

Supporting research to improve  
the lives of young people

WILLIAM T. GRANT FOUNDATION

2007 Annual Report



The mission of the Foundation is to support research to improve the lives of young people.

The 2007 *Annual Report* reflects our continuing interest in the everyday social settings that influence youth, including schools, other youth-serving organizations, neighborhoods, and informal activities with family members and peers.

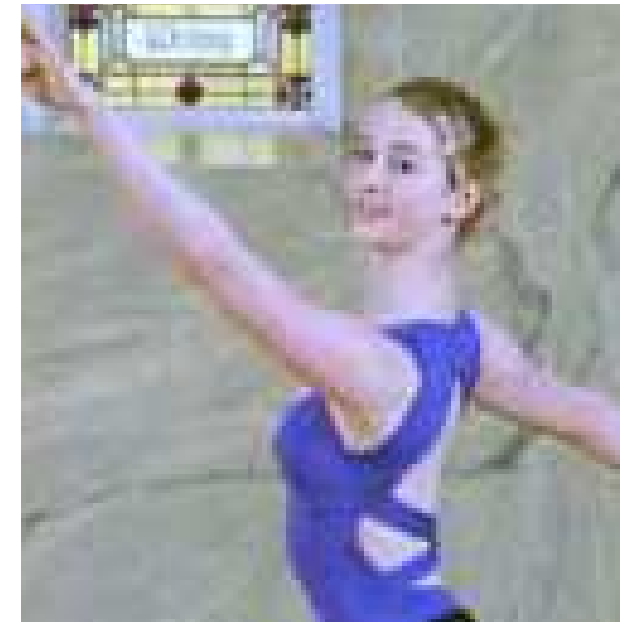
One focus of our work is improving the measurement of what matters in these settings for youth development. We need such measures to understand how the settings are functioning and how they respond to attempts to improve them. For example, can we measure what it is about some classrooms that causes them to improve student achievement? Is it possible to reliably capture why some youth programs are so successful? This year's essay by Edward Seidman and the Senior Program Team describes our current thinking on such questions.

As a funder of research, we want grantee and staff efforts to lead to research evidence that productively influences policy and practice that affect youth. Given increasing support for high-quality, applied research in the social, health, and behavioral sciences, it is ironic that there is so little theorizing and research on how research evidence is used. It is a gap that we would like to help fill. This year's second essay by Vivian Tseng and the Senior Program Team examines this topic.

Finally, this report provides some modest recognition for the many institutions and individuals who work with us to improve the lives of young people.

*Robert C. Granger*

Robert C. Granger, Ed.D.  
President



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# Chair's Report



During 2007, the William T. Grant Foundation worked to further several priorities while maintaining our rigorous grantmaking standards in several areas and in service of several pertinent research interests. These interests are challenging, require innovative approaches, and have the potential to increase positive youth outcomes. We were able to accomplish all this due to the strength of the Board and the Foundation's staff.

In 2007, Foundation assets reached an all-time high, allowing us to devote additional funds to our grant programs and related staff activities. We continued to fund high-quality studies in line with our Current Research Interests and to work with our grantees post-award. Also in 2007, the Board welcomed Andrew Porter, dean of the University of Pennsylvania's Graduate School of Education and George and Diane Weiss Professor of Education, as our newest member. Dr. Porter brings to the Board his expertise in psychometrics, student assessment, and teaching.

Dr. Porter's capabilities were particularly useful in discussions concerning our most recent and perhaps most challenging focus—improving social settings that influence youth. We have begun supporting promising work on making

classrooms more productive—work that has generated tools for increasing the capacity of researchers to document and measure classroom improvements. We were pleased to forge a strong relationship with the Spencer Foundation around measuring “what matters” for students in classrooms, and this endeavor resulted in a joint Request for Proposals that was released in January 2008.

We are also increasingly focused on the use of research evidence. As a Foundation that primarily supports research, we felt we needed to increase our focus on understanding the processes and circumstances by which research evidence is used by program operators and policymakers. Our Senior Program Team is working to increase capacity in this area, and the Foundation is planning to release a relevant RFP in late 2008.

Cutting across all the areas of our grantmaking is an emphasis on producing evidence-based tools that can improve the effectiveness of practitioners' work. Though historically the emphasis has been on research's usefulness to policymaking, our sense is that there will be few new major policy initiatives in the coming years, and that research's greatest impact will come from its ability to improve practice. Last year, our grantees and staff produced useful findings and tools, especially regarding the challenging issue of program quality, that are being used in California's significant statewide expansion of after-school funding.

Finally, we reviewed and improved established programs, such as the William T. Grant Scholars and Youth Services Improvement Grants. We revised our brochures, RFPs, and funding guidelines, and expanded our dissemination in an effort to reach all appropriate researchers, practitioners, policymakers, and direct-service organizations who may be interested in our funding opportunities and our findings. We look forward to continuing the Foundation's good work in 2008.

Gary Walker  
Board Chair  
February 2008

“Our sense is that . . . research's greatest impact will come from its ability to improve practice.”

# Measuring Social Settings



Why do some classrooms increase student achievement? How do some youth organizations achieve positive outcomes for high-risk adolescents? Why are some child welfare agencies more successful than others? And why are some families more capable of fostering the social and emotional development of youth? If certain classrooms, youth programs, child welfare agencies, and family environments are better for youth than others, how much of the difference is due to the setting’s allocation of resources or social processes? Can practitioners and policymakers intervene to change these settings in ways that help youth?

The William T. Grant Foundation’s funding programs are devoted to answering such questions. In order to understand how to improve youth settings, we first have to identify and measure the processes in these settings that lead to positive youth outcomes. This work is unfortunately constrained by the lack of good measures of youth settings. Stronger measures would help researchers in the field build better theory by improving our ability to assess how settings function, how setting functioning changes over time, and how setting functioning affects youth. Stronger measures would also increase our ability to detect whether interventions effectively improve settings. In the coming years, the Foundation’s grantmaking will continue to reflect our belief in the importance of developing strong measures.

**Our Social Setting Framework**  
Understanding and improving how social settings impact youth is the focus of our research interests and grantmaking. We have articulated a social setting framework to facilitate our thinking on settings and the work of our grantees.<sup>1</sup>

Families, peer networks, mentoring relationships, classrooms and schools, and youth-serving organizations function as dynamic social systems. Within these systems, we are interested in social processes, resources, and the arrangement of those resources. *Social processes* refers to transactions between two or more people or groups of people in a setting and can include social interactions, adult instructional and support practices with youth, roles for youth and adults in settings, norms and expectations,

<sup>1</sup> Vivian Tseng and Edward Seidman, “A systems framework for understanding social settings.” *American Journal of Community Psychology*, 39 (2007): 217-228. Edward Seidman, Vivian Tseng, and Thomas S. Weisner, “Social Setting Theory and Measurement.” *William T. Grant Foundation Annual Report and Resource Guide*, (2005-2006): 12-15.



and distribution of decision-making power. *Setting resources* are the “inputs” into a setting, including economic (e.g., family income), physical (e.g., computers), temporal (e.g., time spent with youth), human (e.g., youth/teacher knowledge and skills), and social (e.g., social networks) resources. *Arrangement of resources* refers to how resources are organized and allocated in a setting (e.g., household ratio of children to adults).

While resources and the arrangement of resources can constrain or facilitate social processes in a setting, we think that social processes may be the key means by which social settings affect youth. We want to address issues involving the measurement of social processes, a relatively undeveloped area. We believe that cost-effective, reliable, and valid measures are essential to understanding and improving the functioning of social settings. We also think these measures should be user-friendly and easily employed by practitioners.

**Empirical Questions in Measuring Social Settings**  
Researchers face difficult choices regarding which aspects of setting to measure. We believe these choices lie within three broad setting domains—resources, the arrangement of resources, and social processes. We are currently focusing on social processes because we believe that they are critical influences on how youth experience their settings, and the measurement of social processes has received the least attention and poses the greatest challenges. Eventually, we may apply similar efforts to developing an improved tool kit for measuring resources and the arrangement of resources.

Theory aids us in identifying the critical processes responsible for the way settings function and for setting effects on youth. For example, are normative expectations, organizational climate, teacher use of time, teacher practices, quality of teacher-student interactions, shared

decision-making among adults and youth, and peer relationships the key mechanisms by which we understand classroom functioning? If so, which should be assessed in a particular study? These theoretical issues are the foundation for the empirical questions that follow. Studies that address these kinds of empirical questions will provide helpful information for the development and implementation of better studies for understanding and improving settings.

Empirical questions

1. Since it is not feasible to assess a particular social process fully, how many instances should be sampled, at what intervals, and by how many raters? For example, how many observations or log reports on teacher-student interactions are necessary to achieve stable, accurate estimates of those interactions? In measuring social processes, errors of measurement occur. These errors may be due to differences among raters, random differences across samples of interactions, etc. To understand how to reduce errors to an acceptable level, researchers need to know how much error is due to raters and/or respondents, the particular segment that is rated, the day of the week, the time of day, the time of year, and the activity occurring at the time of the rating. These sources of error can interact in various ways depending on the particular design of the study. Information regarding these various sources of error in different types of studies using several methods of measurement is needed.
2. Once the social process of interest has been theoretically determined, we can decide which measurement method and data source should be used to assess it. A critical empirical question is which method—behavioral observations, logs or diaries, surveys or scales, interviews, or unobtrusive measures including administrative records—can reliably, accurately, and cost-effectively measure a particular social process? Is a single method and data source sufficient, or do we need several to adequately assess the social process? What are the strengths and weaknesses of each method, and do they vary by the social process of interest? For example, some argue that teacher reports can supply good information on how teachers organize instruction, how much time they spend on various instructional tasks, and what cognitive skills they emphasize. Others say that direct observation of classrooms may be needed to gain insight into the quality of interactions in the setting. The quality of social interactions may be essential in promoting pro-social norms, social and emotional regulation, and academic skills. Yet, others would argue that the organizational culture of the setting is best understood through reports from the setting inhabitants. There is insufficient knowledge about the strengths and weaknesses with regard to these different methods and data sources for measuring social processes; comparative measurement development work is clearly needed.
3. Is it more effective to measure social processes in a concrete and behaviorally anchored fashion (low-inference) or in a more global and subjective manner (high-inference)? Initially, one might think that a low-inference method (i.e., concrete and behaviorally anchored) is always best. But this must be evaluated in terms of the reliability, validity, and meaningfulness of the measure, and in terms of its pragmatics and costs. For example, using behavioral observations, one could try to determine a teacher's attitude toward a group of students (e.g., boys) using high- or low-inference methods. For high-inference, one could rate the degree of emotional support in teacher-student interactions and for low, one could measure the amount of time a teacher continues to interact with a student before moving on to another topic or student. It is an empirical question as to which approach is more reliable, valid, and cost-effective. Similarly, teacher or student reports can take the form of global and subjective items or concrete and behaviorally anchored items. A global observation may prove to be nearly as reliable and valid as a set of more labor-intensive micro-observations. More information is needed about the differential utility of high-versus low-inference measurement of social processes across different methods.
4. Questions of data aggregation are relevant not only to individual reports, but to observations and administrative record data as well. For example, the aggregate of individual reports about a setting has often been employed as a setting measure. How, and in what ways, can we best aggregate data to assess social processes? Is aggregation using the mean of all individuals the most accurate measure of the setting? And what does this average of the individual responses represent if there is heterogeneity among responses? Organizational behaviorists have demonstrated that intra-organizational member agreement is critical to tapping into a setting-level process. Heterogeneous responses may say more about the individuals in the setting than the setting itself. Far too little research has been directed to issues of in-group agreement among youth (or adults) within a setting and its implications for understanding setting-level phenomena.

The answers to these empirical questions can have major implications for the allocation of scarce resources. For example, if we learn that structured logs can accurately access family functioning, they may be preferable to a set of richer behavioral observation assessments because they are less expensive and intrusive.

The Emerging Work of Our Grantees

Several of our grantees are addressing the theoretical issues and empirical questions we’ve outlined. Some of these grantees are examining social processes, including the quality of interactions between adults and youth in classrooms and after-school settings. Others have chosen to study different social processes, specifically, normative expectations, organizational climate, and therapeutic practices and behaviors.

David Henry has postulated and demonstrated the powerful effects of classroom norms on students’ aggressive behavior. In a parallel fashion, he hypothesizes that pro-social classroom norms may exert an equally powerful effect on positive behavior, and he is developing a measure of normative pro-social classroom expectations.

Borrowing from organizational theory and literature, Charles Glisson has developed instruments to assess two different social processes: the organizational culture and climate of human service delivery organizations as reported upon by staff members. He previously demonstrated the association between organizational climate and child outcomes. Now, Glisson poses the question of whether specific caseworker behaviors and services (social processes or practices) at child welfare agencies mediate the organizational climate-child outcome association and conceptually reflect the specific factors of availability, responsiveness, continuity, and alliance.

In addition to the theoretical issues outlined above, Glisson and Henry are also tackling empirical questions. Specifically, they are focusing on issues of data aggregation, which are more often addressed in the literature on organizational behavior. In Henry’s work on norms and Glisson’s on organizational climate and culture, setting inhabitants—youth or adults—report on their perceptions of aspects of the environment; analysts often compute the average of these reports to assess setting features. Glisson and Henry are finding that the mean score where responses are relatively homogeneous is a more powerful predictor of setting-level phenomena than the mean

score when the responses are heterogeneous. For example, when youth or staff responses to these scales are relatively homogeneous within a setting, these factors predict both child-level outcomes and setting outcomes such as rates of staff turnover.

Several of our current grantees are working to improve the identification and measurement of adult-youth interactions in classrooms and youth organizations. Robert Pianta and his colleagues developed the Classroom Assessment Scoring System (CLASS) to assess teacher-student classroom interactions and their impact on youth. Charles Smith created the Youth Program Quality Assessment (YPQA) to assess adult-youth interaction in after-school programs and its effect on youth. Both teams used these behavioral observation instruments in a number of studies, but were not sure how to optimize their data collection strategies. Using these data sets, Steve Raudenbush, Howard Bloom, and their colleagues demonstrated how to assess and effectively minimize measurement error due to differences among raters, segments, days, time of day, and the interactions of these sources of error in achieving adequate levels of reliability and the requisite power to detect setting-level differences in experimental studies of interventions. Raudenbush and Bloom called for more prospective studies of this issue to provide researchers with the knowledge needed to make informed choices and thereby achieve adequate reliability within reasonable budgetary constraints.

