific evidence in policy and practice. See page 24 for more information on our research priorities.

To a more limited extent, the Foundation supports capacity-building, communication, and youth service activities. We fund capacity-building activities, usually commissioned by us, to build the infrastructure for research on our Current Research Priorities and our "action topic" of improving the quality of after-school programs. Most of our communications funding also is aligned around our action topic. We fund a limited number of communications activities meant to leverage all of our grantmaking by enhancing the Foundation's image and visibility. Our Youth Service Grants Program funds direct services to youth and is limited to programs in New York, New Jersey, and Connecticut.

What follows are our Funding Guidelines and Application Procedures for Major Grants and Officers' Discretionary Grants to support research, capacity-building, and communications activities. More information on our research funding is available on our website, www.wtgrantfoundation.org, under Frequently Asked Questions. Information on the William T. Grant Scholars and the Youth Service Grants Programs can be found on pages 28 and 32, respectively, and on our website.

General Criteria for Funding

All of the general criteria below are applicable to all grants. It is likely that the criteria will be weighed and rated differently by individual reviewers, but the Foundation's review process will incorporate diverse views. While the criteria are most pertinent to research proposals, they are also relevant to the Foundation's support of communication and capacity-building activities because of our overarching interest in producing high quality research to inform policy and/or practice, and using policy/practice concerns to improve the quality of research.

- **Research area is consistent with Foundation's current research priorities.** See our Current Research Priorities document, available on the Foundation's website and on page 24.
- **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 subpopulation 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.
- **Project appropriately protects human subjects.** Institutional Review Board (IRB) approval is required for all work involving data collection from human participants. If public use files are the sole source of data for the project, the Foundation does not require IRB approval, although it is important to note that the institution receiving the grant might require such approval. If other data sources become necessary to fulfill the goals of the study being funded, the principal investigator must obtain IRB approval in advance of their use, and inform the Foundation.
- **Project includes a systematic, strategic communications plan between researchers and policymakers or practitioners.** Applicants should not initiate communication only at the end stage of studies to disseminate findings. Instead, we encourage ongoing, iterative communication, in which researchers inform policymakers and practitioners of progress being made on policy- and practice-relevant questions, and policymakers and practitioners have an opportunity to inform the research being conducted.
- **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.

Additional Considerations

Below are additional considerations 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 seeks 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);
- 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.
- For Officers' Discretionary Grants, we encourage empirical studies that facilitate the career development of junior scholars of color.

Selection and Review Procedures

To apply for a Major Grant or an Officers' Discretionary Grant, principal investigators should submit a Letter of Inquiry. Major Grants are typically between \$200,000 and \$500,000 and cover two to three years of support. Projects involving secondary data analysis are at the lower end of the budget range whereas projects involving new data collection and sample recruitment can be at the higher end of the budget range. Officers' Discretionary Grants range between \$2,000 and \$25,000.

Letters of Inquiry are accepted on a rolling basis. We will respond to them in about four to six weeks. If we determine that the project falls within our current research priorities and potentially meets our other criteria, we will invite a full proposal for further consideration. Sometimes, we request additional information before inviting a full proposal. We do not accept unsolicited proposals.

An invitation to submit a full proposal for a Major Grant will include the exact deadline for proposal submission. The deadlines for Major Grants proposals are four to six months prior to our Board of Trustees meetings in March, June, and October. Officers' Discretionary Grants are reviewed at these aforementioned meetings as well as at December meetings. Full proposals are reviewed using a rigorous, scientific peer review process involving two external reviewers. The Foundation chooses reviewers with content, methodological, and disciplinary expertise in the proposed work. Applicants who receive positive reviews are given an opportunity to provide written responses to external reviewers' critiques of their proposals. Full proposals, external reviews, and applicants' responses to external reviews then receive further appraisal from the Foundation's Senior Program Team. The Senior Program Team makes funding recommendations to the Board of Trustees at quarterly meetings. Funding is available shortly after these meetings.

Note: In 2006, we will review investigator-initiated proposals only at our March and October Board meetings. At our June Meeting, we will review applications for our Requests for Proposals (RFP) for Distinguished Fellows and for Intervention Research to Improve Youth-Serving Organizations. Information on and deadlines for these RFPs are available on our website.

Qualifying Organizations and Restrictions

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."

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 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 and/or research questions, research methods, and data analysis plan. For communications and capacity-building grants, the narrative should describe the major goals, rationale, definition of target audience, activities, and evaluation plan.
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 vitae/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. The program, now in its 26th year, has funded 119 Scholars since its inception.

Current Research Priorities are understanding and improving social settings such as families, schools, peer groups, organizations, and programs, their effects on youth, and the use and influence of scientific evidence. 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 grant-making. Applications for 2007 are due June 29, 2006. A brochure outlining the criteria and required documents for applying is available from the Foundation's website, 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, Jackson Hole, Wyoming, Summer 2005



Seated, left to right: Sara McLanahan, Jane Brown, LaRue Allen, Carol Worthman, Michael Wald. Standing, left to right: John Reid, W. 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. Gardner/Olga M. Monks Professor
of Child Psychiatry,
Harvard Medical School
Academic Chair, Department of Psychiatry,
Children's Hospital Boston

W. Thomas Boyce, M.D.

Professor of Epidemiology and Child Development
Associate Dean for Research and Academic Affairs
School of Public Health
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

**William T. Grant Scholars
Selection Committee, continued**

Franklin D. Gilliam, Jr., Ph.D.¹

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

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.

Maxwell Professor of Public Policy
Director, Center for Policy Research
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

¹ Through February 2006

Current William T. Grant Scholars

Class of 2006

Elizabeth Goodman, M.D.

Brandeis University

Gabriel Kuperminc, Ph.D.

Georgia State University

Robert Roeser, Ph.D.

Tufts 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.

The Brookings Institution

Clea McNeely, Dr.P.H.

Johns 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 K. 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

Class of 2010

Rachel Dunifon, Ph.D.

Cornell University

Tama Leventhal, Ph.D.

Johns Hopkins University

Clark McKown, Ph.D.

University of Illinois at Chicago

Lisa D. Pearce, Ph.D.

University of North Carolina at Chapel Hill

Renée Spencer, Ed.D.

Boston University

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 \$3,000 to \$10,000. All grants are for a period of one year, and organizations are eligible for up to three years of consecutive funding.

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.

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 professional development, train-the-trainer activities, program evaluations, building funds/capital campaigns, annual fundraising drives, endowment funds, scholarships, and other programs not directly serving youth.

For information about active Youth Service Grants, please visit the Funding Opportunities section of our website at www.wtgrantfoundation.org.

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.

