

2009 Annual Report  
**WILLIAM T. GRANT FOUNDATION**  
Supporting research to improve the lives of young people

the mission of  
the foundation is  
to support research  
to improve the lives  
of young people

# A LETTER FROM THE PRESIDENT

---

Each year, the Foundation's senior management generates annual priorities that we believe will improve the effectiveness of our work. The Board approves these priorities, and I report on our progress at each of our four annual Board meetings. The priorities are meant to build on areas going well, revisit activities that might need improvement, and lead us to complement the work of other private and public funders.

The process of setting and managing against annual priorities helps us make the most of our limited resources and work more cohesively and strategically. Annual priorities influence how I and other staff allocate our time through the year, over and above our more routine duties. In effect, priorities are the items I want us to focus on as we make choices about where best to direct our time and other resources.

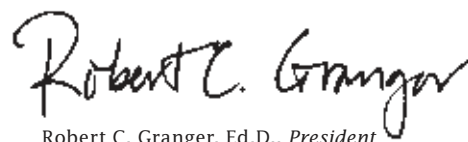
In 2009, two of our priorities were to review our research grantmaking and begin building a portfolio of studies to learn how policymakers and practitioners acquire, interpret, and use research evidence. Vivian Tseng discusses our progress on studying the use of research evidence in her essay in this *Annual Report*. Here, I'll consider our review of research grantmaking.

Our research grant budget is approximately \$7.5 million a year. That is a modest amount compared to federal research agencies and larger foundations, and we look for ways to add value beyond simply funding projects. One strategy is to fund talented researchers and then help them get better. Our goal is to increase grantee capacity in ways that would not occur if they had not been involved with this Foundation. We bring grantees together, often around a common topic or interest such as measurement development or interventions. At these meetings, we do not expect conventional show-and-tell presentations. Rather, we encourage risk-taking—grantees openly discuss the challenges they face in their work, consider and push their limits, and obtain feedback and consultation from colleagues to improve their skills. It is surprising how infrequently researchers have such experiences, and grantees regularly tell us that the meetings are useful.

The review of our research grantmaking suggested that we needed more of these activities with grantees. However, with assets down, any increase had to come from a reallocation of existing staff time and expenses. Accordingly, we have made the proposal review process more efficient, which allowed us to reallocate time and expenses from applications to grantees. This comes with a cost that we are continuing to weigh. Efficiency implies taking fewer risks when we invite proposals (every proposal we invite but do not fund represents significant time expenditure for applicant and staff). By cutting back on invited proposals, we will not fund some projects that could have succeeded with more development. At this point, the trade-off seems reasonable.

I am often asked how we gauge our effectiveness. Because we fund research, some have suggested that we track the number of times other scholars cite the publications produced from a study we've funded. My concern is that such metrics might simply lead us to pick successful scholars who will do influential research without our support. We want to work with such people, of course, but we instead focus on how much the Foundation helped them improve in ways that would not have happened without us. This is a harder thing to measure, but making such a difference motivates all our efforts.

---



Robert C. Granger, Ed.D., *President*

# CONTENTS

---

3 | Chair's Report

5 | Improving Practice at Scale

12 | Learning About the Use of Research

21 | Financial Overview

24 | Research Interests

27 | William T. Grant Scholars

32 | Distinguished Fellows

33 | Youth Service Improvement Grants

35 | New and Active Grants in 2009

47 | Reviewers

48 | Board of Trustees

50 | Foundation Staff

51 | Index of Primary Investigators

52 | Index of Institutions

---

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

# CHAIR'S REPORT

---

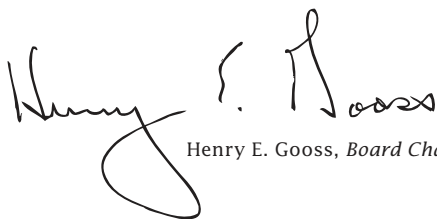
As I reflected upon the William T. Grant Foundation's activities and accomplishments over the past year, the recurring focal point, by necessity, was the volatile financial markets and our lower endowment value, which led to the need for spending restraint. For the second time in the past decade, endowed philanthropies and other nonprofits faced the impact of lower asset values on payout formulas. For some who had invested aggressively, lower asset values and lower cash flow forced a sharp curtailment of spending. The Foundation was not immune to those pressures, but fortunately had no cash flow issues, and responded sensibly with reductions of discretionary spending and modest curtailment of budgeted programs and grantmaking. Nonetheless, similar restraint will necessarily continue through 2010. Our goal is to remain disciplined and adhere to our payout formula of six percent of a rolling 36-month average of asset levels.