To further address adult-youth interaction questions, we have now funded three teams to improve the field’s allocation of resources to achieve adequate reliability of observational measures. The teams are Robert Pianta, Bridget Hamre, Andrew Mashburn, Jason Downer, and Lia Chomat-Mooney at the University of Virginia; Marc Brackett, Susan Rivers, and Peter Salovey at Yale University, who will work in collaboration with Downer and Mashburn; and Charles Smith and his colleagues at High/Scope.

The Pianta team is conducting secondary analyses on several large data sets to address a number of practical research questions. How significant are rater effects for each approach to classroom observation, and how stable are ratings obtained by various methods for classroom assessment? Which times of year or day should observations take place? Is the time of day that assessment occurs affected by the type of activity being assessed at that time (math vs. English)? A variety of measurement methods and data sources are employed: time-sampled classroom observations by trained raters of teacher-student interactions (CLASS), observation of the amount of instructional time spent on different subjects, and teacher-reported estimates of time spent on instruction in subjects and process ratings.

Rater effects appear to vary depending on the method of observation. Preliminary results suggest that the rater effects are largest when made on individual process dimensions like positive climate, quality of feedback, and classroom chaos (CLASS); less when these dimensions are summed into higher-order and more global process dimensions of emotional support, instructional support, and classroom organization (CLASS); and the smallest when made on frequency counts such as basic skills, managerial instructions, checking student work, and displaying positive effect. On the other hand, frequency counts appear to be less sensitive to teachers’ behavior and more sensitive to fluctuations in classroom activities or time of day. It would appear that the CLASS more reliably measures teacher-student interaction and that frequency counts more reliably measure activities occurring at particular times of the day.

Brackett’s team is capitalizing on their new group-randomized trial of classroom-based emotional literacy training/coaching in elementary schools by adding a full reliability (or generalizability) study. In this new study, the team will videotape classroom interactions and then do behavioral observations via the CLASS so that they can more fully decompose and analyze the sources of measurement error.

Smith and his colleagues are also studying the source of error in observational data. To do so, they have increased the assessments (more raters and more time) in their ongoing study using the YPQA in after-school programs to better understand the influence of raters and number of observations on ratings of staff-youth interactions.

The findings from this set of studies will provide information to aid future researchers who use behavioral observation methods to examine adult-youth interactions. Specifically, these findings will help researchers make more informed and practical decisions on how many raters to employ at what times and at what intervals in order to yield reliable and robust findings. More research of this nature will be needed, including studies with other constructs (e.g., teacher practices) and methods of measurement (e.g., structured logs).

Given the social process of interest, what are the relative trade-offs in cost-efficiency and accuracy for different methods of measurement and different respondents or raters? Several of our current grantees are addressing this question, including the Pianta team. Their preliminary findings suggest that the CLASS observations, frequency counts, and teacher-reported ratings of teacher-student interactions produce different results. Several of the CLASS measures demonstrate significant relationships to youth academic performance and behavioral outcomes. This suggests that even though the CLASS is more labor-intensive and costly than some of the other measurement methods, it may warrant the time and expense due to the accuracy it provides.

The Smith team is interested in ways to maximize cost-effectiveness using “reduced scale” methods. Working with the YPQA in after-school programs, they are using item-analysis techniques to choose a subset of ratings that provide the maximum amount of information. Reducing the number of ratings required by the YPQA will likely reduce the costs associated with this tool. They will subject their findings to a confirmatory

factor analysis. Together, these two sets of analyses will allow them to improve the accuracy of measurement and reduce the costs of administering the YPQA.

**Future Directions**

We are interested in studies that examine the development and improvement of social processes in mentoring dyads, families, and peer networks, as well as in classrooms, after-school programs, and youth-serving organizations. In addressing any of the preceding or related questions on the measurement of social settings, we will consider supporting several different types of studies, as described below. In all of these types of studies, applicants should provide strong theoretical rationale for their focus on particular setting-level factors. In addition, applicants are expected to address specific issues of reliability, validity, and practical utility as well as the conceptual issues discussed previously. We encourage investigators interested in developing and/or improving measurement of social settings to submit a Letter of Inquiry for our field-initiated research grants.

**1. New, stand-alone** social setting measurement development studies. Here, studies may be initiated to develop and validate new measure(s) of social processes, resources, and the arrangement of those resources based on promising setting-level conceptual framework and pilot data.

**2. Add-on studies** of additional measurement development work to a study of social settings. For example, applicants could propose to add a behavioral observation measure to an ongoing experimental or longitudinal study that only includes youth and adult perceptions of social processes. Alternatively, add-on studies may improve existing measure(s) of social processes by strengthening the measures being used.

**3. Further analysis** of existing data to improve the measurement of settings. For example, studies of existing data from individuals may be re-conceptualized at a setting-level and re-analyzed to improve the quality of measurement at that level.

To hasten the accomplishment of part of our goal, we have, in collaboration with the Spencer Foundation, recently released an RFP on the development and improvement of measures of classroom quality, which is available for download on our website. It is aimed at the empirical measurement questions explicated above, with specific focus on classroom settings. We are interested in soliciting research proposals through the RFP with the Spencer Foundation and our field-initiated grants program. For further information, see our website at [www.wtgrantfdn.org](http://www.wtgrantfdn.org)

Our current grantees have only begun to work on the key social setting measurement questions we have postulated, and most of the work has been in classrooms and after-school settings. It will take a concerted effort by numerous researchers across a larger array of social settings to provide a solid and extensive knowledge base in this area. The development of such a knowledge base will enable future researchers to make informed resource allocation decisions when conducting studies to understand and improve what matters for youth in social settings. We hope you will join us in taking up this challenge.



Edward Seidman, Ph.D.  
Senior Vice President, Program  
with the Senior Program Team

# Studying the Use of Research Evidence in Policy & Practice



Evidence-based policy and practice. Evidence-informed policy and practice. Evidence-based management. Data-driven decision-making. Translational research. Knowledge transfer. Knowledge mobilization.

This wide array of terms reflects the growing demand for researchers to produce research evidence that is useful for policymakers and practitioners, as well as for policymakers and practitioners to use research evidence in their work. The William T. Grant Foundation has had a long-standing interest in supporting research that can inform policy and practice affecting youth.

When we review our portfolio of grants over the last few years, we are pleased that our grantees have produced high-quality research evidence that is relevant for policymakers and practitioners in areas such as after-school, mentoring, K-12 education, juvenile justice, welfare, and health. We are aware, though, that many findings that appear relevant and useful are not being used in policy and practice. We also know that policymakers and practitioners are often frustrated that research that is relevant and could inform their work does not exist or, if it does, is not accessible or easily understood. We want to

better understand when, how, and under what conditions research evidence is used in policy and practice that affect youth, and how its use can be improved. We believe that strengthening this understanding can improve our efforts to promote the production of useful research evidence and support policymakers' and practitioners' use of it to improve the lives of youth in the U.S.

In this essay, we discuss the Foundation's interest in generating more studies that focus on understanding the use of research evidence in policy and practice affecting youth and how to improve its use. We begin by defining what we mean by research evidence and use of research evidence, acknowledging that research evidence is only one of several forms of evidence important to policymakers and practitioners. Then we discuss reasons for studying the use of research evidence. In the last section, we offer some early thoughts about fertile ground for future studies.

## Defining Research Evidence and Use of Research Evidence

We define research evidence as empirical findings derived from systematic research methods and analyses, which includes descriptive and intervention studies, analyses of qualitative and quantitative data, evaluation studies, meta-analyses, and cost-effectiveness studies. We place particular value on research evidence that builds and/or tests theory. We are interested in how policymakers and practitioners make use of these different kinds of research evidence. There are also other types of evidence, such as data, practitioner knowledge, and expert opinions, and we are interested in how policymakers and practitioners define evidence and distinguish between and use different types of evidence.

We define policymakers as individuals working in policymaking or policy-implementing organizations or in organizations that support or influence them. We define practitioners as individuals in organizations providing services to youth or their families, or in organizations that support them. Throughout the essay, we refer to our interests in a range of policymakers and practitioners including but not limited to school district administrators; agency leaders; organizational decision-makers; federal, state and local policymakers; and intermediaries who translate and disseminate research evidence and broker relationships between researchers, policymakers, and practitioners. Frontline staff, parents, and other adults in the community are also critical to youth development, but in studies of research use, we are interested in those practitioners whose roles or responsibilities include determining how and when research evidence gets used by those who interact directly with youth.

When it comes to defining use of research evidence, people commonly think in instrumental terms: a policy or practice problem is identified and research evidence is sought out and used to decide upon a solution. Experience suggests that research is rarely used in such a clear-cut and linear way. Instead, research evidence comes to policymakers and practitioners through a variety of paths, for

a multitude of reasons, and is then used in a number of different ways. Furthermore, research evidence rarely offers a definitive answer to any policy or practice question, requiring instead that practitioners discern if the research evidence is relevant to their particular needs and judge whether they can use it given political, budgetary, and other constraints. Often, research evidence melds with all the other sources of information that inundate practitioners and policymakers, and it is difficult to isolate the determining factors in their decisions. In addition, practitioners or policymakers sometimes use research evidence unknowingly, as when a school district adopts a curriculum that is backed by research evidence of which the district is unaware.

In considering these complexities, we have found Carol H. Weiss, Sandra M. Nutley, and Huw T.O. Davies' descriptions of different types of research use particularly helpful. *Instrumental use* occurs when research evidence is directly applied to decision-making. *Conceptual use* refers to situations in which research evidence influences or enlightens how policymakers and practitioners think about issues, problems, or potential solutions. *Tactical use*, also called political and symbolic use, occurs when research evidence is used to justify particular positions such as supporting a piece of legislation or challenging a reform effort. *Imposed use* refers to situations in which there are mandates to use research evidence, as when government funding requires that practitioners adopt programs backed by research evidence. *Process use* differs from the preceding terms; it does not refer to how research evidence is used but rather to what practitioners learn when they participate in conducting research. This list is not exhaustive, and these differing uses of research evidence are not mutually exclusive. Research evidence can and often does serve multiple purposes.

We are interested in how research evidence is used when it is incorporated into tools, interventions, and organizational protocols, making it easier for practitioners to apply. When research evidence is incorporated into tools, practitioners do not need to read and review empirical studies and sometimes

may not know they are using research evidence. For example, we support work to improve measures of the quality of classrooms (Classroom Assessment Scoring System) and youth programs (Youth Program Quality Assessment). The items and scales in these measures reflect the teacher and staff practices that research evidence suggests are associated with positive youth outcomes. When school districts or after-school systems adopt these measures, practitioners do not need to read the research evidence on which they are based in order to make use of it. We also support studies testing the effectiveness of interventions meant to improve teacher and staff practices. The components of these interventions reflect theory and research evidence on strategies that improve practice. When these interventions become adopted and implemented as a routine part of schools or youth programs, practitioners do not need to review the research evidence supporting the interventions.

We are also interested in how organizations and systems make use of research evidence and in the social processes that influence its use, including how research evidence is accessed and interpreted via interactions with colleagues. Research use is too often seen as an individual-level process involving a decision-maker who seeks out, reads, and makes use of research. A narrow individual-level conceptualization decontextualizes the ways research evidence is accessed, interpreted, and used. Research frequently lands on the desks (or in the conversations) of policymakers and practitioners through their social networks and interactions. Policymakers acquire research through their communications with interest groups who interpret and distill research findings to support their advocacy positions. Practitioners access and make use of research evidence by talking with colleagues. How research evidence is used likely differs across various policy and practice contexts and across policymakers and practitioners with differing roles, working in a range of organizations. These social processes are also influenced by the technical methods researchers or intermediaries use to communicate and frame research evidence.



### Why Study Use of Research Evidence?

As a research funder, the Foundation wants to understand how policymakers and practitioners use research evidence because it informs our staff efforts and funding to support more useful research. We currently support work to understand and improve youth settings such as families, peer groups, neighborhoods, schools, and youth-serving organizations in order to promote youth development. In the areas of after-school and education, for example, we fund descriptive research to identify staff practices that may promote youth development; measurement work to develop cost-effective, reliable, and valid assessments of staff practices; and experiments to test whether particular interventions can improve staff practices. Better understanding how after-school systems and school districts use research evidence should influence the research questions that are asked, resulting in

evidence that addresses practice needs. Similarly, understanding how organizational structures, professional networks, communication strategies, and politics influence research use can shape how researchers interact with practitioners to design studies, interpret and communicate findings, and incorporate research evidence in practice.

A better understanding of research evidence use should enhance policy and practice. For example, federal and state policies have increased demands that practitioners use research evidence and data, but how have youth-serving systems and agencies responded to these demands? Why are some systems and agencies more successful than others at accessing and making use of research evidence? Studies on use of research evidence could, for example, inform how organizations use research to improve practice by codifying research evidence into organizational protocols.

Studying use of research evidence can also offer some conceptual clarity in a confusing policy arena. There is a significant difference between requiring that practitioners use data versus research evidence. Data, such as students' test scores, provide information on how students are doing and how many students are meeting certain standards, but they do not provide information on how to improve scores. Research evidence on effective interventions can be more useful for understanding how to improve scores. Research can also clarify the types of research evidence that are most useful for addressing different policy and practice questions.