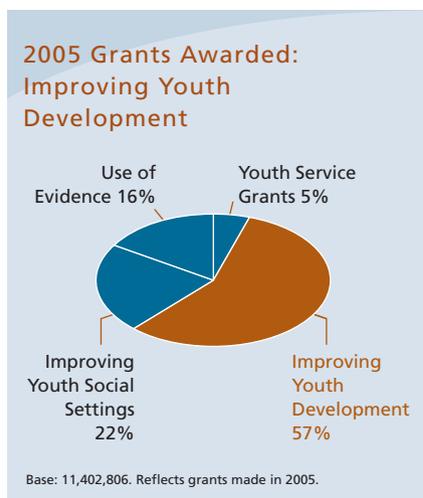
The Foundation requires all applications for the Youth Service Grants Program to be submitted via our website. The website also contains detailed application procedures that are updated regularly; please read them carefully before beginning the application process. The application asks for the same content 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
- IRS 501(c)(3) letter

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 2005¹

Youth Development



Understanding and Improving How Social Settings Affect Youth: Descriptive Studies

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

Emma K. Adam, Ph.D.
William T. Grant Scholar
 Northwestern University
 2004–2009 \$300,000

"Qualitative Coding of Diary Reports"

Emma K. Adam, Ph.D.
 Northwestern University
 2004–2006 \$22,518

"Next Steps after High School for the Non-BA Bound"

Karl L. Alexander, Ph.D.
Doris R. Entwisle, Ph.D.
 Johns Hopkins University
 2003–2006 \$150,000

"Cool Schoolmates as Agents of Cultural Change"

Joshua Aronson, Ph.D.
 New York University
 2003–2006 \$25,000

"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

"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

"Diversity and Social Capital"

Stephen Borgatti, Ph.D.
Inga Carboni
 Boston College
 2004–2005 \$25,000

"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

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

Jeanne Brooks-Gunn, Ph.D.
Jodie Roth, Ph.D.
 Teachers College, Columbia University
 2003–2006 \$379,958

"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

"Assessing Juvenile Psychopathy: A Longitudinal Follow-Up"

Elizabeth Cauffman, Ph.D.
 University of California, Irvine
Edward Mulvey, Ph.D.
 University of Pittsburgh
 2003–2006 \$404,455

■ *"Asian Immigrant Youth and Families"*

Ruth K. Chao, Ph.D.
 University of California, Riverside
 2005–2006 \$25,000

"Socioeconomic Status, Stress, and Asthma in Childhood"

Edith Chen, Ph.D.
William T. Grant Scholar
 University of British Columbia
 2003–2008 \$300,000

"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

"Fathers' Contributions to Adolescent Well-Being"

Rebekah Levine Coley, Ph.D.
 Boston College
 2003–2006 \$180,690

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

Cynthia Garcia Coll, Ph.D.
 Brown University
 2003–2006 \$292,974

¹ End dates include no-cost extensions on all grants

■ Denotes that all or a portion of grant is new in 2005.

<i>"Adolescence to Adulthood in Rural American Indian and Anglo Youth"</i>	■ <i>"Activity Involvement and Pathways to Educational Attainment"</i>	<i>"The Transition to Adulthood among Youths from Immigrant Families"</i>
Elizabeth J. Costello, Ph.D.	Jacquelynne S. Eccles, Ph.D.	Andrew Fuligni, Ph.D.
Duke University	Stephen Peck, Ph.D.	University of California, Los Angeles
Carol M. Worthman, Ph.D.	University of Michigan	2003–2005
Emory University	2005–2008	\$174,998
2002–2005		
\$555,434	<i>"Identity and Activities"</i>	<i>"Fragile Families and Child Well-Being"</i>
	Jacquelynne S. Eccles, Ph.D.	Irwin Garfinkel, Ph.D.
<i>"Outcomes for Former Foster Youth during the Transition to Independence"</i>	University of Michigan	Columbia University
Mark E. Courtney, Ph.D.	2002–2005	Sara S. McLanahan, Ph.D.
Gina Miranda, Ph.D.	\$271,768	Princeton University
Thomas E. Keller, Ph.D.		1998–2006
University of Chicago	<i>"Transition to Parenting and Serious Romantic Partnerships among Urban Youth"</i>	\$733,882
2004–2007	Kathryn Edin, Ph.D.	
\$341,083	P. Lindsay Chase-Lansdale, Ph.D.	<i>"The Role of Family and Community-Related Experience in the Development of Young People's Economic Understanding"</i>
	Greg J. Duncan, Ph.D.	Lawrence J. Gianinno, Ph.D.
<i>"Education as a Developmental Phenomenon"</i>	Paula England, Ph.D.	Tufts University
Robert Crosnoe, Ph.D.	Northwestern University	2005–2006
William T. Grant Scholar	2004–2005	\$199,961
The University of Texas at Austin		
2004–2009	<i>"Fear of Failure and the Middle School Transition"</i>	<i>"Generations of Risk: A Follow-Up of the Children of Serious Female Offenders"</i>
\$300,000	Andrew Elliot, Ph.D.	Peggy Giordano, Ph.D.
	University of Rochester	Bowling Green State University
<i>"Employment and Achievement in High School"</i>	2004–2007	2001–2005
Jeff DeSimone, Ph.D.	\$178,419	\$553,347
University of South Florida Research Foundation		<i>"Diversity, Equity, and Access in the Post-busing Era"</i>
2004–2005	■ <i>"One Hundred Families: Growing Up in Rural Poverty"</i>	Ellen B. Goldring, Ph.D.
\$25,000	Gary W. Evans, Ph.D.	Vanderbilt University
	Cornell University	Adam Gamoran, Ph.D.
<i>"Positive Emotions in Parent-Child Interactions"</i>	2002–2005	University of Wisconsin, Madison
Lisa Diamond, Ph.D.	\$209,537	2001–2006
William T. Grant Scholar	\$315,583	\$536,994
University of Utah		
2004–2009	<i>"School- and Community-Based Social Network Closure as Predictors of Child Well-Being"</i>	<i>"Understanding the Sociobiologic Translation: Subjective Social Standing in Adolescents"</i>
2004–2006	Anne C. Fletcher, Ph.D.	Elizabeth Goodman, M.D.
\$60,000	Andrea G. Hunter, Ph.D.	William T. Grant Scholar
	University of North Carolina at Greensboro	Brandeis University
<i>"Youth Mentoring Relationships: Investigation of Data from Nationally Representative Samples"</i>	2003–2007	2001–2006
David DuBois, Ph.D.	\$170,555	\$300,000
University of Illinois at Chicago		2004–2006
2004–2005	<i>"The Roles of Family, School, and Community Processes in Promoting Competence in Youth Living in Rural and Urban African-American Single-Parent Families"</i>	\$60,000
\$25,000	Rex Forehand, Ph.D.	
	University of Georgia	<i>"Peer Victimization across the Middle School Years: Context and Consequences"</i>
■ <i>"The Role of Grandparents in the Lives of Adolescent Grandchildren"</i>	1996–2005	Sandra Graham, Ph.D.
Rachel Dunifon, Ph.D.	\$687,154	Jaana Juvonen, Ph.D.
William T. Grant Scholar		University of California, Los Angeles
Cornell University		2001–2005
2005–2010		\$596,353
\$300,000		
		■ <i>"Outcomes for Adopted Youth"</i>
		Harold Grotevant, Ph.D.
		University of Minnesota
		2005–2008
		\$100,000

■ Denotes that all or a portion of grant is new in 2005.