Despite these challenges, the Foundation moved forward in 2009, extending several strategic priorities into new areas. One of our main research interests is on youth social settings, most recently on making classrooms more productive, and this past year we began a new initiative, reaching into the complex and difficult area of research on fragile families. As always, we remain focused on the importance of high-quality research evidence and promote its application in social policy and practice.

Our Board is a rich mix of academic leaders, practitioners, and financial community executives. Board turnover is normally the result of our term limit policy. Having two scheduled retirements during 2009, we conducted a comprehensive search and are pleased to note that both slots have been filled. At our fall meeting, we welcomed Olivia Golden and Melvin Oliver. Dr. Golden, an institute fellow at the Urban Institute, is an expert in government-sponsored child and family programs. Dr. Oliver is professor of sociology and Dean of Social Sciences at the University of California, Santa Barbara. We are delighted to have attracted them to the Foundation's Board.

Although I have sat on the Board for a number of years, this was my first as Board chair. This position has given me a much closer view of the Foundation's day-to-day activities and programs and has strengthened my admiration for our mission and its execution. We are extremely fortunate to have professional leadership which drives the innovative evolution and refinement of our strategic focus and programs. Foundation President Robert Granger provides strong, seasoned leadership, solidly supported by Edward Seidman on the program side and Larry Moreland capably overseeing finance and administration. The entire Foundation staff can be proud of their successful, yet pragmatic, management of a difficult year.

---



Henry E. Gooss, Board Chair

our goal is to  
remain disciplined



## WORD WALL

Why? Why? Why?

# IMPROVING PRACTICE AT SCALE

---

The William T. Grant Foundation supports high-quality empirical research in the social and behavioral sciences, meant to improve the well-being of young people. Our current approach focuses on understanding how schools, youth programs, households, neighborhoods, and other settings affect youth and how policies or other external forces affect such settings. We believe that research evidence should be useful to policymakers and practitioners, and we support the goal of evidence-based policy and practice. However, we have come to question the predominant approach to achieving that goal. That approach assumes that widespread improvement in child and youth outcomes will occur through “scaling-up” brand-name programs, models, and organizations. We and many other foundations and public agencies have followed this strategy—and its track record is modest at best.

The inability to create positive change for large numbers of young people has caused us to consider what the scale-up approach may be missing. In this essay, I argue that the main issue is the lack of solid guidance on the practices that front-line practitioners should use. This information is needed to improve our ability to scale-up programs in a way that maintains their effectiveness and to sort through various claims about “model” programs and practitioner-generated lists of “best practices.” Too much research and development work is focused on the effects created by schools, youth organizations, and programmatic interventions and too little examines the practices that lead to those effects. In today’s vernacular, we need more research attention paid to *why* things work as the missing ingredient in the “what works” agenda.

## Scale-up in Practice

Given the limits imposed by our staff capacity and financial resources (annual grantmaking of ~\$11 million), we must be focused and strategic if we are going to make a difference. Part of being strategic is operating in a way that is flexible and complements the work of larger public and private funders. Given our focus on vulnerable youth, those funders include research agencies such as the National Institutes of Health (NIH) and the Institute of Education Sciences (IES) as well as private funders such as the Edna McConnell Clark Foundation, the Spencer Foundation, and the Bill & Melinda Gates Foundation.

Historically, we, along with our colleagues, have pursued scale-up strategies as we tried to improve outcomes for vulnerable children, youth, and families. One version of scale-up assumes that researchers will develop and incubate new strategies or programs, test those programs under limited circumstances, and then work with policymakers and practitioners to implement and test them at scale. This approach is rooted in the tradition of phased clinical trials in medicine, and it is favored by NIH and IES. Our funding for David Olds’s Nurse Family Partnership program is a good example of our support of this strategy.