We are interested in studies that include a strong focus on potential users of research evidence, their contexts, and their interactions with researchers. These types of studies could provide much-needed information on how to produce more useful research and support its use by policymakers and practitioners. In recent years, the research community has directed more attention to strengthening research, with substantial attention to "what works" questions about the effectiveness of programs and practices. The Society for Prevention Research created a Standards of Evidence Committee that developed a set of criteria for efficacy, effectiveness, and dissemination. The National Research Council created a Committee on Scientific Principles for Education Research that authored a set of scientific principles, and later created a Committee on Research in Education that produced a report on implementing randomized field trials in education. The Department of Education's What Works Clearinghouse, SAMHSA's National Registry of Evidence-based Programs and Practices, and the OJJDP-supported Blueprints for Violence Prevention have defined standards for research evidence (and syntheses of it) to create "what works" lists of effective programs. These efforts have strengthened the production of rigorous research but have not focused on better understanding research users. There is little empirical understanding of how practitioners evaluate the relevance and usefulness of different kinds of research evidence to address the problems of

practice and their local contexts. How do practitioners make use of research evidence amid the multitude of other types of information, political demands, and constraints with which they are working? And how does their use of research evidence differ depending upon their organizations and roles within their organizations? Some critics argue that researchers should first have strong research evidence to offer before delving into studies of how practitioners use research. We offer a different perspective—understanding research use can occur simultaneously with improving the quality of research evidence. Indeed, improving the field’s understanding of user communities, the contexts of use (or non-use), and interactions between researchers and research users should enhance the production of useful research evidence.

**Fertile Ground for Future Studies**

Despite the value of studying the use of research evidence, this topic has not received large or sustained attention. Gary Henry and Melvin Mark described the mid-1970s and 1980s as the golden age of studying research use. It was a time when researchers, including Carol Weiss, broke exciting theoretical and empirical ground in understanding how policymakers use research and the factors that influence their use. In recent years, there have been numerous writings about how research should be used in policy and practice, but comparatively little about how research is used. There have also been retrospective case studies describing instances wherein research appears to have been used in policy but few prospective studies that are useful for predicting future research use.

There is fertile ground for expanding studies on the use of research evidence. We are focusing on domestic research, but there is important work being conducted in Europe and Canada. We draw heavily on the review done by Sandra M. Nutley, Isabel Walter, and Huw T. O. Davies in their 2007 book, *Using Evidence: How research can inform public services*. As with all our research funding, the Foundation seeks to support studies that contribute to stronger theory and improved policy

and practice. Theory-building is particularly important in this area because it helps the field move beyond description to explanatory frameworks with testable propositions about research use and ways to improve use. We seek theory-building about when, how, and under what conditions research evidence is used, and intervention theory about ways to improve use. These two types of theories should feed into each other—theories about use should help identify barriers and facilitators of research use and potential ways to improve use.

**Adoption of evidence-based programs and practices.** Prevention and education researchers tackle research use questions because they want agencies to adopt evidence-based programs and practices. Here, research evidence usually consists of “what works” findings that support the effectiveness of particular programs or practices in improving youth outcomes. Researchers such as Patti Chamberlain, David Hawkins, Richard Spoth, and their respective colleagues have been testing whether community coalitions and implementation support can influence adoption and implementation of evidence-based programs. Patti Chamberlain and her colleagues John Reid and Hendricks Brown are conducting a cluster-randomized trial to test whether providing implementation support through community development teams impacts county adoption of Multidimensional Treatment Foster Care, an evidence-based child welfare program. This winter, our Foundation awarded their colleagues Larry Palinkas and John Landsverk a grant to conduct an embedded study of the process of agency adoption of the program. They plan to examine how the networks of social service agency directors influence directors’ decisions to adopt an evidence-based program. Of particular interest is increasing understanding of how opinion leaders and organizational culture and climate affect adoption. Semi-structured interviews and surveys will be used to collect data on the structure of the social networks and how the networks influence the ways practitioners understand research evidence. These data will be supplemented by participant observations that allow

for a less-intrusive and more process-focused examination of program adoption.

Studies focused on understanding how, why, and under what conditions practitioners adopt evidence-based programs or practice for their agencies or organizations are relatively rare. Intervention researchers often have experiential knowledge of the forces that influence adoption because they must convince practitioners to participate in their studies and adopt evidence-based programs or practices. This experiential wisdom may be useful for developing hypotheses and research questions for systematic study. The field would benefit from studies that build our theoretical knowledge of how agency characteristics, social networks, political and community contexts, and budgetary constraints influence adoption of evidence-based programs and practices. How do these forces affect practitioners’ views of these programs, the research evidence behind them, and their usefulness for solving local problems? Across agencies, how do social networks influence practitioners’ access to and interpretation of research evidence? Within agencies, how do organizational contexts and role responsibilities influence the ways practitioners use research evidence? What are the conditions that facilitate productive use of research evidence?

**School district decision-making.** Some education policy researchers are interested in research use, specifically the ways school districts respond to federal and state policies mandating the use of research. Meredith Honig and Cynthia Coburn recently reviewed 52 studies (mainly in-depth, comparative case studies) that examined this issue. They found that district personnel defined evidence as inclusive of student and school test scores, program evaluation findings, practitioner knowledge, and expert opinions. They used Carol Weiss’s typology of the ways evidence is used to describe how district administrators with differing roles and responsibilities define and use evidence. They further suggested some theoretical propositions about how politics and organizational contexts affect evidence use. For example, they propose that organizational

capacity to collect and interpret data for ongoing decision-making and organizational norms encouraging the use of evidence are important forces that affect evidence use.

Future studies might build upon this review by testing some of these propositions at a larger scale. For example, studies that sample multiple districts that vary in theoretically important ways and employ strong organizational measures might test how district resources, structures, and social processes are related to the use of research evidence. What makes some districts more successful at accessing and using research evidence than others? What factors predict the use of varying definitions of evidence? In-depth fieldwork in a purposive sample of those districts may further illuminate the social processes of research evidence use within districts and reveal unanticipated barriers to and facilitators of use. Researchers will need to find ways to understand the influence of research evidence when practitioner knowledge, achievement data, news stories, local politics, and other types of information are also influencing district decision-making. Does the presence and use of research evidence alter what would have otherwise occurred without it? Researchers will also need to account for the difficulties inherent in asking practitioners to accurately report the influence of research evidence because different forms of knowledge meld together in the process of discussion and collective decision-making. This is more pronounced under the pressures of multiple priorities, busy schedules, and inundation with information, the contexts under which many school districts operate.

**Research use in policymaking.** In political science, John Kingdon, Charles Lindblom, and more recently Andrew Rich have been interested in the influence of research and researchers in the policy process. Rich builds on Kingdon’s work on legislative agenda setting to study how research use differs across policy stages and areas and how researchers and research organizations affect research use. Through comparative case studies of four issue debates, Rich describes

how research use differed depending upon on the nature and extent of research on issues, how issues got on the policy agenda, how quickly issues traveled through the policy process, and the strength of organized interests invested in the policy outcomes. Research and researchers are rarely influential in shaping final policy actions, but research may have the greatest opportunity to be of conceptual use during the early agenda-setting stage. Later, as policy deliberation intensifies, research may become increasingly used in tactical ways to support positions that have been staked out.

Kingdon and Rich’s work did not address policies for youth per se, but nonetheless suggests useful direction for future studies. Rich and Kingdon developed their theoretical frameworks by comparing various policy areas. Kingdon initially studied health and transportation in the late 1970s. Rich compared specific policy debates on telecommunication and health care reform in the 1990s and tax cuts in 2001. Future studies on research use in policy that affects youth might test the theoretical propositions developed in their work and other case studies and involve further hypothesis-generating work to unearth new insights. It would be useful to understand what happens to research evidence as it is interpreted, packaged, distributed, and used at each stage of the policy process. What role do researchers, other experts, lobbyists, news organizations, and other policymakers play at these different stages? How are different types of research evidence used? Rich and Kingdon’s work also focused on federal policy and policymaking stages. Future work might examine research use during policy implementation and in state policy.

**The Role of Intermediaries.** Across all of the above areas (adoption of evidence-based programs, school district decision-making, use of research in policymaking), there is a diverse group of intermediary organizations and individuals who broker research evidence and relationships between researchers, policymakers, and practitioners. Intermediaries differ in their organizational missions, constituencies, target

audiences, brokering activities, and interest in different types and quality of research evidence. Important intermediaries include advocacy groups; membership associations for researchers, practitioners, and policymakers; think tanks; news organizations; and funders. Intermediaries often play a significant role in interpreting, packaging, and distributing research evidence for policymakers and practitioners. Intermediaries can be the primary means by which legislative staff and agency directors acquire research. They also provide forums that bring together researchers and policymakers or researchers and practitioners around particular topics.

Given their central role in research use, intermediaries should receive more focused attention in future studies. How do intermediary organizations differ in their brokering roles? What factors predict their use of varying definitions of evidence? What happens to research evidence as it is brokered by various intermediaries? Why are some intermediaries more successful than others at brokering research evidence or relationships? What are the conditions that facilitate successful brokering?

**Other Questions and Methods.** We have reviewed a few areas of inquiry for future empirical studies, but undoubtedly a range of important research questions will continue to arise as the field advances. For example, there is much to be learned about how research agendas are shaped by policy and practice. How and when do policy priorities and the problems of practice influence the research community and their production and dissemination of research? We also could learn from research comparing different strategies for ensuring research evidence is used. What are the mechanisms by which various research and policy (or research and practice) partnerships are successful at producing and then making use of research evidence? What conditions facilitate the success of partnerships?

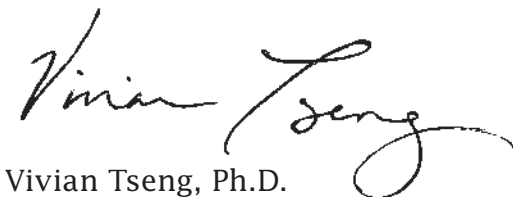
To address the variety of important research questions, studies should include a range of methods and content expertise. Researchers might draw upon methods such as social network

“A range of important research questions will continue to arise as the field advances.”

analyses, observations, and document analyses to augment the more commonly used interviews and surveys that rely on individual policymakers and practitioners to accurately report their access to and use of research evidence. It may be useful to build project teams that include investigators with expertise in particular user communities and the different types and quality of research evidence relevant for users. More broadly, researchers studying the use of research evidence may benefit from discussions across different fields. We have covered disparate areas of research that focus on different parts of the puzzle of how research is used in policy and practice writ large, but there are likely ways that these disparate bodies of work can sharpen and inform one another.

**Looking Ahead**  
We have provided our early thoughts on studying the use of research evidence in policy and practice that affect youth. Undoubtedly, we have much more to learn. This is an important area of inquiry and one in which we want to support more empirical work. We will spend the next two years further exploring whether our investments can help build a sustainable and useful field of study. As part of this process, we will be talking with scholars, funders, and influential policymakers and practitioners. Our Distinguished Fellows are learning more about how to improve

research so that it is useful for policy and practice and how to improve policy and practice by demanding and using rigorous research. We intend to continue sharing our thinking and additional resources as they develop. We invite readers to treat this essay as a springboard for further discussion with us. In addition, we encourage interested applicants to propose studies of research use via our field-initiated and Scholars Program funding mechanisms. Please visit our website, [www.wtgrantfdn.org](http://www.wtgrantfdn.org) for descriptions of those funding opportunities.

  
Vivian Tseng, Ph.D.  
Program Officer  
with the Senior Program Team

In addition to Vivian Tseng, the Senior Program Team includes Foundation President Robert C. Granger; Senior Vice President, Program Edward Seidman; and the Senior Program Associates Rebecca A. Maynard, Thomas S. Weisner, and Brian L. Wilcox.

# Year in Review: 2007



Philanthropy makes a difference. The good work done in the early-20th century by noted philanthropists including Carnegie and Rockefeller has left a lasting impact, and not only on the nonprofit sector. Today we are witnessing a resurgence of philanthropic giving. We live in a time in which philanthropy has become an increasingly important element of the U.S. economy and, I believe, of society in general. There are now approximately 75,000 foundations in the United States and 13,000 in New York State. Together, we support the work of charitable institutions, researchers, doctors, teachers, and others whose efforts contribute to the benefit of our communities and our world.

In recent years, those of us who dedicate our careers to the nonprofit sector have been joined by a new body of philanthropists. According to the *Chronicle of Philanthropy*, the top 50 donors gave an average of \$150 million each in 2007, totaling approximately \$7.5 billion. The unprecedented generosity of these wealthy donors is certainly worthy of the media attention it has received. However, the real story is the proliferation of donors large *and* small. The increasing participation of average individuals in the philanthropic effort is striking when compared to even a decade ago. According to Giving USA, charitable giving by individuals reached an estimated \$222.89 billion in 2006, and individual giving has risen an average of 5.0 percent per year for the past ten years. The current generation of young people is more willing to volunteer their time than previous generations; educational institutions of various levels around the country have made philanthropic efforts part of their curricula; and “giving groups” have become

the new book clubs. This increase in both monetary giving and volunteerism signifies a growing philanthropic consciousness. It gives credence to the idea that philanthropy is necessary and important and thus expected of active, responsible citizens. Without these efforts, only a small portion of worthwhile programs would receive funding needed for them to fulfill their missions.