<p><i>"The Body Electric (and Print): Mass Media, Physical Identity, and Health"</i> Kristen Harrison, Ph.D. <i>William T. Grant Scholar</i> University of Illinois at Urbana-Champaign 2002–2007 \$300,000 2004–2006 \$60,000</p>	<p><i>"Family Structure and Child Development"</i> Rukmalie Jayakody, Ph.D. <i>William T. Grant Scholar</i> Pennsylvania State University 2000–2005 \$290,000</p>	<p><i>"Public Attitudes Toward Low-Income Families and Children"</i> Mary Clare Lennon, Ph.D. Columbia University 2004–2005 \$25,000</p>
<p><i>"The Development of Civic Competence in Adolescence"</i> Daniel A. Hart, Ph.D. Rutgers University James Youniss, Ph.D. The Catholic University of America 2002–2005 \$259,446</p>	<p><i>"Consequences of Parental Job Loss for Adolescents' School Performance and Educational Attainment"</i> Ariel Kalil, Ph.D. <i>William T. Grant Scholar</i> University of Chicago 2002–2007 \$300,000</p>	<p>■ <i>"Neighborhood Influences on Adolescent Development: Timing, Gender, and Processes"</i> Tama Leventhal, Ph.D. <i>William T. Grant Scholar</i> Johns Hopkins University 2005–2010 \$300,000</p>
<p><i>"Newcomer Children in America"</i> Donald J. Hernandez, Ph.D. State University of New York, University at Albany 2004–2006 \$18,000</p>	<p><i>"Social Context and Youth Competence: Assessing Pathways of Influence of Community Resources"</i> Lori Kowaleski-Jones, Ph.D. University of Utah Rachel Dunifon, Ph.D. Cornell University 2002–2005 \$130,000</p>	<p>■ <i>"Estimating Neighborhood Effects on Low-Income Youth"</i> Jens Ludwig, Ph.D. Georgetown University Brian A. Jacob, Ph.D. Harvard University Jeffrey A. Smith, Ph.D. University of Maryland 2005–2007 \$367,207</p>
<p><i>"Family-State Alliances and Their Impact on Youth Health and Well-Being: An International Perspective"</i> Patrick Heuveline, Ph.D. <i>William T. Grant Scholar</i> University of Chicago 2003–2008 \$300,000</p>	<p><i>"Promoting Social and School Adjustment of Immigrant Latino Adolescents: An Ecological Model"</i> Gabriel Kuperminc, Ph.D. <i>William T. Grant Scholar</i> Georgia State University 2001–2006 \$300,000 2004–2006 \$60,000</p>	<p><i>"Vulnerability and Competence among Suburban Youth: A Seven-Wave Longitudinal Study"</i> Suniya Luthar, Ph.D. Teachers College, Columbia University 2004–2006 \$263,485</p>
<p><i>"An Intensive Study of Mentoring Relationships in Urban Boys and Girls Clubs"</i> Barton J. Hirsch, Ph.D. Northwestern University David DuBois, Ph.D. University of Illinois at Chicago 2002–2005 \$293,988</p>	<p><i>"Problem Behaviors and Psychological Distress among Vietnamese-American Adolescents"</i> Brian Trung Lam, Ph.D. California State University, Long Beach 2004–2005 \$20,000</p>	<p>■ <i>"The Social and Developmental Ecology of Academic Inequity"</i> Clark McKown, Ph.D. <i>William T. Grant Scholar</i> University of Illinois at Chicago 2005–2010 \$300,000</p>
<p><i>"The School to Work Transition for Adolescents with Disabilities"</i> Dennis P. Hogan, Ph.D. Brown University Gary Sandefur, Ph.D. University of Wisconsin, Madison 2004–2006 \$179,885</p>	<p><i>"Building Youth Development Theory: A Qualitative Longitudinal Study of 12 Programs"</i> Reed Larson, Ph.D. Robin L. Jarrett, Ph.D. University of Illinois at Urbana-Champaign 2003–2006 \$484,913</p>	<p><i>"School Social Structure, School Connectedness, and Health-Related Behaviors"</i> Clea McNeely, Dr.P.H. <i>William T. Grant Scholar</i> Johns Hopkins University 2002–2007 \$300,000</p>
<p><i>"Parental Socialization Influences on Academic Engagement and Performance among African-American, Chinese, and Dominican Adolescents"</i> Diane Hughes, Ph.D. Niobe Way, Ed.D. New York University 2004–2007 \$498,480</p>	<p>■ <i>"Processes of Developmental Change in Youth Development Settings"</i> Reed Larson, Ph.D. Robin L. Jarrett, Ph.D. David Hansen, Ph.D. University of Illinois at Urbana-Champaign 2005–2007 \$302,241</p>	<p><i>"An Ethnographic Study of Adolescent Dating Violence: Developmental and Cultural Considerations"</i> Elizabeth Miller, M.D., Ph.D. <i>William T. Grant Scholar</i> Massachusetts General Hospital 2003–2008 \$300,000</p>

<i>"Maternal Work Transitions, Parenting, and Adolescent Adjustment"</i> Michelle Miller-Day, Ph.D. Pennsylvania State University 2003–2005	\$179,981	<i>"Race, Youth, and the Digital Divide"</i> Manuel Pastor, Jr., Ph.D. Robert Fairlie, Ph.D. University of California, Santa Cruz 2003–2006	\$249,449	<i>"Adolescence to Adulthood in Chicago Neighborhoods"</i> Sean F. Reardon, Ed.D. <i>William T. Grant Scholar</i> Stanford University 2002–2007 2004–2006	\$300,000 \$60,000
<i>"Making 'Makin' It' Possible"</i> Elizabeth B. Moje, Ph.D. <i>William T. Grant Scholar</i> University of Michigan 2000–2005	\$290,000	■ <i>"Religion's Role in the Shaping of Self-Image, Aspirations, and Achievement in Youth"</i> Lisa D. Pearce, Ph.D. <i>William T. Grant Scholar</i> University of North Carolina at Chapel Hill 2005–2010	\$300,000	<i>"The Chicago Post-secondary Transition Project"</i> Melissa Roderick, Ph.D. University of Chicago 2004–2007	\$317,394
■ <i>"Adolescent Development and Social Organization of Schools"</i> Chandra Muller, Ph.D. The University of Texas at Austin 2005–2006	\$10,856	■ <i>"The Latino Adolescent Migration, Health, and Adaptation Project"</i> Krista Perreira, Ph.D. Mimi Chapman, Ph.D. University of North Carolina at Chapel Hill 2003–2006 2005–2006	\$356,519 \$21,062	<i>"Studies in School Experience and Patterns of Motivation and Achievement among Diverse Samples of Adolescents"</i> Robert Roeser, Ph.D. <i>William T. Grant Scholar</i> Tufts University 2001–2006	\$300,000
<i>"Pathways to Desistance"</i> Edward Mulvey, Ph.D. University of Pittsburgh 2002–2005	\$350,000	<i>"Three-City Study of Moving to Opportunity: Causal Mechanisms and the Next Generation"</i> 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	<i>"Adolescent Sexual Orientation, Health, and Competence"</i> Stephen T. Russell, Ph.D. <i>William T. Grant Scholar</i> University of Arizona 2001–2006 2004–2006	\$300,000 \$60,000
<i>"Developmental Risk in Native American Youth: The Nature of School Transition for Mental Health and Achievement Outcomes"</i> Denise L. Newman, Ph.D. <i>William T. Grant Scholar</i> Tulane University 2000–2006	\$290,000	<i>"Increasing Young People's Participation and Engagement through Whole-School Reform"</i> Janet Quint, Ph.D. Howard Bloom, Ph.D. Pamela Morris, Ph.D. MDRC 2003–2005	\$449,919	<i>"Constructing Identities"</i> Debra Skinner, Ph.D. Virginia Buysse, Ph.D. University of North Carolina at Chapel Hill 2002–2005	\$318,236
<i>"Community Context and Adolescent Outcomes: Learning from Successful Teens in Disadvantaged Neighborhoods"</i> Katherine S. Newman, Ph.D. Princeton University 2003–2005	\$23,000	<i>"Resilience in the Context of Welfare Reform: Longitudinal Relations between Employment, Psychological Well-Being, and Parenting among Low-Income Families"</i> Cybele Raver, Ph.D. <i>William T. Grant Scholar</i> University of Chicago 1999–2006 2004–2006	\$255,000 \$60,000	■ <i>"Assimilation among Children of Immigrants"</i> Robert C. Smith, Ph.D. Baruch College 2005–2007	\$199,031
<i>"Black Identity, School Performance, and the Transition to Adulthood"</i> Carla O'Connor, Ph.D. University of Michigan 2002–2005	\$323,404	<i>"Pathways to Romantic Unions"</i> Freya L. Sonenstein, Ph.D. The Urban Institute Joseph Pleck, Ph.D. University of Illinois at Urbana-Champaign 2001–2005	\$400,000		
<i>"Children's Responsibilities as Family Translators"</i> Marjorie Faulstich Orellana, Ph.D. University of California, Los Angeles 2004–2006	\$20,500				

■ Denotes that all or a portion of grant is new in 2005.