Suggested citation: Granger, R. C. (2010). *Improving Practice at Scale*. William T. Grant Foundation 2009 Annual Report. William T. Grant Foundation, New York, NY.

A closely related strategy, perhaps best exemplified currently by the Edna McConnell Clark Foundation, is to search for promising organizations, encourage strong evaluations of organizational impact, and then expand the organizations that have promising evaluation results. This approach is similar to the strategy businesses use to expand their services and market share. Not surprisingly, it is advocated by many of the management consulting firms that are currently working with philanthropic organizations. We have studied practitioner-developed programs less often, in part because many organizational leaders have avoided strong tests of their organizational impact. Yet, we have supported several high-quality studies of the effects of practitioner-developed models. Recent examples include evaluations of the Bell Associates summer program in Boston and New York, the Higher Achievement after-school program in Washington, D.C., and the After School Matters program in Chicago.

The two scale-up approaches share a commitment to strong research and evaluation as the basis for assessing promise. This work has led to the identification of model programs and organizations that are effective at small scale, and cataloged on websites created and maintained by public agencies and some nonprofit organizations. The most ambitious example of such a site, and perhaps the best, is the What Works Clearinghouse sponsored by the federal Department of Education. Other prominent examples include the Coalition for Evidence-Based Policy's Social Programs That Work, Johns Hopkins University's Best Evidence Encyclopedia, and the University of Colorado's Blueprints for Violence Prevention.

### Concerns about the Scale-Up Model

Despite the research community's ability to identify promising programs, our Foundation has become increasingly convinced that it is not possible to take such programs to scale in a way that maintains their effectiveness. A recent report from the National Academies of Science underscores this concern.

The 2009 report *Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities* concludes that substantial progress had been made in identifying efficacious interventions during the past 15 years, but that, "thus far, however, preventive interventions have not been widely implemented in schools and communities and have done little to reduce behavioral health problems in American communities" (pg. 297). While calling for more research on how to "implement and disseminate" interventions, the report also quotes a paper by Dean Fixson and colleagues—funded by this Foundation—which synthesized what is known about the problems of implementation and replication of model programs. Fixson and colleagues argue that "successful implementation is synonymous with coordinated change of system, organization, program, and practice levels," and note that such coordination rarely exists.

Most current discussions in the policy and research communities are consistent with the Fixson analysis: better support, incentives, and infrastructure will lead to wider diffusion of model programs and organizations. Such improvements may lead to better results. Draft federal health care legislation includes significant funding to expand evidence-based nurse home visitation and teen pregnancy prevention programs and the federal Department of Education is using \$650 million to scale-up evidence-based programs in its "i3" fund. Both efforts may include an examination of the factors that support and impede success at scale. If such analysis occurs—and it should—it is likely to replicate results from prior studies showing that diffusion is influenced by the degree of local ownership of the innovation; the degree to which the new program fits local needs, resources, and ways of working; etc. Deepening such insights will be useful to a number of fields and should lead to improved youth outcomes in some locations. However, the mixed success of prior efforts sends a strong message that changes via replication of evidence-based programs may never be enough to produce widespread improvements for vulnerable youth without adjustments to the strategy.





### Beyond Model Programs to Practices

While the research and policy establishment has been discussing the identification, adoption, adaptation, and implementation of model programs, practitioners have been having a parallel conversation about “best practices.” Aided by the internet and motivated in part by increased pressure to produce better results, this conversation has exploded across youth fields. “Best practices in education” generates 36,100,000 hits on Google; “in after-school” gets 19,800,000; “in mentoring” 2,220,000; and “in parenting” 1,250,000.