This renewed focus on philanthropy gives nonprofits new reserves of strength and power. As the potential of the sector grows with the addition of more private donors and a willing volunteer force, we gain a tremendous ability to more effectively influence our economy, our lives, and our world. We in the sector must work diligently to assure the impact is positive, inclusive, accountable, collaborative, and transparent. The resources this surge in giving has provided nonprofits present us with challenges, but also with great opportunity. Last year I wrote that “History Makes a Comeback.” This year, the

| Figure 1                                     | 2003        | 2004        | 2005        | 2006        | 2007        |
|--|-------------|-------------|-------------|-------------|-------------|
| Total Assets - Market Value                  | 240,720,574 | 263,111,740 | 273,557,415 | 303,532,617 | 327,541,297 |
| Total Assets - 2007 dollars                  | 271,203,125 | 288,740,411 | 290,365,858 | 312,114,640 | 327,541,297 |
| 12-month Rolling Average Total Assets        | 221,478,732 | 247,011,197 | 263,109,835 | 291,615,059 | 323,944,180 |
| Total Grants Awarded (\$)                    | 11,839,556  | 9,313,968   | 11,402,806  | 11,159,683  | 11,026,134  |
| Total Grants Awarded (#)                     |             | 219         | 205         | 173         | 71          |
| Total Expenditures*                          | 17,731,050  | 14,929,357  | 17,261,179  | 16,800,243  | 15,994,400  |
| Taxes Paid (990PF)                           | 829,947     | 672,082     | 848,059     | 550,397     | 498,998     |
| Portfolio Performance (w/Private Equities)   | 26.19%      | 14.68%      | 12.33%      | 18.26%      | 12.23%      |
| Portfolio Performance (w/o Private Equities) | 27.78%      | 15.03%      | 12.08%      | 17.95%      | 11.45%      |
| Number of Investment Managers                | 22          | 23          | 23          | 25          | 28          |
| Number of Investments Funds                  | 28          | 32          | 32          | 36          | 40          |

\* - Total Expenditures include grant payments, foundation-administered projects, administrative expenses, excise tax, and investment expenses  
Unaudited or Estimated

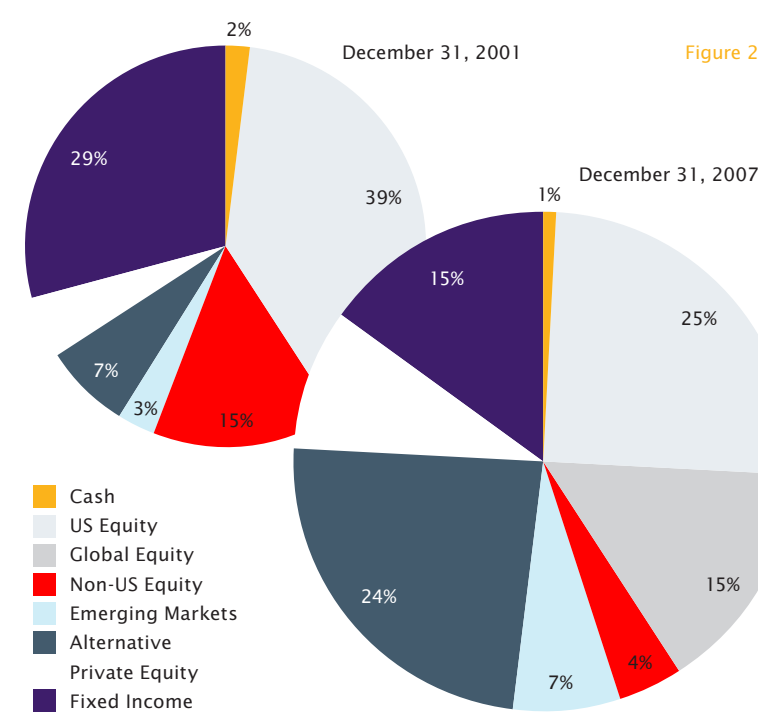
remarkable growth of nonprofits and charitable giving continues.

## How Did We Do?

The William T. Grant Foundation is well-positioned to take advantage of the increasing influence wielded by nonprofits. The performance of our investment portfolio in 2007 slowed slightly from its pace in 2006, but it exceeded our benchmarks. At the end of 2007, our portfolio (40 managers, 28 funds) totaled \$325 million and returned 12.2 percent for the year, compared to our benchmark of 10.6 percent. (See **Figure 1** for performance trends and other financial data, 2003–2007.) Our asset allocation at December 2007 (December 2001 is provided for comparison) can be found in **Figure 2**. Strategic rebalancing of our portfolio to take advantage of market opportunities has been our key tactic, and it has served us well.

We owe our success to our Finance and Investment Committee members, who devoted an extraordinary amount of time and effort—they regularly meet more than 20 times a year—to the task of managing the Foundation’s portfolio. Their conscientious work has proven fruitful: our portfolio continues to outperform peer organizations. According to the Trust Universe Comparison Services (TUCS) report, our annual performance for 2007 placed 7th out of

a universe of 559 master trusts with assets of less than \$500 million. (Master trusts are defined as organizations whose assets are managed by more than one investment manager.) The same report shows that we placed first in both 2005 and 2006. The same TUCS report shows that among foundations and endowment funds reporting to them (a universe of 126), we placed 19th in 2007. Without the Committee’s acumen and dedication, our ability to make meaningful grants would be greatly diminished.



**What We Did**  
The Foundation continues to assess our infrastructure in search of opportunities to improve productivity and effectiveness. In 2007, we hired a respected independent consultant to audit our information technology—hardware, software, security, budgets, and plans. Though our information technology was found to be in good shape, we intend to implement some of the consultant’s useful recommendations. We began replacing all staff workstations in 2007 and will complete the process in early 2008. Restructuring help desk operations and outsourcing some routine functions will make the best use of our staff’s time, allowing them to focus on more ambitious projects.

There are few projects more ambitious and central to our grantmaking than our online Easygrants system, which automates the administration of our grantmaking from Letters of Inquiry to grant closure. Though fully implemented two years ago, we continue to execute improvements and changes in response to our evolving programmatic needs.

Finally, I am very pleased to report that as a result of negotiations with our landlord during the last quarter of 2007, we have signed a 10-year lease extension for our office space. Now that we have assured our physical location in New York for the next decade, we can concentrate fully on maintaining our strategic position in the burgeoning philanthropic movement. We hope that you find our prospects in the coming years as exciting as we do.



Lawrence D. Moreland, M.B.A.  
Vice President for Finance and Administration  
and Assistant Treasurer



# Current Research Interests

The William T. Grant Foundation supports research to understand and improve the everyday settings of youth ages 8 to 25 in the United States. Social settings are defined as the social environments in which youth experience daily life. These settings include environments with clear boundaries such as classrooms, schools, and youth-serving organizations and environments with less prescribed boundaries such as neighborhoods or other settings in which youth interact with peers, family members, and other adults. At their best, these settings embed youth within a network of engaging activities; ample resources; meaningful relationships with adults and peers; and opportunities for academic, social, emotional, and identity development.

We support research that enhances our understanding of: (1) how settings work, how they affect youth development, and how they can be improved; and (2) when, how, and under what conditions research evidence is used in policy and practice that affect youth, and how its use can be improved.

## Examples of research questions that fit our interests

- How do instructional practices in classrooms affect racial achievement gaps?
- How do welfare policies affect family processes and, in turn, youth well-being?
- Do activities in a youth organization have different influences on engagement for youth of varying ethnicities?
- Can a professional development intervention improve staff relationships with youth in after-school programs?
- What factors influence the reliability and validity of observational measures of family functioning?
- How do service agency directors’ social networks influence their access to and use of research evidence?
- What are the mechanisms by which some organizations are more effective than others in brokering research evidence for policymakers and practitioners?

Applicants and other interested parties should visit our website ([www.wtgrantfoundation.org](http://www.wtgrantfoundation.org)) for more information on our research interests in social settings and use of research evidence and resources related to conducting research on these topics.

# Our Funding Opportunities



The Foundation's funding opportunities include research grants, fellowships, and service improvement grants for direct-service organizations. All of our grants fit our Current Research Interests, which emphasize understanding and improving everyday youth settings such as families, peer groups, schools, youth-serving organizations, and neighborhoods. A setting of particular interest to the Foundation is after-school programs. Our Action Topic—improving the quality of after-school programs—drives some of our research grantmaking and all of our support for advocacy.

## Research

Our research grants are both field-initiated and solicited through Requests for Proposals (RFPs). Our field-initiated grants support high-quality research; Letters of Inquiry are accepted three times each year and grants are awarded at our October and March Board meetings. The RFP for Intervention Research, initially issued in 2005, is designed to improve youth-serving organizations and build a greater capacity for the field of intervention research focused on such organizations. This RFP has been revised and released annually for three years and awards made at the June Board meeting. In 2008 the Foundation is releasing more RFPs that reflect our growing interest in measurement development and the use of research.

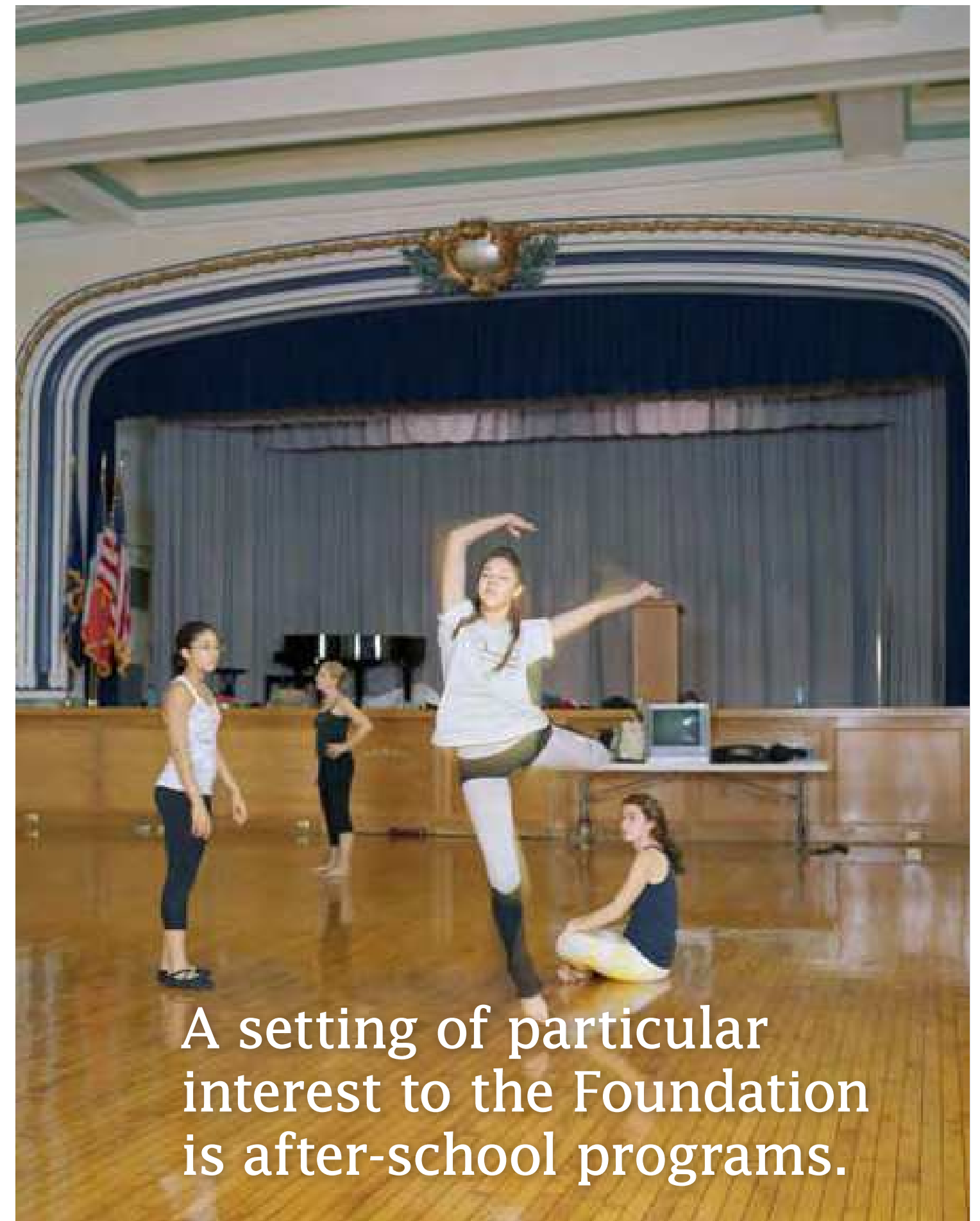
## Fellowships

We offer two programs for early- and mid-career professionals. The William T. Grant Scholars

Program supports promising early-career scholars from different disciplines who have demonstrated success in conducting high-quality research and are seeking to further develop their expertise. The Distinguished Fellows Program supports mid-career influential researchers, policymakers, and practitioners. The program gives researchers the opportunity to immerse themselves in practice or policy settings and conversely gives influential mid-career practitioners and policymakers the opportunity to work in research settings.

## Service Improvement

The Youth Service Improvement Grants (YSIG) program supports activities conducted by community-based organizations in the New York metropolitan area to improve the quality of services for young people ages 8 to 25. These are the only grants we offer for direct-service organizations.





## William T. Grant Scholars Program

This past year marked the 25th anniversary of the William T. Grant Scholars Program. Since 1982, we have funded 129 early-career researchers. Formerly known as the Faculty Scholars Program, the award was first established to fill a gap in federal funding for social, health, and behavioral science research and has since helped launch the careers of many well-known scholars, who have had significant impact on youth research, public policy, and practice.

A Scholar award supports the pursuit of a five-year research plan that will significantly expand researcher's expertise in different disciplines, methods, and/or content areas. Each Scholar must prepare a mentoring plan that will connect them with senior researchers in their field, allowing them the opportunity to develop new skills with the support of those mentors. The Foundation also organizes meetings to further strengthen Scholars' professional development and encourage collaboration and conversation. The Scholars are trained across a broad range of social, behavioral, and health sciences, and their studies inform theory and policy or practice for understanding and improving youth settings.

Four to six William T. Grant Scholars are selected each year by a committee of experts from different fields in a process separate from the Foundation's other grantmaking. Each Scholar receives an award of \$350,000 distributed over five years. Awards are made to the applicant's institution, providing support of \$70,000 per year.

Applications for 2009 awards are due on or before July 9, 2008. A brochure outlining the criteria, required documents, and application procedures is available on our website, [www.wtgrantfoundation.org](http://www.wtgrantfoundation.org). You may also request a hard copy. Please direct your request to [info@wtgrantfdn.org](mailto:info@wtgrantfdn.org).