■ *"Understanding the Mentoring Process: A Longitudinal Study of Mentoring Relationships between Adolescents and Adults"*

Renée Spencer, Ed.D.
William T. Grant Scholar
 Boston University
 2005–2010 \$300,000

"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

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

Christopher Taber, Ph.D.
 Northwestern University
 2002–2005 \$61,878

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

Linda A. Teplin, Ph.D.
 Northwestern University Medical School
 2003–2005 \$200,000

"Peer and Neighborhood Influences on Youth and Adolescent Development"

Jacob L. Vigdor, Ph.D.
William T. Grant Scholar
 Duke University
 2004–2009 \$300,000

"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

"Trends in the Incomes of Never-Married Mothers"

Nicholas Wolfinger, Ph.D.
 University of Utah
Matthew McKeever, Ph.D.
 Mount Holyoke College
 2004–2006 \$61,629

■ *"Transition to Middle School: Changes in Aggression"*

Hongling Xie, Ph.D.
 Temple University
 2005–2007 \$252,478

"Anti-poverty Policy, 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

Understanding and Improving How Social Settings Affect Youth: Intervention Studies

"Opening Doors to Earning Credentials"

Thomas Brock, Ph.D.
 MDRC
 2003–2006 \$300,000

■ *"Informal Mentoring, Rural African American Emerging Adults, and Substance Use"*

Gene H. Brody, Ph.D.
Velma McBride Murry, Ph.D.
Steven M. Kogan, Ph.D.
 University of Georgia
 2006–2008 \$500,000

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

Duncan Chaplin, Ph.D.
 Mathematica Policy Research, Inc.
Jane Hannaway, Ph.D.
 The Urban Institute
 2004–2006 \$358,483
 2005–2006 \$136,210

■ *"The SOURCE Program: An Intervention to Promote College Application and Enrollment among Urban Youth"*

Tiffani Chin, Ph.D.
 EdBoost Education Corporation
Johannes Bos, Ph.D.
 Berkeley Policy Associates
Thomas Kane, Ph.D.
 Harvard Graduate School of Education
 2005–2007 \$400,000

■ *"Addressing the Academic Performance Gap between Minority and White Students"*

Geoffrey L. Cohen, Ph.D.
Julio Garcia, Ph.D.
 Yale University
 2005–2007 \$286,738

"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

"Psychological Foundations of Student Achievement: Strategies for Intervention"

Geraldine Downey, Ph.D.
Lisa Sorich Blackwell, Ph.D.
 Columbia University
 2004–2005 \$108,517

"An Evaluation of School-Based Mentoring"

Jean Grossman, Ph.D.
Carla Herrera, Ph.D.
 Public/Private Ventures
 2004–2006 \$575,000

"Effective Mentoring Interactions"

Michael Karcher, Ed.D., Ph.D.
 The University of Texas at San Antonio
 2003–2006 \$282,124
 2004–2006 \$100,000

"Moving to Opportunity and Youth Well-Being"

Jeffrey Kling, Ph.D.
William T. Grant Scholar
 The Brookings Institution
 2002–2007 \$300,000

"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
 2003–2006 \$350,000

"Maintenance Strategies for Homeless Youth's Reduction in HIV Risk Acts"

Marguerita Lightfoot, Ph.D.

William T. Grant Scholar

University of California, Los Angeles

2003–2008 \$300,000

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

Mark Lipsey, Ph.D.

Vanderbilt University

2003–2006 \$250,878

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

Rebecca A. Maynard, Ph.D.

University of Pennsylvania

Susan Goerlich Zief, Ph.D.

Mathematica Policy Research, Inc.

2003–2005 \$72,000

"Mental Health Treatment in the Context of Welfare Reform Policy: An Experimental Examination of the Effects of Maternal Depression on Children and Youth"

Pamela Morris, Ph.D.

William T. Grant Scholar

MDRC

2004–2009 \$300,000

■ *"Trial of Intervention to Increase Participant Retention in Home Visiting"*

David L. Olds, Ph.D.

University of Colorado Health Sciences Center

2005–2007 \$574,977

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

David L. Olds, Ph.D.

University of Colorado Health Sciences Center

Robert Cole, Ph.D.

Harriet Kitzman, Ph.D.

University of Rochester Medical Center

2003–2006 \$437,934

■ *"Evaluation of a Strategic Reading Approach for At-Risk Adolescents"*

Robert E. Slavin, Ph.D.

Nancy A. Madden, Ph.D.

Success for All Foundation

2005–2007 \$450,000

■ *"An Impact Study of a Reading Intervention in After-School Programs"*

Mary G. Visher, Ph.D.

Ardice Hartry, Ph.D.

Institute for the Study of Family, Work, and Community

2005–2006 \$374,833

"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

"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

2002–2005 \$324,449

Understanding and Improving How Social Settings Affect Youth: Other Studies

"A Proposal to Archive the Beginning School Study Data"

Karl L. Alexander, Ph.D.

Doris R. Entwisle, Ph.D.

Johns Hopkins University

2004–2006 \$50,318

■ *"A Data Archive for Project STAR and Beyond"*

Jayne Boyd-Zaharias, Ed.D.

Health Education Research Operative Services (HEROS)

Jeremy D. Finn, Ph.D.

State University of New York, University at Buffalo

2005–2006 \$149,115

■ *"Adding It Up: Public and Private Costs of Teen Childbearing"*

Sarah Brown, M.P.H.

National Campaign to Prevent Teen Pregnancy

Saul D. Hoffman, Ph.D.

University of Delaware

Rebecca A. Maynard, Ph.D.

University of Pennsylvania

2005–2007 \$317,315

"Adolescent Health and Development"

Rosemary Chalk

National Academy of Sciences

2003–2005 \$375,000

■ *"Book on Apprenticeship as a Framework for Supporting Child and Adolescent Development"*

Robert Halpern, Ph.D.

Erikson Institute

2005–2006 \$25,000

"Special Initiative: Research Planning in Youth Civic Engagement"

Lonnie R. Sherrod, Ph.D.

Fordham University

2000–2006 \$148,500

"Young Women, Sexuality, and Culture"

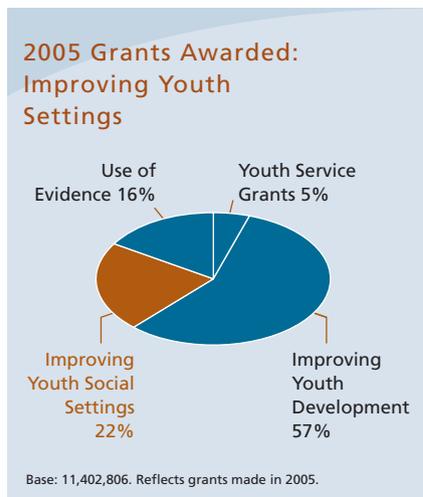
Laura Sessions Stepp

Frameworks Institute

2004–2005 \$25,000

■ Denotes that all or a portion of grant is new in 2005.