Proponents of scale-up strategies have also been interested in practices, as they have tried to specify the design elements or critical features of efficacious programs and organizations. The idea is that any model program is an attempt to bundle together a set of resources (e.g., curricula, staff) and practices aligned around a common goal. To support diffusion with enough fidelity to sustain positive results, most who lead or develop promising programs assume that they need to specify the key drivers of program effects. Despite this, developers of model programs too often underspecify what is required of line staff. They are usually strong on their presumptions about critical management and structural elements, such as the ratio of adults to youth, but weaker on what adults and youth should do together. We believe this limits the appeal of such innovations for practitioners and constrains their ability to replicate program effectiveness. Furthermore, the scale-up and best-practice traditions are both weak on research support for the practices presumed to be key, critical, or best. The practices that are thought to make a program effective or distinguish effective from ineffective schools, youth programs, and households may not be the practices that cause youth to do better. That is, they may be correlates but not causes of good outcomes. This may explain why there is no strong research evidence that the ubiquitous interest in best practices has led to improved youth well-being.



## From “What Works” to “Why Things Work”

As IES, the Edna McConnell Clark Foundation, and other funders expanded their work on the effects of model programs, we moved from solely examining *if* model programs affect youth to also studying *why* such initiatives create effects (or lack thereof). This shift in the focus of our work led the Foundation to examine how policies and programs shape the daily experiences that are the pathways to individual-level change. For example, if the innovative After-School Matters program in Chicago is going to improve school achievement, it needs to affect the experiences that participants have in a way that causes such improvement. Learning whether or not this happened is an important part of interpreting the results of a study examining the effects of a program, particularly when the program fails to produce the desired results. If a study showed that a program or organization did not improve outcomes for youth, was it because it failed to create a net change in the targeted experiences? Or, was the problem that the desired change occurred, but it was not enough to improve the youth-level outcomes of interest?

This newer work is ongoing and has been a useful complement to the efforts of other, larger funders. We funded data collection and analysis add-ons to several studies supported by NIH, IES, and Health and Human Services (HHS), as well as other foundations to examine how various model programs affect experiences in classrooms or within the family. Such work is helping researchers interpret their impact findings and draw clearer implications for policy and practice. It is also clarifying how these settings respond to programmatic interventions and how the settings affect youth. This information is improving theories about what distinguishes the settings that productively affect youth outcomes from those that do not.

For example, it is clear that the resources available to a setting shape the ability of that setting to foster good youth outcomes. Resources include human, social, economic, cultural, and physical capital along with available space and time. Also important is how those resources are arranged (e.g., the groupings of adults and youth in a classroom or household, the time allotted to various activities). Resources and their arrangement seem to condition the social interactions in a setting in a way that creates and reinforces setting-level phenomena—such as norms and routines—that lead to differences in youth outcomes. While this formulation is abstract, we have found that it is a useful way to organize and examine ideas about what might explain why classrooms, youth programs, and households vary in their contribution to positive youth outcomes.



Our grantees are learning about the nature of productive practices and some interesting cross-setting consistencies are starting to emerge, which point toward the importance of emotional supportiveness and structure. Reed Larson and his colleagues at the University of Illinois at Urbana-Champaign are finding that how youth workers respond to the everyday dilemmas that arise in a program predicts youth development in important domains such as motivation, taking responsibility, and working productively in groups. A critical staff role involves supporting youth's experience of ownership and control over their projects while providing the necessary structure to keep projects on track. Bob Pianta and colleagues at the University of Virginia have found that similar teacher practices in early childhood and elementary classrooms predict student achievement. In this research, they place special emphasis on the teacher's ability to be emotionally supportive while managing the classroom and supporting instruction. Finally, researchers who study the family, such as Wendy Grolnick at Clark University, see emotional supportiveness and appropriate levels of control and structure as key dimensions of effective parenting.

To examine the specific practices that might make a difference for youth, researchers need accurate measures of those practices. The approach we are taking is to support the testing of measures that can be widely deployed in research studies or by practitioners. We are working on measures of effective teaching in K-12 education with the Gates and Spencer Foundations, in after-school on measures of youth program quality with the Wallace Foundation, and we hope to partner with federal agencies such as the Administration for Children and Families within HHS to develop measures of family functioning. We are encouraging our grantees to integrate qualitative and quantitative methods to better theorize the processes and mechanisms that lead to improved youth outcomes. In addition, we are supporting Stephen Raudenbush, Howard Bloom, and colleagues in their work on some of the methodological issues inherent in assessing the precision of these setting-level measures. As they produce papers and tools, we make them available on our website.