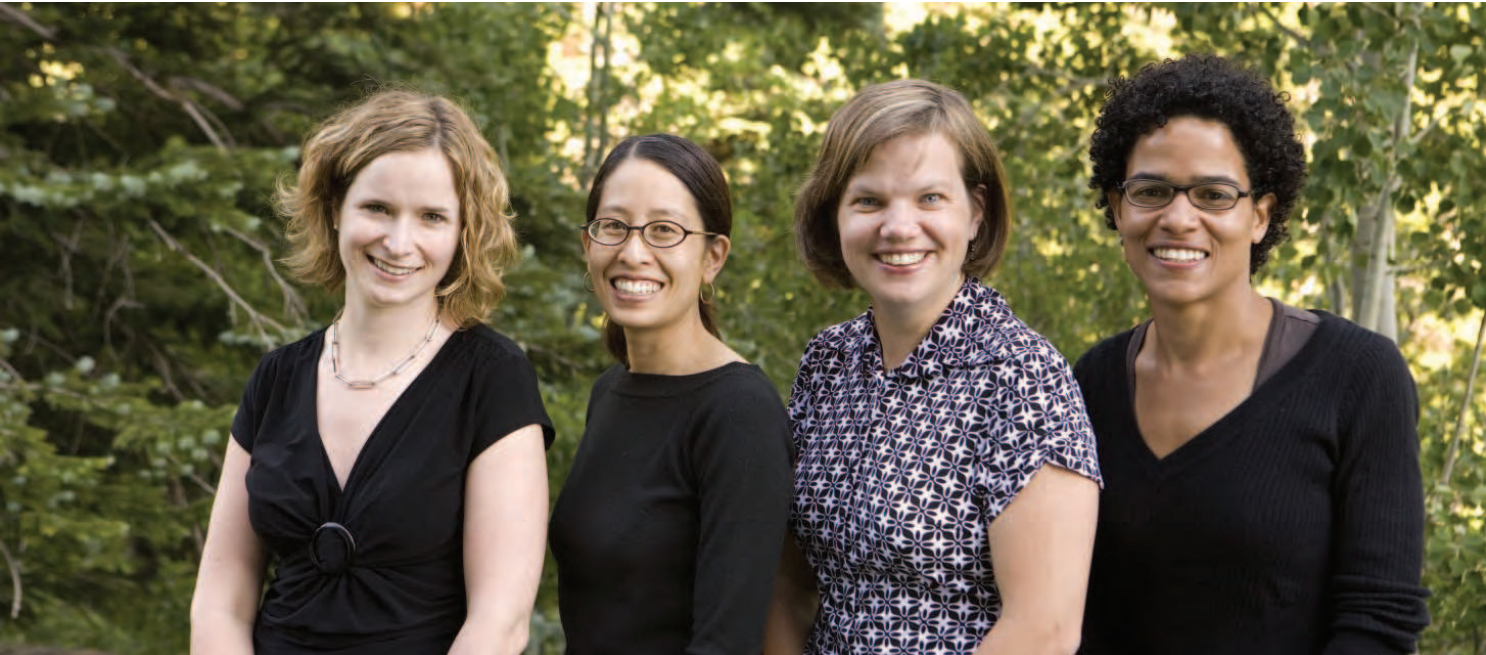
Above: Foundation staff, Scholars, Selection Committee members, and guests at the 2007 Scholars Retreat, held in Snowbird, Utah.



In 2005, the William T. Grant Foundation began a pilot project to support selected William T. Grant Scholars in mentoring junior researchers of color. In 2007, we instituted the initiative as an ongoing part of the Scholar Program. The awards are \$60,000 and the mentorships last for two years.

These supplements reflect the Foundation's dedication to both fostering our Scholars' mentoring skills and increasing the number of people of color represented at higher levels of the career ladder in research. We hope that the mentors will become better attuned to the career development challenges disproportionately faced by their junior colleagues of color, as well as assist the junior researchers in improving their skills and creating valuable networks.

Eligibility is restricted to William T. Grant Scholars who are in the first to third years of the five-year Scholars program at the time of the application; junior researchers must be full-time doctoral students or postdoctoral fellows. Scholars and junior researchers collaborate to create a career development and mentorship plan. Applications are screened for the quality of the proposed plan and research projects, and the promise of the junior researcher for a career in research.



# Current William T. Grant Scholars

**2002–2007**  
Kristen Harrison, Ph.D.  
University of Illinois at Urbana-Champaign  
*The Body Electric (and Print): Mass Media, Physical Identity, and Health*

Ariel Kalil, Ph.D.  
University of Chicago  
*Consequences of Parental Job Loss for Adolescents’ School Performance and Education Attainment*

Jeffrey Kling, Ph.D.  
The Brookings Institution  
*Moving to Opportunity and Youth Well-Being*

Clea McNeely, Ph.D.  
Johns Hopkins University  
*School Social Structure, School Connectedness, and Health-Related Behaviors*

Sean Reardon, Ed.D.  
Stanford University  
*Adolescence to Adulthood in Chicago Neighborhoods*

**2003–2008**  
Edith Chen, Ph.D.  
University of British Columbia  
*Socioeconomic Status, Stress, and Asthma in Childhood*  
  
Patrick Heuveline, Ph.D.  
University of California, Los Angeles  
*Family-State Alliances and Their Impact on Youth Health and Well-Being: An International Perspective*

Marguerita Lightfoot, Ph.D.  
University of California, Los Angeles  
*Maintenance Strategies for Homeless Youth’s Reductions in HIV Risk Acts*

Elizabeth Miller, Ph.D.  
University of California, Davis  
*An Ethnographic Study of Adolescent Dating Violence: Developmental and Cultural Considerations*

**2004–2009**  
Emma Adam, Ph.D.  
Northwestern University  
*Everyday Experiences, Psychological Stress, and the Emergence of Affective Disorder over the Transition to Early Adulthood*

Robert Crosnoe, Ph.D.  
University of Texas at Austin  
*Education as a Developmental Phenomenon*

Lisa Diamond, Ph.D.  
University of Utah  
*Positive Emotions in Parent-Child Interactions*

Pamela Morris, Ph.D.  
MDRC  
*Mental Health Treatment in the Context of Welfare Reform Policy: An Experimental Examination of the Effects of Maternal Depression on Children and Youth*

Jacob Vigdor, Ph.D.  
Duke University  
*Peer and Neighborhood Influences on Youth and Adolescent Development*

V. Robin Weersing, Ph.D.  
San Diego State University  
*Developing and Disseminating Effective Interventions of Depression and Anxiety in Youth*

**2005–2010**  
Rachel Dunifon, Ph.D.  
Cornell University  
*The Role of Grandparents in the Lives of Adolescent Grandchildren*

Tama Leventhal, Ph.D.  
Tufts University  
*Neighborhood Influences on Adolescent Development: Timing, Gender, and Processes*

Clark McKown, Ph.D.  
Rush University Medical Center  
*The Social and Developmental Ecology of Academic Inequity*

Lisa D. Pearce, Ph.D.  
University of North Carolina at Chapel Hill  
*Religion’s Role in the Shaping of Self-Image, Aspirations, and Achievement in Youth*

Renée Spencer, Ed.D.  
Boston University  
*Understanding the Mentoring Process: A Longitudinal Study of Mentoring Relationships between Adolescents and Adults*

**2006–2011**  
Valerie Leiter, Ph.D.  
Simmons College  
*Transition to Adulthood Among Youth with Disabilities*

Emily Ozer, Ph.D.  
University of California, Berkeley  
*Adolescents as Resources in School-Based Prevention*

Devah Pager, Ph.D.  
Princeton University  
*Barriers in the Pathway to Adulthood: The Role of Discrimination in the Lives of Young Disadvantaged Men*

Kevin Roy, Ph.D.  
University of Maryland  
*Intergenerational Influences on Men’s Transitions to Adulthood*

Laura Romo, Ph.D.  
University of California, Santa Barbara  
*Designing Contextually Relevant Workshops to Enhance Latina Mother-Daughter Communication about Sexual Topics*

**2007–2012**  
Christina Gibson-Davis, Ph.D.  
Duke University  
*Marriage and Parenthood in the Lives of Adolescents and Young Adults*

Nikki Jones, Ph.D.  
University of California, Santa Barbara  
*Pathways to Freedom: How Young People Create a Life After Incarceration*

Nonie Lesaux, Ph.D.  
Harvard University  
*Language Diversity and Literacy Development: Increasing Opportunities-to-Learn in Urban Middle Schools*

Dina Okamoto, Ph.D.  
University of California, Davis  
*The Role of Community-Based Organizations in the Lives of Immigrant and Second-Generation Youth*

Sandra Simpkins, Ph.D.  
Arizona State University  
*The Determinants of Mexican-Origin Adolescents’ Participation in Organized Activities: The Role of Culture, Settings, and the Individual*

## Former William T. Grant Scholars 1982–2007

**1982–1987**  
Karen L. Bierman, Ph.D.  
Craig Edelbrock, Ph.D.  
Thomas Lowe, M.D.  
Martha Putallaz, Ph.D.  
Fred Volkmar, M.D.

**1983–1988**  
Ronald G. Barr, M.D.  
Gregory Fritz, M.D.  
Helen Orvaschel, Ph.D.  
Laurence Steinberg, Ph.D.  
Elaine F. Walker, Ph.D.

**1984–1989**  
William Beardslee, M.D.  
Arthur Elster, M.D.  
Wyndol Furman, Ph.D.  
Madelyn Schwartz Gould, Ph.D.  
Mary Margaret Kerr, Ed.D.

**1985–1990**  
Deborah Belle, Ed.D.  
Polly Ellen Bijur, Ph.D.  
Candice Feiring, Ph.D.  
Lonnie Zeltzer, M.D.

**1986–1991**  
Eva Deykin, Dr.P.H.  
Frank Fincham, Ph.D.  
Linda Mayes, M.D.  
Vonnie McLoyd, Ph.D.  
David L. Olds, Ph.D.

**1987–1992**  
J. Lawrence Aber, Ph.D.  
Oscar Barbarin, Ph.D.  
R. Christopher Barden, Ph.D.

**1988–1993**  
William Bukowski, Ph.D.  
James Connell, Ph.D.  
Judy Garber, Ph.D.  
Mary Jane Rotheram-Borus, Ph.D.  
Carol M. Worthman, Ph.D.

**1989–1994**  
Hortensia Amaro, Ph.D.  
Linda Burton, Ph.D.  
Elizabeth Costello, Ph.D.  
Jeffrey Halperin, Ph.D.  
Edward P. Mulvey, Ph.D.  
Ellen Skinner, Ph.D.

**1990–1995**  
Adrian Angold, M.R.C.  
Michael Boyle, Ph.D.  
Ana Magdelana Hurtado, Ph.D.  
Carol MacKinnon-Lewis, Ph.D.  
Susan Nolen-Hoeksema, Ph.D.

**1991–1996**  
Joseph Allen, Ph.D.  
Nan Marie Astone, Ph.D.  
Victoria Cargill, M.D.  
David B. Goldston, Ph.D.  
Janis Kupersmidt, Ph.D.  
Joseph Price, Ph.D.

**1992–1997**  
Robin L. Jarrett, Ph.D.  
Bonnie Leadbeater, Ph.D.  
Jean E. Rhodes, Ph.D.  
Mary Lynn Schneider, Ph.D.  
Lawrence L. Wu, Ph.D.

**1993–1998**  
Connie Flanagan, Ph.D.  
Wendy Grolnick, Ph.D.  
Kathleen Mullan Harris, Ph.D.  
David Ribar, Ph.D.  
Howard Stevenson, Ph.D.

**1994–1999**  
Geraldine Downey, Ph.D.  
Roberta Paikoff, Ph.D.  
Mary Schwab-Stone, Ph.D.  
Yu Xie, Ph.D.

**1995–2000**  
Nikki Crick, Ph.D.  
Kathryn Edin, Ph.D.  
Chris Hayward, Ph.D.  
Jane Miller, Ph.D.  
Daphna Oyserman, Ph.D.  
Olga Reyes, Ph.D.

**1996–2001**  
Guang Guo, Ph.D.  
Harriet MacMillan, M.D.  
Ellen Pinderhughes, Ph.D.  
Howard Pinderhughes, Ph.D.  
Monica Rodriguez, Ph.D.

**1997–2002**  
Xinyin Chen, Ph.D.  
Andrew Fuligni, Ph.D.  
Deborah Gorman-Smith, Ph.D.  
Fran Rauscher, Ph.D.  
Jane Waldfogel, Ph.D.

**1998–2003**  
David Arnold, Ph.D.  
Andrew Eliot, Ph.D.  
Karen Rudolph, Ph.D.

**1999–2004**  
Joshua Aronson, Ph.D.  
Marilyn Augustyn, M.D.  
Lisa Miller, Ph.D.  
Cybele Raver, Ph.D.  
Niobe Way, Ph.D.

**2000–2005**  
Tamera Coyne-Beasley, M.D.  
Kathryn Grant, Ph.D.  
Rukmalie Jayakody, Ph.D.  
Anne Libby, Ph.D.  
Elizabeth Moje, Ph.D.  
Denise Newman, Ph.D.

**2001–2006**  
Elizabeth Goodman, M.D.  
Gabriel Kuperminc, Ph.D.  
Robert Roeser, Ph.D.  
Stephen Russell, Ph.D.  
Megan Sweeney, Ph.D.  
Hiro Yoshikawa, Ph.D.

The Scholars Class of 2012, left to right: Nonie Lesaux, Dina Okamoto, Christina Gibson-Davis, and Nikki Jones. Not pictured: Sandra Simpkins



# Distinguished Fellows Program

The William T. Grant Distinguished Fellows Program for mid-career researchers, policymakers, and practitioners began in 2004 and reflects our focus on increasing the supply of, demand for, and use of high-quality research in the service of improved youth outcomes. We believe that the lives of youth will improve if high-quality research shapes the policies and practices that affect them. In order for this to occur, researchers must understand the questions and problems that concern policymakers and practitioners, as well as the daily activities and incentive systems of people working in those roles. Similarly, we believe that high-quality research will not be produced and used to any significant degree unless policymakers and practitioners understand what constitutes high-quality research and demand it. The Fellows program gives researchers the opportunity to immerse themselves in practice or policy settings and allows practitioners and policymakers to work and be mentored in research settings. Each Fellow partners with at least one host organization that acts as the Fellowship site, giving them hands-on experience and providing access to mentors and networks in the research or policy/practice fields. Fellows will build new skills and insights that they can apply to their principal work.