Improving Settings



Understanding and Improving Youth Social Settings: Descriptive Studies

"The Q Factor: Quality in After-School Programs"

Della M. Hughes
Institute for Just Communities
2003–2005 \$25,000

"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

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

Anne Libby, Ph.D.
William T. Grant Scholar
University of Colorado Health Sciences Center
2005–2005 \$290,000

"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

■ *"Title IX Compliance and Affirmative Action for Men"*
James Monks, Ph.D.
University of Richmond
2005–2006 \$25,000

■ *"Best Practices in Runaway and Homeless Youth Programs"*
Victoria Wagner
National Network for Youth
2005–2006 \$10,000

"San Francisco Beacon Initiative's Beacon Workforce Study"
Virginia Witt
Every Child Can Learn Foundation
2004–2005 \$25,000

■ *"Creating the Conditions for Youth-Adult Partnerships"*
Shepherd Zeldin, Ph.D.
University of Wisconsin, Madison
2005–2006 \$25,000

Understanding and Improving Youth Social Settings: Intervention Studies

"Reading, Writing, Respect, 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

"Engaging Youth as Trainers"
Cheryl S. Alexander, Ph.D.
Clea McNeely, Dr.PH.
Johns Hopkins University
2003–2005 \$75,000

"Evaluating the Effectiveness of the School Success Profile (SSP) Intervention Package on School-Level Performance"
Gary L. Bowen, Ph.D.
Natasha Bowen, Ph.D.
University of North Carolina at Chapel Hill
2003–2006 \$306,306

"Community Variation in Preventive Intervention Effects"
Deborah Gorman-Smith, Ph.D.
University of Illinois at Chicago
Sean F. Reardon, Ed.D.
Stanford University
2003–2006 \$438,090

■ *"A Multi-university Evaluation of Educational Effects of Intergroup Dialogues"*
Patricia Y. Gurin, Ph.D.
University of Michigan
Biren Nagda, Ph.D.
University of Washington
Ximena Zúñiga, Ph.D.
University of Massachusetts, Amherst
2005–2008 \$605,419

■ *"Comprehensive Evaluation of the Making Meaning™ Reading Comprehension Program"*
Eric Schaps, Ph.D.
Developmental Studies Center
P. David Pearson, Ph.D.
University of California, Berkeley
2005–2008 \$916,026

"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

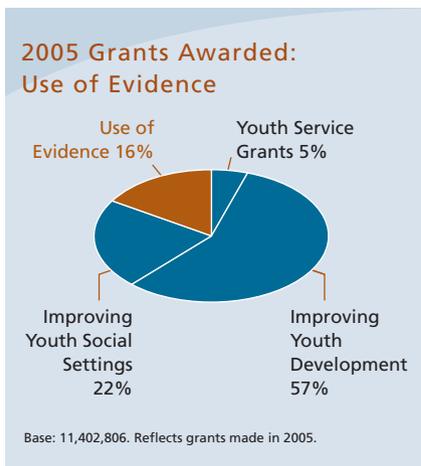
Understanding and Improving Youth Social Settings: Other

"Judith Gueron Fund for Methodological Innovation in Social Policy Research"
Gordon Berlin
MDRC
2004–2005 \$25,000

<p>■ <i>"Development of an Informal Mentoring Curriculum"</i> Gene H. Brody, Ph.D. University of Georgia 2005</p>	\$25,000	<p><i>"The Youth Program Quality Assessment"</i> Charles Hohmann, Ph.D. Charles Smith, Ph.D. High/Scope Educational Research Foundation 2003–2005</p>	\$389,570	<p>■ <i>"Getting to the Heart and Soul of Mentoring: Advancing Research, Theory, and Practice through Match Supervision"</i> Jean E. Rhodes, Ph.D. <i>William T. Grant Distinguished Fellow</i> University of Massachusetts, Boston 2005–2006</p>	\$165,713
<p><i>"Executive Session on Deviant Social Contagion"</i> Kenneth Dodge, Ph.D. Mary Gifford-Smith, Ph.D. Duke University Thomas J. Dishion, Ph.D. University of Oregon 2003–2005</p>	\$215,959	<p><i>"Interdisciplinary Initiatives in the Study of Youth Development: Building Creative Capacity"</i> Frank S. Kessel, Ph.D. Institute for Research and Reform in Education, Inc. 2004–2005</p>	\$25,000	<p>■ <i>"School District Recruitment and Planning"</i> Eric Schaps, Ph.D. Developmental Studies Center 2005–2006</p>	\$20,000
<p><i>"Forum on Systems Change for Improving Youth Outcomes"</i> Karen Fulbright-Anderson, Ph.D. Anne C. Kubisch Aspen Institute 2002–2005</p>	\$120,000	<p>■ <i>"Transforming the Child Welfare System to Improve Outcomes for Children and Youth Whose Parents Have Mental Illness"</i> Joanne Nicholson, Ph.D. <i>William T. Grant Distinguished Fellow</i> University of Massachusetts Medical School 2005–2007</p>	\$212,657	<p><i>"Changing Settings to Foster Adaptive Development among Adolescents"</i> Marybeth Shinn, Ph.D. New York University 2004–2006</p>	\$74,772
<p>■ <i>"Changing Child Welfare Systems to Serve Children and Families"</i> Olivia Golden, Ph.D. The Urban Institute 2005–2006</p>	\$25,000	<p><i>"Building Capacity for Evaluating Group-Level Interventions"</i> Stephen W. Raudenbush, Ed.D. University of Chicago Howard Bloom, Ph.D. MDRC 2004–2005</p>	\$328,364	<p>■ <i>"Designing Systems to Support Learning and Teaching Grounded in Evidence-Based Practice"</i> Constance M. Yowell, Ph.D. <i>William T. Grant Distinguished Fellow</i> University of Chicago 2005–2007</p>	\$197,001
<p><i>"Improving the Quality of After-School Program Implementation"</i> Barton J. Hirsch, Ph.D. Northwestern University 2004–2005</p>	\$25,000	<p>■ <i>"Building Capacity for Evaluating Group-Level Interventions: Year 3"</i> Stephen W. Raudenbush, Ed.D. University of Chicago Howard Bloom, Ph.D. MDRC 2006</p>	\$250,000		

■ Denotes that all or a portion of grant is new in 2005.

Use of Evidence



Use of Scientific Evidence: Descriptive Studies

■ *"Evidence Use in the Sex Education Debates: The Interacting Roles of Values, Beliefs, and Collateral Information"*
Norman Constantine, Ph.D.
Carmen R. Nevarez, M.D., M.P.H.
 Public Health Institute
 2006–2008 \$338,796

"Effective Online Research Abstracts for a Policy Audience"
Fred Rothbaum, Ph.D.
 Tufts University
 2004–2005 \$25,000

Use of Scientific Evidence: Intervention Studies

None

Use of Scientific Evidence: Other

■ *"Advancing Evidence-Based Reforms in Social Programs Affecting Youth"*
Jonathan Baron, J.D., M.P.A.
 The Council for Excellence in Government
 2004–2005 \$100,000
 2005–2006 \$150,000

"Advancing the Evidence: Quality and Accessibility in After-School Programs"
Betsy Brand
 American Youth Policy Forum
 2004–2006 \$150,000

■ *"Child, Family, and Youth Policymaking from behind the Scenes"*
Rob Geen, M.P.P.
William T. Grant Distinguished Fellow
 The Urban Institute
 2005–2006 \$175,000

■ *"Advancing Evidence-Based Reforms in Federal Programs Affecting Youth"*
Deborah Gorman-Smith, Ph.D.
William T. Grant Distinguished Fellow
 University of Illinois at Chicago
 2005–2007 \$198,350

"Congressional Fellowship Program"
John W. Hagen, Ph.D.
Mary Ann McCabe, Ph.D.
 Society for Research in Child Development
 2003–2006 \$338,083