In addition to developing more precise measures, the field needs to validate those measures as assessments of practices that cause youth outcomes to improve. This means going beyond an approach that simply identifies practices that are associated with youth outcomes. While such correlational studies are a good first step, they cannot determine whether a change in practice will *cause* a change in youth performance. To build the warrant for the claim that certain practices *cause* improvements, we need studies in which a change in practice precedes a change in youth performance. We also need experiments to assess how much of the change in youth outcomes is due to the change in practice versus other factors.

In our portfolio, this work is just beginning; however, we have some early signals that the strategy of working to understand and validate the causal nature of certain practices is promising. For example, Bob Pianta and his colleagues have developed an observational measure of classroom teaching called the Classroom Assessment Scoring System (CLASS). Developed using data from over 6,000 classrooms, variations of this instrument are now available for early childhood, elementary, and high school instruction and a post-secondary version is in development. In similar fashion, Charles Smith and colleagues have developed the Youth Program Quality Assessment (YPQA), a measure of the quality of activities in after-school and other youth programs. Both instruments are being refined and validated over time (as is the case with any instrument), and other grantees including Courtney Bell, Jason Downer, Drew Gitomer, and Bridget Hamre are testing whether it is possible to create more cost-effective, practitioner-friendly versions of the CLASS, and stand-alone assessments of teacher knowledge that predict CLASS scores.



Given the need to validate whether such measures are assessing practices that cause positive youth outcomes, it is encouraging that in experimental studies, grantees Mark Brackett and Susan Rivers, Josh Brown and Stephanie Jones, and Bob Pianta and Joe Allen have been able to create concomitant changes in the practices that the CLASS measures and in student performance. This work has been done with large samples of schools and classrooms, suggesting that the CLASS dimensions indicate possible causes of student performance, not just predictors of good performance.

Perhaps equally encouraging, given the problems encountered in scaling model programs, is how much interest practitioners have in the work done by these researchers. For example, the YPQA is being used to anchor program assessment and ongoing staff development in after-school programs statewide in nine states including Kentucky, Maine, Michigan, New Mexico, and Washington, as well as in numerous city-wide after-school networks including Austin, Chicago, Grand Rapids, Nashville, and Providence. Demand for the YPQA is also increasing among national youth-serving organizations such as the American Camp Association, Camp Fire USA, and 4-H. The CLASS is in even more demand. It is now used nationwide by the Head Start program and the CLASS team is working in school districts in more than a dozen states.

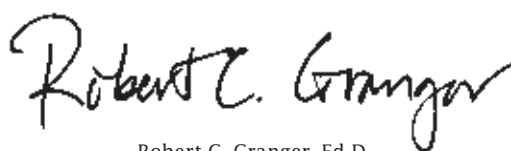
## In Closing

In this essay, I have argued that achieving widespread improvement in youth outcomes demands better information on the practices that occur in youth settings, the forces that shape these practices, and which practices cause better youth outcomes. This information is needed to improve our ability to scale-up programs in a way that maintains their effectiveness and to sort through the various claims about “best practices.” Although we at the Foundation believe that focusing on practices and strategies is more productive than working on model programs, we do not assume that there is some discrete set of best practices that works in all situations. To use an analogy, there are many ways to create and implement a winning game plan in every sport. The key may be that the plan is understood by all the players, fits together as a coherent system, has readily available data to guide adjustments in tactics, fits the talents of the players, and so on.

The Foundation is less certain about how to induce improvements in practice, once a school, youth organization, or family understands the practices it wants to emulate. We are drawn to strategies characterized by phrases such as “continuous improvement” and “practitioner-driven.” However, we want to avoid finding some improvement strategies that work in a few places but not widely. Here also, the work of our grantees is starting to yield clues. Like others, these researchers have observed that novices and supervisors benefit from having a common language about practice behaviors that is not program-specific. Progress also appears to occur when the common language is captured in a tool or rubric that supports self-assessment and feedback/coaching by others in the practice setting. Finally, it is useful to begin changing current practice by building on staff strengths as a way to achieve uptake.