Each Fellow receives up to \$175,000 for the total duration of the Fellowship, which ranges from six months to two years, depending on the proposed design. The fourth group of Distinguished Fellows will be awarded in November 2008.

|  |  |  |  |
|--|--|--|--|
| LaRue Allen, Ph.D.<br>Chair, <i>through July 2007</i><br>Raymond and Rosalee Weiss<br>Professor of Applied Psychology<br>Department of Applied Psychology<br>The Steinhardt School of Education<br>New York University                       | Jane D. Brown, Ph.D.<br><i>Through July 2007</i><br>James L. Knight Professor<br>School of Journalism<br>and Mass Communication<br>University of North Carolina<br>at Chapel Hill  | P. Lindsay Chase-Lansdale, Ph.D.<br><i>Through July 2007</i><br>Professor, Program in Human<br>Development and Social Policy<br>School of Education and Social Policy<br>Director, Cells to Society (C2S):<br>The Center on Social<br>Disparities and Health<br>Institute for Policy Research<br>Northwestern University | John B. Reid, Ph.D.<br>Director<br>Oregon Translational Prevention<br>Research Center<br>Senior Scientist<br>Director, Oregon Prevention Research<br>Center<br>Oregon Social Learning Center |
| William Beardslee, M.D.<br>George P. Gardiner/Olga M.<br>Monks Professor of Child Psychiatry<br>Harvard Medical School<br>Academic Chair, Department of<br>Psychiatry<br>Children's Hospital Boston<br>Director, Baer Prevention Initiatives | Cynthia García Coll, Ph.D.<br>Charles Pitts Robinson and John<br>Palmer Barstow Professor<br>Professor of Education, Psychology,<br>and Pediatrics<br>Brown University   | Sara S. McLanahan, Ph.D.<br>Professor of Sociology<br>and Public Affairs<br>Director, Bendheim-Thoman Center<br>for Research on Child Wellbeing<br>Woodrow Wilson School of Public and<br>International Affairs<br>Princeton University  | Timothy Smeeding, Ph.D.<br>Distinguished Professor of Economics<br>and Public Administration<br>Director, Center for Policy Research<br>Maxwell School<br>Syracuse University                |
| W. Thomas Boyce, M.D.<br>Sunny Hill Health Center-BC<br>Leadership Chair in Child<br>Development<br>Professor of Pediatrics<br>Faculties of Graduate Studies and<br>Medicine<br>University of British Columbia                               | Greg J. Duncan, Ph.D.<br>Edwina S. Tarry Professor,<br>Program in Human<br>Development and Social Policy<br>School of Education and Social Policy<br>Faculty Fellow, Institute for<br>Policy Research<br>Northwestern University | Robert C. Pianta, Ph.D.<br>Dean, Curry School of Education<br>Novartis US Foundation Professor of<br>Education<br>Director, Center for Advanced Study<br>of Teaching and Learning<br>Director, National Center for<br>Research on Early Childhood<br>Education<br>Professor of Psychology<br>University of Virginia      | Mercer L. Sullivan, Ph.D.<br>Associate Professor<br>School of Criminal Justice<br>Rutgers University   |
| Xavier de Souza Briggs, Ph.D.<br>Associate Professor of Sociology and<br>Urban Planning<br>Massachusetts Institute of<br>Technology  | Robert C. Granger, Ed.D.<br>President<br>William T. Grant Foundation   | Michael S. Wald, J.D.<br>Chair, <i>beginning August 2007</i><br>Jackson Eli Reynolds Professor of Law<br>Stanford University   | Carol M. Worthman, Ph.D.<br>Samuel Candler Dobbs Professor of<br>Anthropology<br>Director, Laboratory for Comparative<br>Human Biology<br>Department of Anthropology<br>Emory University     |

Standing, left to right: Robert C. Granger, W. Thomas Boyce, Mercer Sullivan, Timothy Smeeding, Xavier de Souza Briggs, William Beardslee, Cynthia García Coll. Seated, left to right: Robert C. Pianta, John B. Reid, Michael S. Wald, Carol M. Worthman. Not Pictured: LaRue Allen, Jane D. Brown, P. Lindsay Chase-Lansdale, Greg J. Duncan, Sara S. McLanahan.

|  |  |  |   |
|--|--|--|---|
| <b>2005</b><br>Rob Geen, Child Trends Incorporated<br><i>Child, Family, and Youth Policymaking from Behind the Scenes</i><br>Fellowship site: Committee on Ways and Means, United States House of Representatives  | Jean Rhodes, University of Massachusetts, Boston<br><i>Getting to the Heart and Soul of Mentoring: Advancing Research, Theory, and Practice Through Match Supervision</i><br>Fellowship sites: Big Sister of Greater Boston and Big Brother of Massachusetts Bay | <b>2006</b><br>Martha Holleman, Safe and Sound: Baltimore's Campaign for Children and Youth<br><i>Improving Conditions of Children and Youth in Distressed Urban Areas: National Framework, Local Experience</i><br>Fellowship site: Robert F. Wagner Graduate School of Public Service, New York University | <b>2007</b><br>Tamera Coyne-Beasley, University of North Carolina at Chapel Hill<br><i>The Prevention of School Violence: Creating Environments That are Safe and Conducive to Learning</i><br>Fellowship sites: National Students Against Violence Everywhere (SAVE) and Center for the Prevention of School Violence (CPSV), part of the North Carolina Department of Juvenile Justice and Delinquency Prevention |
| Deborah Gorman-Smith, University of Illinois at Chicago<br><i>Advancing Evidence-Based Reforms in Federal Programs Affecting Youth</i><br>Fellowship site: Coalition for Evidence-Based Policy   | Lauren Smith, Boston Medical Center, Boston University School of Medicine<br><i>Bridging Domains: The Intersection of Child and Youth Health and Well-Being and Public Policy</i><br>Fellowship site: Office of the Speaker, Massachusetts State House           | Robin Nixon, National Foster Care Coalition<br><i>Making the Case for Extending Foster Care and Transition Services Beyond Age 18</i><br>Fellowship site: Chapin Hall Center for Children, University of Chicago   | David DuBois, University of Illinois at Chicago<br><i>Promoting Evidence-Based Decision-Making in Youth Mentoring Programs</i><br>Fellowship sites: Big Brothers Big Sisters of Metropolitan Chicago and Big Brothers Big Sisters of America  |
| Joanne Nicholson, University of Massachusetts Medical School<br><i>Transforming the Child Welfare System to Improve Outcomes for Children and Youth Whose Parents Have Mental Illness</i><br>Fellowship sites: Massachusetts Department of Social Services and Judge David L. Bazelon Center for Mental Health Law | Constance Yowell, University of Chicago<br><i>Designing Systems to Support Learning and Teaching Grounded in Evidence-Based Practices</i><br>Fellowship sites: National Writing Project and Chicago Public Schools   |  | Abram Rosenblatt, University of California, San Francisco<br><i>Policy and Service Delivery for Youth in Probation, Mental Health, and Substance Abuse Services</i><br>Fellowship sites: Santa Cruz County's Probation and Substance Abuse Departments and the New California Network   |

# Youth Service Improvement Grants

In 2000, the Foundation established a grant program to provide general support for youth services in New York, New Jersey, and Connecticut. For the next six years, we awarded grants of \$3,000 to \$6,000 to a diverse array of organizations, supporting a wide range of activities and services for youth.



targeting mid-size organizations in the New York metropolitan area that have developed a stable operating budget, but have few resources for improvements. At a maximum of \$25,000, the YSIG grants are five times the level funded under the former program. We hope that by awarding a smaller number of larger grants for program improvement, we will be more useful to the organizations we seek to assist.

The YSIG program is unique among the Foundation’s funding opportunities. It is the only program dedicated to funding direct-service agencies and the only one administered fully by Foundation staff. All non-senior staff members are eligible to join the YSIG Committee, which reviews proposals and makes grant recommendations to senior officers, who give final approval for grant awards.

We announced the first cycle of the Youth Service Improvement Grants program in the fall of 2006 and made the first 12 awards in 2007. In 2008, we plan to continue refining the program and communicating its goals in order to receive strong proposals and fund the improvement of additional youth-serving organizations.

In 2006, we reconsidered the direction of this program. Most of our grantmaking supports research meant to understand and improve youth settings, and youth program staff told us that there are relatively few sources of funding for program improvement. For these reasons, we decided to rethink the program.

The new Youth Service Improvement Grants (YSIG) program supports activities meant to improve the quality of youth services at the point where staff and youth interact. We are

# New and Active Grants in 2007

| William T. Grant<br>Scholars | <i>The Role of Grandparents in the Lives of Adolescent Grandchildren</i><br><b>Rachel Dunifon, Ph.D.</b><br>Cornell University<br>\$330,000, 2005–2010   | <i>Pathways to Freedom: How Young People Create a Life After Incarceration</i><br><b>Nikki Jones, Ph.D.</b><br>University of California, Santa Barbara<br>\$350,000, 2007–2012                                  | <i>Language Diversity and Literacy Development: Increasing Opportunities-to-Learn in Urban Middle Schools</i><br><b>Nonie Lesaux, Ph.D.</b><br>Harvard University<br>\$350,000, 2007–2012 |
|------------------------------|--|---|---|
|                              | <i>Everyday Experiences, Physiological Stress, and the Emergence of Affective Disorders over the Transition to Early Adulthood</i><br><b>Emma Adam, Ph.D.</b><br>Northwestern University<br>\$320,000, 2004–2009 | <i>Marriage and Parenthood in the Lives of Adolescents and Young Adults</i><br><b>Christina Gibson-Davis, Ph.D.</b><br>Duke University<br>\$350,000, 2007–2012  | <i>Consequences of Parental Job Loss for Adolescents’ School Performance and Educational Attainment</i><br><b>Ariel Kalil, Ph.D.</b><br>University of Chicago<br>\$300,000, 2002–2007     |
|                              | <i>Socioeconomic Status, Stress, and Asthma in Childhood</i><br><b>Edith Chen, Ph.D.</b><br>University of British Columbia<br>\$310,000, 2003–2008   | <i>The Body Electric (and Print): Mass Media, Physical Identity, and Health</i><br><b>Kristen Harrison, Ph.D.</b><br>University of Illinois at Urbana-Champaign<br>\$300,000, 2002–2007                         | <i>Neighborhood Influences on Adolescent Development: Timing, Gender, and Processes</i><br><b>Tama Leventhal, Ph.D.</b><br>Tufts University<br>\$330,000, 2005–2010                       |
|                              | <i>Education as a Developmental Phenomenon</i><br><b>Robert Crosnoe, Ph.D.</b><br>University of Texas at Austin<br>\$320,000, 2004–2009  | <i>Family-State Alliances and Their Impact on Youth Health and Well-Being: An International Perspective</i><br><b>Patrick Heuveline, Ph.D.</b><br>University of California, Los Angeles<br>\$310,000, 2003–2008 | <i>Moving to Opportunity and Youth Well-Being</i><br><b>Jeffrey Kling, Ph.D.</b><br>The Brookings Institution<br>\$300,000, 2002–2007   |
|                              | <i>Positive Emotions in Parent-Child Interactions</i><br><b>Lisa Diamond, Ph.D.</b><br>University of Utah<br>\$380,000, 2004–2009  | <i>Transition to Adulthood Among Youth with Disabilities</i><br><b>Valerie Leiter, Ph.D.</b><br>Simmons College<br>\$340,000, 2006–2011   | <i>Maintenance Strategies for Homeless Youth’s Reductions in HIV Risk Acts</i><br><b>Marguerita Lightfoot, Ph.D.</b><br>University of California, Los Angeles<br>\$310,000, 2003–2008     |
|                              |  |   | <i>The Social and Developmental Ecology of Academic Inequity</i><br><b>Clark McKown, Ph.D.</b><br>Rush University Medical Center<br>\$330,000, 2005–2010<br>\$60,000, 2007–2009           |

*School Social Structure, School Connectedness, and Health-Related Behaviors*  
**Clea McNeely, Ph.D.**  
Johns Hopkins University  
\$300,000, 2002–2007

*An Ethnographic Study of Adolescent Dating Violence: Developmental and Cultural Considerations*  
**Elizabeth Miller, Ph.D.**  
University of California, Davis  
\$310,000, 2003–2008

*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.**  
MDRC  
\$320,000, 2004–2009

*The Role of Community-Based Organizations in the Lives of Immigrant and Second-Generation Youth*  
**Dina Okamoto, Ph.D.**  
University of California, Davis  
\$350,000, 2007–2012

*Adolescents as Resources in School-Based Prevention*  
**Emily Ozer, Ph.D.**  
University of California, Berkeley  
\$340,000, 2006–2011

*Barriers in the Pathway to Adulthood: The Role of Discrimination in the Lives of Young Disadvantaged Men*  
**Devah Pager, Ph.D.**  
Princeton University  
\$340,000, 2006–2011

*Religion’s Role in the Shaping of Self-Image, Aspirations, and Achievement in Youth*  
**Lisa D. Pearce, Ph.D.**  
University of North Carolina at Chapel Hill  
\$330,000, 2005–2010  
*Adolescence to Adulthood in Chicago Neighborhoods*  
**Sean Reardon, Ed.D.**  
Stanford University  
\$300,000, 2002–2007  
\$60,000, 2006–2008

*Designing Contextually Relevant Workshops to Enhance Latina Mother-Daughter Communication about Sexual Topics*  
**Laura Romo, Ph.D.**  
University of California, Santa Barbara  
\$340,000, 2006–2011  
\$60,000, 2007–2009

*Intergenerational Influences on Men’s Transitions to Adulthood*  
**Kevin Roy, Ph.D.**  
University of Maryland  
\$340,000, 2006–2011

*The Determinants of Mexican-Origin Adolescents’ Participation in Organized Activities: The Role of Culture, Settings, and the Individual*  
**Sandra Simpkins, Ph.D.**  
Arizona State University  
\$350,000, 2007–2012