■ *"News Coverage of Youth on NPR's Newsmagazines"*
Barbara A. Hall
 National Public Radio
 2003–2005 \$250,000
 2005–2007 \$250,000

"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
 2003–2007 \$206,885

■ *"Virginia After-School Campaign"*
Michael Petit
 Every Child Matters Education Fund
 2005–2006 \$150,000

■ *"Lessons, Links, and Levers: Bridging Research, Policy, and Practice in the Allied Youth Fields"*
Karen J. Pittman
Nicole Yohalem
 Impact Strategies, Inc.
 2004–2005 \$225,000
 2005–2006 \$85,000

■ *"Fits and Starts: Knowledge Use In Education Policymaking"*
Sheri Ranis
 Social Science Research Council
 2004–2005 \$22,000
 2005 \$10,000

■ *"Virginia After-School Campaign"*
Jennifer Rinehart
 Afterschool Alliance
 2005–2006 \$125,000

"The Welfare Experiments: A Case Study and an Argument for How Rigorous Evidence Can Promote Good Government"
Howard Rolston, Ph.D.
 The Brookings Institution
 2004–2005 \$25,000

"Web-Based Information about Children and Families: Helping Parents Find What They Need"
Fred Rothbaum, Ph.D.
 Tufts University
 2003–2005 \$117,517

■ *"Bridging Domains: The Intersection of Child and Youth Health and Well-Being and Public Policy"*
Lauren A. Smith, M.D., M.P.H.
William T. Grant Distinguished Fellow
 Boston Medical Center, Boston University School of Medicine
 2005–2007 \$175,000

■ *"Presidential Reception at the 2006 SRA Biennial Meeting"*
Elizabeth Susman, Ph.D.
 Society for Research on Adolescence
 2005–2006 \$7,500

■ *"'Youth Today' Investigative Reporting"*
William Treanor
 American Youth Work Center
 2005–2007 \$150,000

Other Research Topics

"American Youth and STDs"

Joan R. Cates, M.P.H.

University of North Carolina at
Chapel Hill

2001–2005 \$357,623

"Children's Emotional Competence: Pathway to Mental Health?"

Susanne A. Denham, Ph.D.

George Mason University

2002–2006 \$300,000

■ *"Genetically Informed Studies of Family Transitions: Effects on Adults and Children"*

Robert Emery, Ph.D.

University of Virginia

2005–2006 \$25,000

"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

"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

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

Susan Harter, Ph.D.

University of Denver

2003–2005 \$299,385

"Religiosity and Resilience among Adolescents"

Lisa Jane Miller, Ph.D.

William T. Grant Scholar

Teachers College, Columbia University

1999–2005 \$280,000

"The Development of Citizenship"

Lonnie R. Sherrod, Ph.D.

Fordham University

2002–2006 \$100,000

■ Denotes that all or a portion of grant is new in 2005.

Reviewers

In order to maintain the integrity and high quality of our grantmaking, we rely on the reviews and advice of a select group of researchers, policymakers, practitioners, and others who are expert and active in a wide range of disciplines and roles. We thank the

following people who served the Foundation as peer reviewers during 2005. Their input ensures that the grants that we fund meet the highest standards of scientific inquiry and will serve to advance both theory and practice.

Emma Adam
LaRue Allen
David Altman
Carol Aneshensel
Adrian Angold
Joshua Aronson
Richard Arum
Victor Battistich
William Beardslee
Rebecca Bigler
Sandra Bishop-Josef
Howard Bloom
Johannes Bos
W. Thomas Boyce
Thomas Bradbury
Jane Brown
Elizabeth Cauffman
Frank Chaloupka
Ruth Chao
Duncan Chaplin
P. Lindsay Chase-Lansdale
Daniel Chesir-Teran
James Chisholm
Cynthia García Coll
Norman Constantine
Claudia Coulton
Mark Courtney
Philip Cowan
Joanne Davila
Thomas DeLeire
Anita DeLongis
Barbara Devaney
Lisa Diamond

Kenneth Dodge
David DuBois
Greg Duncan
Joseph Durlak
Mark Dynarski
Andrew Elliot
Dorothy Espelage
Dean Fixsen
Constance Flanagan
Sabine Elizabeth French
Simone French
Lucy Friedman
Norman Fruchter
Andrew Fuligni
Samuel Gaertner
Ann Garland
Deborah Gibbons
Franklin Gilliam, Jr.
Faye Ginsburg
Robert Goerge
Claude Goldenberg
Thomas Good
Kathryn Grant
Denis Gray
Jean Grossman
Jonathan Gruber
Patricia Gurin
Samuel Halperin
Shirley Brice Heath
Robinson Hollister
Ernest House
Beth Huebner
Della Hughes

Diane Hughes
Aletha Huston
Doug Imig
Leonard Jason
Peter Jensen
Michael Karcher
Fred Kniss
Jane Knitzer
Sanders Korenman
William Koski
Reed Larson
Mark Lopez
Jens Ludwig
Joseph Mahoney
Melvin Mark
Herbert Marsh
C. Kent McGuire
Clark McKown
Sara McLanahan
Richard Niemi
David Olds
Marjorie Faulstich Orellana
Martin Orland
Emily Ozer
JoAnne Pedro-Carroll
Douglas Perkins
Ellen Pinderhughes
Sean Reardon
John Reid
Rena Repetti
Olga Reyes
Melissa Roderick
Philip Rodkin

Howard Rolston
Susan Saegert
Eric Schaps
John Schulenberg
Michael Shanahan
Marybeth Shinn
Timothy Smeeding
Stacy Smith
Freya Sonenstein
Gary Stangler
Mercer Sullivan
Elizabeth Susman
Christopher Taber
David Tewksbury
Arland Thornton
Patrick Tolan
Judith Torney-Purta
James Trussell
Eric Uslaner
Frank Vitaro
Michael Wald
Roderick Watts
Henry Wechsler
Rhona Weinstein
Carol Weiss
Melvin Wilson
Carol Worthman
Sebastian Wren
Hiro Yoshikawa
James Youniss
Constance Yowell
Hongling Xie
Marc Zimmerman

Board of Trustees

Gary Walker, LL.B.

Chair

William T. Grant Foundation

President

Public/Private Ventures

Robert C. Granger, Ed.D.

President

William T. Grant Foundation

Henry E. Gooss

Vice Chair and Treasurer

William T. Grant Foundation

President and CEO

Investor Growth Capital, Inc.

J. Lawrence Aber, Ph.D.

Professor of Applied Psychology

New York University

Paula Allen-Meares, Ph.D.

Dean

Norma Radin Collegiate Professor of Social Work

University of Michigan School of Social Work

Robert F. Boruch, Ph.D.

University Trustee Chair, Professor of

Education and Statistics

University of Pennsylvania Graduate School of
Education

Lisa Hess

Chief Investment Officer

Loews Corporation

Christine James-Brown¹

President and CEO

United Way International

Kathleen Hall Jamieson, Ph.D.

Director, Annenberg Public Policy Center

E.W. Packard Professor of Communication

University of Pennsylvania

Bridget A. Macaskill

Former Chair and CEO

Oppenheimer Funds, Inc.

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

Russell Pennoyer

Partner

Benedetto, Gartland & Company, Inc.