*Understanding the Mentoring Process: A Longitudinal Study of Mentoring Relationships between Adolescents and Adults*  
**Renee Spencer, Ed.D.**  
Boston University  
\$330,000, 2005–2010  
\$60,000, 2007–2009

*Peer and Neighborhood Influences on Youth and Adolescent Development*  
**Jacob Vigdor, Ph.D.**  
Duke University  
\$320,000, 2004–2009

*Developing and Disseminating Effective Interventions for Depression and Anxiety in Youth*  
**V. Robin Weersing, Ph.D.**  
San Diego State University  
\$320,000, 2004–2009

**Distinguished Fellows**  
*The Prevention of School Violence: Creating Environments That are Safe and Conducive to Learning*  
**Tamera Coyne-Beasley, M.D.**  
University of North Carolina at Chapel Hill  
\$197,199, 2007–2009

*Promoting Evidence-Based Decision-Making in Youth Mentoring Programs*  
**David DuBois, Ph.D.**  
University of Illinois at Chicago  
\$196,917, 2007–2009

*Child, Family, and Youth Policymaking from Behind the Scenes*  
**Rob Geen, M.P.P.**  
Child Trends Incorporated  
\$175,000, 2005–2008

*Advancing Evidence-Based Reforms in Federal Programs Affecting Youth*  
**Deborah Gorman-Smith, Ph.D.**  
University of Illinois at Chicago  
\$198,350, 2005–2008

*Improving Conditions of Children and Youth in Distressed Urban Areas: National Framework, Local Experience*  
**Martha Holleman, M.A.**  
Safe and Sound: Baltimore’s Campaign for Children and Youth  
\$178,725, 2006–2008

*Transforming the Child Welfare System to Improve Outcomes for Children and Youth Whose Parents Have Mental Illness*  
**Joanne Nicholson, Ph.D.**  
University of Massachusetts Medical School  
\$212,657, 2005–2008

*Making the Case for Extending Foster Care and Transition Services Beyond Age 18*  
**Robin Nixon, M.Ed.**  
National Foster Care Coalition  
\$199,902, 2006–2008



*Policy and Service Delivery for Youth in Probation, Mental Health, and Substance Abuse Services*  
**Abram Rosenblatt, Ph.D.**  
University of California, San Francisco  
\$199,940, 2007–2009

*Bridging Domains: The Intersection of Child and Youth Health and Well-Being and Public Policy*  
**Lauren Smith, M.D.**  
Boston University School of Medicine  
\$175,000, 2005–2007

*Designing Systems to Support Learning and Teaching Grounded in Evidence-Based Practices*  
**Constance Yowell, Ph.D.**  
University of Chicago  
\$197,001, 2005–2008

**Youth Service Improvement Grants**

*Strategies for Recruiting and Retaining Middle School Youth for Brooklyn Children’s Museum’s “Museum Team”*  
**Carol Enseki**  
Brooklyn Children’s Museum  
\$25,000, 2007–2008

*Improving Youth Services Through Enhanced Staff Training*  
**Keith Hefner**  
Youth Communication New York  
\$25,000, 2007–2008

*Volunteer Enhancement*  
**Liz Hopfan**  
Free Arts NYC  
\$25,000, 2007–2008  
*Improved Curriculum and Handbook for Dancewave’s After School Program*  
**Diane Jacobowitz**  
Dancewave, Inc.  
\$25,000, 2007

*Kids in Control*  
**Damyn Kelly**  
Port Chester Carver Center  
\$25,000, 2007–2009

*Transitions Mentoring Program for Incarcerated Youth: Post-Release Improvement Project*  
**Stephen Lanza**  
Family ReEntry  
\$25,000, 2007–2008

*Incorporating Social Service Training and Services within the Garden Apprentice Program*  
**Scot Medbury**  
Brooklyn Botanic Garden  
\$25,000, 2007

*Curriculum Development and Outcomes-Based Lesson Planning*  
**Randolph Peers**  
Opportunities for a Better Tomorrow  
\$25,000, 2007–2008

*Service Learning to Pro: Building BCCP Step by Step*  
**Diane Reiser**  
Brooklyn College Community Partnership  
\$25,000, 2007–2008

*Staten Island Children’s Museum Constructive Mood Management (CMM) Program Improvement Project*  
**Dina Rosenthal**  
Staten Island Children’s Museum  
\$25,000, 2007–2009

*Urban Horticulture for At-Risk Young Adults*  
**Anthony Smith**  
Horticultural Society of New York  
\$25,000, 2007–2008

*Adolescent Skills Center Internship-to-Work Program*  
**Giselle Stolper**  
Mental Health Association of New York  
\$25,000, 2007–2008

Descriptive Research on Use of Evidence

*Evidence Use in the Sex Education Debates: The Interacting Roles of Values, Beliefs, and Collateral Information*  
**Norman Constantine, Ph.D.**

Carmen Nevarez, M.D.  
Public Health Institute  
\$338,796, 2006–2008

*Social Networks and EBP Implementation in Public Youth-Serving Systems*  
**Lawrence Palinkas, Ph.D.**  
University of Southern California  
\$25,000, 2008



Communications/Advocacy

*Advancing Evidence-Based Reforms in Social Programs Affecting American Youth*  
**Jonathan Baron, J.D.**  
Council for Excellence in Government  
\$200,000, 2005–2009  
\$200,000, 2007–2009

*Using Research to Inform the Policy Process to Enhance the Quality of After-School Programs*  
**Betsy Brand**  
American Youth Policy Forum  
\$150,000, 2007–2009

*Communicating Research Findings to National AfterSchool Association Conference*  
**Victoria Carr, M.Ed.**  
National Afterschool Association  
\$5,000, 2006–2007

*Dissemination of Positive Youth Development Findings*  
**Joseph Durlak, Ph.D.**  
Loyola University  
**Roger Weissberg, Ph.D.**  
University of Illinois at Chicago  
\$25,000, 2006–2007  
\$8,050, 2007–2008

*Illinois Family Impact Seminars*  
**Rachel Gordon, Ph.D.**  
University of Illinois at Chicago  
\$2,500, 2007–2007

*Advancing Quality After-School Programs*  
**Jodi Grant, J.D.**  
Afterschool Alliance  
\$200,000, 2006–2008  
\$300,000, 2006–2008

*Exploring After School Outcomes: A Research Speakers Series in California*  
**Paul Heckman, Ph.D.**  
**Renee Newton, M.P.A.**  
University of California, Davis  
\$25,000, 2007

*Policy & Practice in Education: Using Evidence for a Change*  
**Jim Kohlmoos**  
NEKIA Center for Knowledge Use  
\$25,000, 2007–2008

*Raising the Visibility of Children and Youth Issues in the 2007-2008 Presidential Campaign*  
**Michael Petit, M.S.W.**  
Every Child Matters  
Education Fund Research  
\$300,000, 2006–2008

*Coverage of Youth-Related Issues on NPR*  
**Melissa Thompson, M.A.**  
National Public Radio  
\$250,000, 2007–2009

*Figuring out the Merit in Merit Pay: A Report on Public School Teacher Evaluation*  
**Thomas Toch, M.A.**  
Education Sector  
**Robert Rothman**  
Annenberg Institute for School Reform  
\$25,000, 2007–2008

*Strengthen Youth Today’s Investigative Research Capabilities*  
**William Treanor, M.Ed.**  
American Youth Work Center  
\$150,000, 2007–2009

*Dissemination of Research on Parental Employment and Youth Development to Policy Makers and Influentials*  
**Hirokazu Yoshikawa, Ph.D.**  
Harvard University  
\$24,210, 2007–2008

Other

*SPR 15th Annual Meeting: Advancing Science-Based Prevention: Creating Real World Solutions*  
**Anthony Biglan, Ph.D.**  
Society for Prevention Research  
\$5,000, 2007

*Book on Diminishing the Gap between Knowledge Producers and Consumers in Making Public Policy*  
**Karen Bogenschneider, Ph.D.**  
University of Wisconsin, Madison  
\$25,000, 2006–2007

*Indicators of Social Context and the Child Trends DataBank: A Midcourse Review*  
**Brett Brown, Ph.D.**  
Child Trends Incorporated  
\$25,000, 2006–2008

*Protecting Students’ Records and Facilitating Education Research: A Workshop*  
**Constance Citro, Ph.D.**  
The National Academies  
\$25,000, 2007–2008

*Improving the Quality, Use, and Utility of Social Science Research*  
**Michael Feuer, Ph.D.**  
**Martin Orland, Ph.D.**  
National Academy of Sciences  
\$350,019, 2006–2008

*Study Group on Supplementary Education*  
**Edmund Gordon, Ed.D.**  
Teachers College, Columbia University  
\$25,000, 2006–2007

*Will Power to Youth*  
**Jon Gossett, M.A.**  
American Public Media  
\$25,000, 2006–2008

*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  
\$206,885, 2003–2007

*Evaluating the Impact of Education Grants: A Seminar to Help Improve the Effectiveness of Education Philanthropy*  
**William Porter**  
Grantmakers for Education  
\$5,000, 2007–2008

*The New NYRAG: Tools for Philanthropy in the 21st Century*  
**Karen Rosa, M.A.**  
New York Regional Association of Grantmakers  
\$7,500, 2006–2007

*William T. Grant Foundation Archive Materials at the Rockefeller Archive Center*  
**Darwin Stapleton, Ph.D.**  
Rockefeller University  
\$169,000, 2006–2009

*Book on School-age Child Care in America*  
**Edward Zigler, Ph.D.**  
Yale University  
\$25,000, 2006–2008

Descriptive Research on Understanding and Improving Youth Settings

*Student Incorporation and the Sociocultural Contexts of Schools*  
**Prudence Carter, Ph.D.**  
Stanford University  
\$456,582, 2006–2009

*Fathers’ Contributions to Adolescent Well-Being*  
**Rebekah Levine Coley, Ph.D.**  
Boston College  
\$180,690, 2003–2007

*Documenting and Understanding the Emergence of the Immigrant Paradox in Childhood and Adolescence*  
**Cynthia Garcia Coll, Ph.D.**  
**Amy Marks, Ph.D.**  
Brown University  
\$350,000, 2006–2009

*Outcomes for Former Foster Youth During the Transition to Independence*  
**Mark Courtney, Ph.D.**  
**Thomas Keller, Ph.D.**  
**Gina Miranda, Ph.D.**  
University of Chicago  
\$341,083, 2004–2008

*Children’s Emotional Competence: Pathway to Mental Health?*  
**Susanne Denham, Ph.D.**  
George Mason University  
\$300,000, 2002–2007

Activity Involvement  
and Pathways to  
Educational Attainment  
**Jacquelynne Eccles, Ph.D.**

**Stephen Peck, Ph.D.**  
University of Michigan  
\$174,998, 2005–2009

*Fear of Failure and  
the Middle School  
Transition*

**Andrew Elliot, Ph.D.**  
University of Rochester  
\$178,419, 2004–2008  
\$25,000, 2007–2008

*One Hundred Families:  
Growing Up in Rural  
Poverty, Wave III*  
**Gary Evans, Ph.D.**  
Cornell University  
\$315,583, 2005–2009

*Fragile Families and  
Child Well-Being*  
**Irwin Garfinkel, Ph.D.**  
Columbia University  
**Sarah McLanahan, Ph.D.**  
Princeton University  
\$733,882, 1998–2008

*The Role of Family and  
Community-Related  
Experience in the  
Development of Young  
People's Economic  
Understanding*  
**Lawrence Gianinno, Ph.D.**  
Tufts University  
\$199,961, 2005–2008

*Neighborhood Context  
and Youth Development:  
Current Knowledge and  
Future Recommendations*  
**Deborah Gorman-Smith, Ph.D.**

University of Illinois  
at Chicago  
**Sean Reardon, Ed.D.**  
Stanford University  
\$25,000, 2006–2008

*In Search of Structure:  
A Theory-Based, Mixed  
Methods Examination  
of Parental Structure  
in Families of Young  
Adolescents*  
**Wendy Grolnick, Ph.D.**  
**Esteban Cardemil, Ph.D.**  
Clark University  
\$322,616, 2008–2011

*Outcomes for  
Adopted Youth*  
**Harold Grotevant, Ph.D.**  
University of Minnesota  
\$100,000, 2005–2008

*Parental Socialization  
Influences on Academic  
Engagement and  
Performance Among  
African American,  
Chinese, and  
Dominican Adolescents*  
**Diane Hughes, Ph.D.**  
**Niobe Way, Ph.D.**  
New York University  
\$498,480, 2004–2008

*Processes of  
Developmental  
Change in Youth  
Development Settings*  
**Reed Larson, Ph.D.**  
**David Hansen, Ph.D.**  
**Robin Jarrett, Ph.D.**  
University of Illinois at  
Urbana-Champaign  
\$302,241, 2005–2009

*Growth Zones: Positive  
Development In  
Adolescence*  
**Reed Larson, Ph.D.**  
University of Illinois  
at Urbana-Champaign  
\$25,000, 2007–2010

*Excavating Culture  
in Parenting and  
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**Huynh-Nhu Le, Ph.D.**  
George Washington  
University  
\$25,000, 2006–2007

*Estimating Neigh-  
borhood Effects on  
Low-Income Youth*  
**Jens Ludwig, Ph.D.**  
University of Chicago  
**Brian Jacob, Ph.D.**  
University of Michigan  
**Jeffrey Smith, Ph.D.**  
University of Maryland  
\$367,207, 2005–2008

*Dreamers and  
Dropouts: Charting the  
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**Katherine Newman, Ph.D.**  
**Nicholas Ehrmann**  
Princeton University  
\$25,000, 2007–2010

*Black Identity, School  
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**Carla O'Connor, Ph.D.**  
University of Michigan  
\$323,404, 2002–2007

*Latino Adolescent  
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**Krista Perreira, Ph.D.**  
**Mimi Chapman, Ph.D.**  
University of North  
Carolina at Chapel Hill  
\$356,519, 2003–2007  
\$21,062, 2005–2007