¹ As of March 2006



Seated, left to right: J. Lawrence Aber, Gary Walker, Russell Pennoyer, Paula Allen-Mearns. Standing, left to right: Robert Boruch, Bridget Macaskill, Sara McLanahan, Robert Granger, Henry Gooss. Not pictured: Lisa Hess, Christine James-Brown, Kathleen Hall Jamieson

Staff

Sharon Brewster

Grants Coordinator, Officers' Discretionary Funds,
and Executive Program Assistant

Gabrielle Diharce

Administrative Assistant: Finance and Administration

Joseph Ferra

Senior Accountant

Shannon Flasch

Special Assistant: Program and Research

Robert C. Granger, Ed.D.

President

Officer of the Foundation

Eli M. Kaplan

Program Assistant

James Lui

Human Resources/Finance Associate

Yumi Matsui

Special Assistant: Communications and
External Relations

Irene A. Mohamed

Grants Coordinator, William T. Grant Scholars Program

Lawrence D. Moreland, M.B.A.

Vice President for Finance and Administration and
Assistant Treasurer
Officer of the Foundation

Ruth Nolan

Assistant to the President and Board of Trustees

Nancy Rivera-Torres, M.P.A.

Grants Coordinator, Research Grants

Linda Rosano

Director of Computer Operations

Edward Seidman, Ph.D.

Senior Vice President, Program
Officer of the Foundation

McPhail Simon

Staff Accountant

Damisela Taveras

Receptionist/Administrative Assistant

Susan Teitz

Communications Associate

Vivian Tseng, Ph.D.

Postdoctoral Fellow and Program Associate

Julie Wong

Special Assistant: Program



Seated, left to right: Thomas Weisner, Vivian Tseng, Robert Granger, Joseph Ferra, Damisela Taveras, Lawrence Moreland. Standing, left to right: Edward Seidman, Rebecca Maynard, Susan Teitz, Linda Rosano, Irene López, Nancy Rivera-Torres, McPhail Simon, Julie Wong, Brian Wilcox, Ruth Nolan, Gabrielle Diharce, Shannon Flasch, Sharon Brewster. Not pictured: Eli Kaplan, James Lui, Yumi Matsui, Irene Mohamed

Senior Program Associates

Rebecca A. Maynard, Ph.D.

University Trustee Professor of Education and
Social Policy
Chair, Policy, Management and Evaluation Division
University of Pennsylvania

Thomas S. Weisner, Ph.D.

Professor, Department of Psychiatry
University of California, Los Angeles

Brian L. Wilcox, Ph.D.

Director, Center for Children, Families, and the Law
Professor of Psychology
University of Nebraska, Lincoln

Former Staff

Irene López

Program Assistant
Through January 2006

Index of Principal Investigators

Aber, J. Lawrence	39	Coll, Cynthia García	33	Goering, John	36
Adam, Emma K.	33	Constantine, Norman	41	Golden, Olivia	40
Alexander, Cheryl S.	39	Costello, Elizabeth J.	34	Goldring, Ellen B.	34
Alexander, Karl L.	33, 38	Courtney, Mark E.	34	Goodman, Elizabeth	34
Aronson, Joshua	33	Coyne-Beasley, Tamera	37	Gorman-Smith, Deborah	39, 41
Baron, Jonathan	41	Crosnoe, Robert	34	Graham, Sandra	34
Bempechat, Janine	33	Dearing, Eric	37	Grant, Kathryn	42
Ben-Arieh, Asher	33	Denham, Susanne A.	42	Grossman, Jean	37
Berlin, Gordon	39	DeSimone, Jeff	34	Grotevant, Harold	34
Blackwell, Lisa Sorich	37	Diamond, Lisa	34	Gurin, Patricia Y.	39
Bloom, Howard	36, 40	Dishion, Thomas J.	40	Hagen, John W.	41
Borgatti, Stephen	33	Dodge, Kenneth	40	Hall, Barbara A.	41
Bos, Johannes	37	Downey, Geraldine	37	Halpern, Robert	38
Bowen, Gary L.	39	DuBois, David	34, 35	Halpern-Felsher, Bonnie L.	42
Bowen, Natasha	39	Duncan, Greg J.	34	Hannaway, Jane	37
Boyd-Zaharias, Jayne	33, 38	Dunifon, Rachel	34, 35	Hansen, David	35
Brand, Betsy	41	Durlak, Joseph	38	Harrison, Kristen	35
Briggs, Xavier de Souza	36	Eccles, Jacquelynne S.	34	Hart, Daniel A.	35
Brock, Thomas	37	Edin, Kathryn	34	Harter, Susan	42
Brody, Gene H.	37, 40	Elliot, Andrew	34	Hartry, Ardice	38
Brooks-Gunn, Jeanne	33	Emery, Robert	42	Hernandez, Donald J.	35
Brown, Joshua	39	England, Paula	34	Herrera, Carla	37
Brown, Sarah	38	Entwisle, Doris R.	33, 38	Heuveline, Patrick	35
Buyse, Virginia	36	Evans, Gary W.	34	Hirsch, Barton J.	35, 40
Carboni, Inga	33	Eyre, Stephen L.	42	Hoffman, Saul D.	38
Caspi, Avshalom	33	Fairlie, Robert	36	Hogan, Dennis P.	35
Cates, Joan R.	42	Finn, Jeremy D.	33, 38	Hohmann, Charles	40
Cauffman, Elizabeth	33	Fletcher, Anne C.	34	Holloway, Susan D.	33
Chalk, Rosemary	38	Forehand, Rex	34	Hughes, Della M.	39
Chao, Ruth K.	33	Fulbright-Anderson, Karen	40	Hughes, Diane	35
Chaplin, Duncan	37	Fuligni, Andrew	34	Hunter, Andrea G.	34
Chapman, Mimi	36	Gamoran, Adam	34	Imig, Doug	41
Chase-Lansdale, P. Lindsay	34	Garcia, Julio	37	Jacob, Brian A.	35
Chen, Edith	33	Garfinkel, Irwin	34	Jarrett, Robin L.	35
Chen, Xinyin	33	Geen, Rob	41	Jayakody, Rukmalie	35
Chin, Tiffani	37	Gennetian, Lisa	37	Jones, Stephanie	39
Cohen, Geoffrey L.	37	Gianinno, Lawrence J.	34	Juvonen, Jaana	34
Cole, Robert	38	Gifford-Smith, Mary	40	Kalil, Ariel	35
Coley, Rebekah Levine	33	Giordano, Peggy	34	Kane, Thomas	37

Karcher, Michael	37	Muller, Chandra	36	Shinn, Marybeth	40
Keller, Thomas E.	34	Mulvey, Edward	33, 36	Simpkins, Sandra	37
Kessel, Frank S.	40	Murry, Velma McBride	37	Skinner, Debra	36
Kitzman, Harriet	38	Nagda, Biren	39	Slavin, Robert E.	38
Kling, Jeffrey	37	Nevarez, Carmen R.	41	Smith, Charles	40
Knox, Virginia	37	Newman, Denise L.	36	Smith, Jeffrey A.	35
Kogan, Steven M.	37	Newman, Katherine S.	36	Smith, Lauren A.	41
Kowaleski-Jones, Lori	35	Nicholson, Joanne	40	Smith, Robert C.	36
Krisberg, Barry	39	O'Connor, Carla	36	Smith, Ronald E.	39
Kubisch, Anne C.	40	Olds, David L.	38	Smoll, Frank L.	39
Kuperminc, Gabriel	35	Orellana, Marjorie Faulstich	36	Sonenstein, Freya L.	36
Lam, Brian Trung	35	Pastor, Manuel, Jr.	36	Spencer, Renée	37
Larson, Reed	35	Pearce, Lisa D.	36	Stepp, Laura Sessions	38
Lennon, Mary Clare	35	Pearson, P. David	39	Susman, Elizabeth	41
Leventhal, Tama	35	Peck, Stephen	34	Sweeney, Megan	37
Li, Jin	33	Perreira, Krista	36	Taber, Christopher	37
Libby, Anne	39	Petit, Michael	41	Teplin, Linda A.	37
Lightfoot, Marguerita	38	Pittman, Karen J.	41	Treanor, William	41
Lipsey, Mark	38	Pleck, Joseph	36	Vigdor, Jacob L.	37
Litt, Iris F.	39	Popkin, Susan J.	36	Visher, Mary G.	38
Ludwig, Jens	35	Poulton, Richie	33	Wagner, Victoria	39
Luthar, Suniya	35	Quint, Janet	36	Way, Niobe	35
Madden, Nancy A.	38	Ranis, Sheri	41	Weersing, V. Robin	38
Maynard, Rebecca A.	38	Raudenbush, Stephen W.	40	Weiss, Heather	37
McCabe, Mary Ann	41	Raver, Cybele	36	Weissberg, Roger P.	38
McKeever, Matthew	37	Reardon, Sean F.	36, 39	Witt, Virginia	39
McKown, Clark	35	Rhodes, Jean E.	40	Wolfinger, Nicholas	37
McLanahan, Sara S.	34	Rinehart, Jennifer	41	Worthman, Carol M.	34
McNeely, Clea	35, 39	Roderick, Melissa	36	Xie, Hongling	37
Miller, Elizabeth	35	Roeser, Robert	36	Yohalem, Nicole	41
Miller, Lisa Jane	42	Rolston, Howard	41	Yoshikawa, Hiro	37
Miller-Day, Michelle	36	Roth, Jodie	33	Youniss, James	35
Miranda, Gina	34	Rothbaum, Fred	41	Yowell, Constance M.	40
Moffitt, Terrie E.	33	Russell, Stephen T.	36	Zeldin, Shepherd	39
Moje, Elizabeth B.	36	Sandefur, Gary	35	Zief, Susan Goerlich	38
Monks, James	39	Schaps, Eric	39, 40	Zúñiga, Ximena	39
Morris, Pamela	36, 37, 38	Sherrod, Lonnie R.	38, 42		

Index of Institutions

Afterschool Alliance	41	Erikson Institute	38
American Youth Policy Forum	41	Every Child Can Learn Foundation	39
American Youth Work Center	41	Every Child Matters Education Fund	41
Arizona State University	37	Fordham University	38, 39, 42
Arizona, University of	36	Frameworks Institute	38
Aspen Institute	40	George Mason University	42
Baruch College	36	Georgetown University	35
Berkeley Policy Associates	37	Georgia State University	35
Boston College	33	Georgia, University of	34, 37, 40
Boston University	37	Harvard Graduate School of Education	37
Boston University School of Medicine, Boston Medical Center	41	Harvard University	35, 37
Bowling Green State University	34	Health Education Research Operative Services (HEROS)	33, 38
Brandeis University	34	High/Scope Educational Research Foundation	40
British Columbia, University of	33	Illinois, University of, at Chicago	34, 35, 38, 39, 41
Brookings Institution, The	37, 41	Illinois, University of, at Urbana-Champaign	35, 36
Brown University	33, 35	Impact Strategies, Inc.	41
California State University, Long Beach	35	Institute for Just Communities	39
California, University of, Berkeley	33, 39	Institute for Research and Reform in Education, Inc.	40
California, University of, Irvine	33	Institute for the Study of Family, Work, and Community	38
California, University of, Los Angeles	34, 36, 37, 38	Johns Hopkins University	33, 35, 38, 39
California, University of, Riverside	33	King's College London	33
California, University of, San Francisco	42	Loyola University	38
California, University of, Santa Cruz	36	Maryland, University of	35
Catholic University of America, The	35	Massachusetts General Hospital	35
Chicago, University of	34, 35, 36, 40	Massachusetts Institute of Technology	36
Clemson University	33	Massachusetts, University of, Amherst	39
Colorado, University of, Health Sciences Center	38, 39	Massachusetts, University of, Boston	40
Columbia University	34, 35, 37	Massachusetts, University of, Medical School	40
Columbia University, Teachers College	33, 35, 42	Mathematica Policy Research, Inc.	37, 38
Cornell University	34, 35	MDRC	36, 37, 38, 39, 40
Council for Excellence in Government, The	41	Memphis, University of	41
Delaware, University of	38	Michigan, University of	34, 36, 39
Denver, University of	42	Minnesota, University of	34
DePaul University	42	Mount Holyoke College	37
Developmental Studies Center	39, 40	National Academy of Sciences	38
Duke University	34, 37, 40	National Campaign to Prevent Teen Pregnancy	38
EdBoost Education Corporation	37	National Council on Crime and Delinquency	39
Emory University	34		

National Network for Youth	39	South Florida, University of, Research Foundation	34
National Public Radio	41	Stanford University	36, 39
New York University	33, 35, 37, 39, 40	State University of New York, University at Albany	35
North Carolina, University of, at Chapel Hill	36, 37, 39, 42	State University of New York, University at Buffalo	33, 38
North Carolina, University of, at Greensboro	34	Success for All Foundation	38
Northwestern University	33, 34, 35, 37, 40	Temple University	37
Northwestern University Medical School	37	Texas, The University of, at Austin	34, 36
Oregon, University of	40	Texas, The University of, at San Antonio	37
Otago, University of	33	Tufts University	34, 36, 41
Pennsylvania State University	35, 36	Tulane University	36
Pennsylvania, University of	38	Urban Institute, The	36, 37, 40, 41
Pittsburgh, University of	33, 36	Utah, University of	34, 35, 37
Princeton University	34, 36	Vanderbilt University	34, 38
Public/Private Ventures	37	Virginia, University of	42
Public Health Institute	41	Washington, University of	39
Richmond, University of	39	Western Ontario, University of	33
Rochester, University of	34	Wisconsin, University of, Madison	34, 35, 39
Rochester, University of, Medical Center	38	Wyoming, University of	37
Rutgers University	35	Yale University	37
Social Science Research Council	41	Yale University School of Medicine	38
Society for Research in Child Development	41		
Society for Research on Adolescence	41		

Credits

Editor: Susan Teitz

Assistant Editor: Yumi Matsui

Design: Janin/Cliff Design, Inc., Washington, D.C.

All photographs © 2005 Lisa Quiñones, except page 29 by Ed Eckstein and page 28 © 2005 Swope's Mountain Photography

The photographs in this Annual Report and Resource Guide were taken at the following organizations, both of which were funded by the Foundation through its Youth Service Grants Program.

Rocking the Boat

Rocking the Boat is a traditional wooden boatbuilding and environmental education program based out of the southwest Bronx, New York. The program takes a hands-on and multifaceted approach to education and youth development. Students build boats from scratch, learn to row and sail them, and use them to restore the Bronx and East Rivers, all the while gaining a deeper awareness of their own abilities and possibilities in the natural and urban worlds. For more information, visit www.rockingtheboat.org.

The Weeksville Heritage Center

The Weeksville Heritage Center in Brooklyn, New York, is a not-for-profit public institution dedicated to collecting, preserving, researching, exhibiting, and disseminating materials and knowledge about the historic Weeksville community and the African American presence in central Brooklyn from the 19th century to the present. The Hands On! Preservation Education Program introduces young people in the community to historic preservation and skilled trades with visits from local artisans and hands-on workshops. For more information, visit www.weeksvillesociety.org.



WILLIAM T. GRANT FOUNDATION

570 Lexington Avenue

18th Floor

New York, New York 10022-6837

212.752.0071

info@wtgrantfdn.org

www.wtgrantfoundation.org