*Social Context and  
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**Krista Perreira, Ph.D.**  
University of North  
Carolina at Chapel Hill  
\$24,960, 2007–2008

*The Achievement/  
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**Desiree Qin, Ed.D.**  
Michigan State University  
\$25,000, 2006–2008



*The Chicago Post-  
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**Melissa Roderick, Ph.D.**  
University of Chicago  
\$317,394, 2004–2008

*School Disciplinary  
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**Russell Skiba, Ph.D.**  
**M. Karega Rausch, Ph.D.**  
**Ada Simmons, Ph.D.**  
Indiana University  
\$189,996, 2007–2009

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**Robert Smith, Ph.D.**  
Baruch College  
\$199,031, 2005–2009

*Linking Developmental  
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**Elizabeth Vandewater, Ph.D.**  
University of Texas  
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**Shelley Blozis, Ph.D.**  
University of California,  
Davis  
\$384,891, 2007–2009

*Transition To Middle  
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**Hongling Xie, Ph.D.**  
Temple University  
\$252,478, 2005–2008

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*Reading, Writing,  
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**J. Lawrence Aber, Ph.D.**  
**Joshua Brown, Ph.D.**  
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**Stephanie Jones, Ph.D.**  
Fordham University  
\$450,000, 2004–2008

*Recasting the  
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**Joseph Allen, Ph.D.**  
**Robert Pianta, Ph.D.**  
University of Virginia  
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**Marc Brackett, Ph.D.**  
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**Peter Salovey, Ph.D.**  
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*Experimental Program  
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**Irwin Sandler, Ph.D.**  
Arizona State University  
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**Tiffani Chin, Ph.D.**  
EdBoost Education  
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**Johannes Bos, Ph.D.**  
Berkeley Policy Associates  
**Thomas Kane, Ph.D.**  
University of California,  
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Columbia University  
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*Trial of Intervention to Increase Participant Retention in Home Visiting*  
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**Eric Schaps, Ph.D.**  
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*The High/Scope Youth Program Quality Intervention for After-School Programs*  
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High/Scope Educational Research Foundation  
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University of California, Los Angeles  
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*Building the Capacity of High School After School Programs*  
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Bay Area Partnership  
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**Tom Roderick**  
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Fordham University  
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**Mary Ann McCabe, Ph.D.**  
Society for Research in Child Development  
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*Qualitative Consulting Service for Supporting Mixed-Method Research, William T. Grant Scholars Program*  
**Thomas Weisner, Ph.D.**  
**Eli Lieber, Ph.D.**  
University of California, Los Angeles  
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# 2007 Reviewers

All of our major grants and fellowships are reviewed by a select group of researchers, policymakers, practitioners, and experts in a number of disciplines relevant to our grantmaking. The advice we receive from our peer reviewers ensures the high quality of our grants and aids us in doing our best to advance policy and practice. We thank the following people for their service in 2007.

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| David DuBois         | Reed Larson          | Robert Roeser         | Carol Worthman           |
| Greg Duncan          | Bonnie Leadbeater    | Howard Rolston        | Hirokazu Yoshikawa       |
| Joseph Durlak        | Mark Lipsey          | Mark Roosa            |                          |

# Staff

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| Sharon Brewster<br>Grants Coordinator,<br>Officers' Discretionary Funds   | Nancy Rivera-Torres, M.P.A.<br>Grants Coordinator,<br>Research  | Thomas S. Weisner, Ph.D.<br>Professor, Department<br>of Psychiatry<br>University of California,<br>Los Angeles  | <b>Former Staff</b><br>Shannon Flasch, M.P.A.<br>Coordinator, New Project<br>Development |
| Sarah Diaz<br>Research Assistant  | Linda Rosano<br>Director of Computer<br>Operations  | Brian L. Wilcox, Ph.D.<br>Director, Center for<br>Children, Families,<br>and the Law<br>Professor of Psychology<br>University of Nebraska,<br>Lincoln | Susan Zuckerman<br>Communications Associate  |
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| Krishna F. Knabe<br>Communications Associate  | Vivian Tseng, Ph.D.<br>Program Officer  |   |  |
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| Sarah Martino<br>Communications Assistant   | <b>Senior Program<br/>Associates</b><br>Rebecca A. Maynard, Ph.D.<br>University Trustee<br>Professor of Education<br>and Social Policy<br>Chair, Policy, Management,<br>and Evaluation Division<br>University of Pennsylvania |   |  |
| Lawrence D. Moreland,<br>M.B.A.<br>Vice President for Finance<br>and Administration and<br>Assistant Treasurer<br>Officer of the Foundation |   |   |  |
| Ruth Nolan<br>Assistant to the President<br>and Board of Trustees   |   |   |  |



Seated, left to right: Damisela Taveras, Yvette Marksman, Vivian Tseng, Linda Rosano. Standing, left to right: Robert C. Granger, McPhail Simon, Rebecca A. Maynard, Brian L. Wilcox, Julie Wong, Thomas S. Weisner, Gabrielle Diharce, Joseph Ferra, Krishna F. Knabe, Ruth Nolan, Sarah Diaz, Nancy Rivera-Torres, Edward Seidman, Sharon Brewster, Lawrence D. Moreland. Not Pictured: James Lui, Sarah Martino, Irene Williams.

# Board of Trustees

Our Board of Trustees is a diverse group of scholars, practitioners, and investment professionals who provide executive oversight for the corporation; appoint and evaluate the president and trustees; and set the parameters for our grantmaking, finances, and the direction of the Foundation. Four committees inform most of the Board’s executive, programmatic, and financial decisions: Executive, Program, Finance and Investment, and Audit and Budget. The Executive Committee recommends annual priorities for the Foundation and the staff officers, reviews the performance of the president and trustees, recommends the appointment of officers and trustees, and recommends the levels of staff officer compensation. The Program Committee advises the Board on the Foundation’s programmatic direction, makes recommendations to the Board regarding the appropriation of funds for grants, and reviews the execution of our programmatic and communication activities. The Finance and Investment Committee supervises the investment of the Foundation’s endowment funds and makes recommendations to the Board on investment and spending policies. The Audit and Budget Committee reviews management’s annual budget proposal, makes recommendations to the Board about the budget’s approval, and monitors expenditures throughout the year. The members of this committee oversee the Foundation’s annual audit and annually recommend the appointment of a pension plan provider and independent audit firm.

All committees are appointed annually, along with the chair, vice chair, treasurer, and secretary. The full Board meets four times a year.

**J. Lawrence Aber, Ph.D.**, is professor of applied psychology and public policy at New York University’s Steinhardt School and Board Chair of the school’s new Institute for Human Development and Social Change. In 2006, he was appointed by the Mayor of New York City to the Commission for Economic Opportunity. Dr. Aber received his Ph.D. from Yale University.

**Paula Allen-Meares, Ph.D.**, is dean of the School of Social Work at the University of Michigan, where she is also a professor of social work and education. She serves as chair of the Publication Committee for the National Association of Social Workers. Dr. Allen-Meares received her Ph.D. from the University of Illinois, Urbana-Champaign.

**Michael Casserly, Ph.D.**, has been the executive director of the Council of the Great City Schools since 1992, and worked as their director of legislation and research for 15 years prior. Casserly is the author of “Beating the Odds,” the first U.S. report on urban school performance on state tests. Dr. Casserly received his Ph.D. from the University of Maryland.

**Henry Gooss** (Vice Chair, Treasurer) is the President of Investor Growth Capital, Inc., the venture capital arm of Investor AB, a Swedish industrial holding company. Prior to joining Investor AB in 1998, he had been chief investment officer of Chase Manhattan Bank and its predecessors since 1986. He began his career at Brown Brothers Harriman & Co., and received an M.B.A. from New York University.



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

**Lisa Hess** has been the chief investment officer for the Loews Corporation since 2002. She previously held positions at Goldman Sachs, Odyssey Partners, and First Boston. She was a founding partner of Zesiger Capital Group, and was a member of the U.S. Treasury Debt Management Advisory Committee. She received her M.B.A. from the University of Chicago.

**Robert C. Granger, Ed.D.** (President), has been president of the William T. Grant Foundation since 2003. He joined the Foundation in 2000 as senior vice president of programs. His previous positions include senior vice president of MDRC and executive vice president at Bank Street College of Education. He received his Ed.D. from the University of Massachusetts.

**Christine James-Brown** became president and CEO of the Child Welfare League of America (CWLA) in April 2007. She previously served as president of United Way International and spent 10 years as president and CEO of United Way of Southeastern Pennsylvania.

**Kathleen Hall Jamieson, Ph.D.**, is a professor at the University of Pennsylvania’s Annenberg School for Communication and director of the Annenberg Public Policy Center. Dr. Jamieson has authored, coauthored, or edited 17 books. She received her Ph.D. from the University of Wisconsin-Madison.

**Bridget A. Macaskill** is the founder and principal of BAM Consulting LLC, an independent financial services consulting firm. She also serves on the board of directors of Fannie Mae and Prudential plc, and is a Trustee for the TIAA-CREF funds and the CREF accounts. Macaskill was formerly the President and CEO of Oppenheimer Funds, Inc.

**Sara McLanahan, Ph.D.**, is the William S. Tod Professor of Sociology and Public Affairs at Princeton University, where she also founded the Bendheim-Thoman Center for Research on Child Wellbeing. She is editor-in-chief of the journal *The Future of Children*. She received her Ph.D. from the University of Texas at Austin.

**Russell Pennoyer** (Secretary) is a partner at Benedetto Gartland & Company. He was formerly an executive of American Exploration Company and also served as an associate with Davis Polk & Wardwell. He received his J.D. from Columbia University School of Law.

**Andrew Porter, Ph.D.**, is dean of the University of Pennsylvania’s Graduate School of Education, where he also serves on the faculty as the George and Diane Weiss Professor of Education. Dr. Porter has also taught at Michigan State, the University of Wisconsin-Madison, and Vanderbilt University. He received his Ph.D. from UW-Madison.

**Gary Walker** (Chair) is president emeritus at Private/Public Ventures. He joined the organization in 1986 and served as president from 1995 to 2006. Previously, Mr. Walker was senior vice president of MDRC and worked with the Vera Institute of Justice. His work on demonstration projects that hired the hard-to-employ has helped shape current welfare and social service policy.

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| Constantine, Norman   | Heuveline, Patrick      | Olds, David           | Stapleton, Darwin     |
| Courtney, Mark        | Hirsch, Barton          | Osgood, D. Wayne      | Stolper, Giselle      |
| Coyne-Beasley, Tamera | Hopfan, Liz             | Ozer, Emily           | Stonehill, Robert     |
| Crosnoe, Robert       | Holla, Maureen          | Pager, Devah          | Thompson, Melissa     |
| Cummings, E. Mark     | Holleman, Martha        | Palinkas, Lawrence    | Toch, Thomas          |
| Denham, Susanne       | Hughes, Diane           | Pearce, Lisa          | Treanor, William      |
| Diamond, Lisa         | Imig, Doug              | Peers, Randolph       | Vandewater, Elizabeth |
| DuBois, David         | Jacobowitz, Diane       | Perreira, Krista      | Vigdor, Jacob         |
| Dunifon, Rachel       | Jones, Nikki            | Petit, Michael        | Weersing, V. Robin    |
| Durlak, Joseph        | Kalil, Ariel            | Pianta, Robert        | Weisner, Thomas       |
| Eccles, Jacquelynne   | Kelly, Damyn            | Piha, Sam             | Xie, Hongling         |
| Elliot, Andrew        | Kim, James              | Pittman, Karen        | Yoshikawa, Hirokazu   |
| Enseki, Carol         | Kling, Jeffrey          | Porter, William       | Yowell, Constance     |
| Evans, Gary           | Kohlmoos, Jim           | Qin, Desiree          | Zigler, Edward        |
| Feuer, Michael        | Lanza, Stephen          | Raudenbush, Stephen   |                       |



## Credits

The photographs in this *Annual Report* were taken at the following two organizations, which are recent recipients of the Foundation's Youth Service Improvement Grants. We would like to thank them for allowing us to photograph their programs for use in this publication.

### Dancewave

Since its inception in 1985, Dancewave has created dance education and performance programs that are both challenging and artistically substantial, and which address young people's needs for individual achievement and group identity. Dancewave's broad range of programs include: three professionally oriented performance training programs for youth ages 10 to 18 who are exposed to the works of renowned modern dance choreographers; beginner through advanced classes offered five days a week; a three-week summer program offering a full spectrum of dance classes and performance for youth ages 5 to 18; an annual citywide and community event that celebrates diversity through the performing talents of young people in dance, music, and theater; and arts in education programs serving NYC public schools.

As a YSIG grantee, Dancewave will attempt to improve their curriculum to better reflect diversity of student age, ability, and interest. They will offer faculty training for their after-school program, and develop a handbook to define school procedures in order to run their programs effectively and consistently. Special thanks to Diane Jacobowitz, artistic and executive director; Reghan Sybrowsky, manager of programs; and Maya Berry, director of education. For more information, visit [www.dancewave.org](http://www.dancewave.org)

### The Staten Island Children's Museum

In addition to their thematic interactive exhibits, The Staten Island Children's Museum is home to a variety of public children's programs. Activities include daily Story Time and Feeding Time (for the live animals who live at the museum) programs, as well as arts and crafts workshops, a weekly cooking class, and school-readiness activities for toddlers, including a bilingual (Spanish-English) program, which is also offered to children who are new English learners in the local library of an immigrant community. The museum hosts school visits, birthday parties, and a number of special seasonal events.

The museum will use their YSIG grant to make improvements to their Constructive Mood Management Program, a mentoring program that trains high school interns to work with elementary school students on conflict resolution and anger management. The improved program will offer more extensive training for the interns, develop a curriculum manual, create an evaluation plan for the program, and provide stipends for outstanding interns who return for a second year to help train the new group. Special thanks to Dina Rosenthal, executive director; Marjorie Waxman, director of external affairs; and Carl Jackman, volunteer and intern coordinator. For more information, visit [www.statenislandkids.org](http://www.statenislandkids.org).

### Credits

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