At this point, these observations are anecdotes taken from our current work with grantees and, as some say, the plural of “anecdote” is not “data.” We understand the need to test these ideas more fully. However, given the promise of this shift in strategy, the burden of proof seems equally strong for those who plan to continue with scale-up or best practice strategies in ways that fail to account for the limits of each approach.

---



Robert C. Granger, Ed.D.  
*President*

achieving widespread  
improvement demands  
better information

# LEARNING ABOUT THE USE OF RESEARCH TO INFORM EVIDENCE-BASED POLICY AND PRACTICE:

## *Early Lessons And Future Directions*

The calls for evidence-based policy, practice, programs, management, and decision-making can be heard across many areas. On the research side, billions of dollars are spent trying to generate stronger research; while on the policy and practice sides, higher stakes and incentives are attached to using research. And yet, there is little strong theory or empirical evidence to guide researchers in producing useful work, practitioners in acquiring and using that work effectively, and policymakers in creating the conditions that enable both to occur. Unless this changes, it seems likely that the hope for evidence-based services will unravel—another fad tried and failed.

While there is widespread agreement that research should inform policy and practice, there is no clear roadmap for how to bring research to bear on solving important problems. Michael Marmot (director of the International Centre for Health and Society, University College London) has written:

*“a simple prescription would be to review the scientific evidence of what would make a difference, formulate policies, and implement them—evidence-based policymaking. Unfortunately, this simple prescription, applied to real life, is simplistic. The relation between science and policy is more complicated. Scientific findings do not fall on blank minds that get made up as a result. Science engages with busy minds that have strong views about how things are and ought to be.”*

The William T. Grant Foundation shares Marmot’s realistic viewpoint. Calls for producing and using high-quality research are well and good, but researchers, policymakers, and practitioners need clearer guidance—*informed by strong empirical work*—on how to do so. What types of research are (and are not) used, how they are used, how they are acquired, and what conditions support and obstruct their use are important questions that can and should be studied. Researchers and policymakers have often weighed in on the types of research practitioners should use and how they should use them, but generally that guidance has not been based on empirical evidence on how research is acquired, interpreted, and used.

Suggested citation: Tseng, V. (2010). Learning About the Use of Research to Inform Evidence-Based Policy and Practice: Early Lessons and Future Directions. *William T. Grant Foundation 2009 Annual Report*. William T. Grant Foundation, New York, NY.

Two years ago, the Foundation launched a research initiative to increase understanding of the use of research in policy and practice affecting youth. In our 2007 *Annual Report* essay, we discussed two questions: Why study the use of research? And, what are promising directions for future studies of research use? Our thinking on these questions has sharpened since then. We funded several studies, developed a Request for Proposals (RFP) on this topic, reviewed over 170 applications for the RFP, and learned a lot from colleagues in research, policy, and practice. In this essay, we return to our initial questions and discuss our refined thinking about the answers. We also add discussion on a third question—what supports do scholars need to pursue this work?

### Why study the use of research?

Understanding when and how research is used is essential because this knowledge can improve the relevance of research, its use in policy and practice, and interactions between researchers, policymakers, and practitioners. As a research funder, we think it is particularly important to understand research consumers because we want to support research that is useful. The Foundation is interested in policymakers' and practitioners' perspectives on research, their research needs, and the ways research can be more useful to their work. Gaining a stronger understanding of the types of research that are used and how they are used should shape research questions and study designs, so that researchers can more fully meet the needs of practitioners and policymakers. Research should not necessarily conform to dominant policy or practice thinking about social problems or solutions—it can usefully challenge dominant paradigms—but it will have greater impact if it is based on a strong comprehension of policy or practice work.

This research initiative should lead to improvements for research users. More than ever, public and nonprofit agencies find themselves operating in high-stakes environments that demand the use of research evidence. The No Child Left Behind Act (2002) included over 100 references to “scientifically based research” and placed an unprecedented demand on districts and schools to use that research in their decisions about curricula, instructional programs, and professional development. More recently, President Obama’s competitive Race to the Top and Investing in Innovation programs emphasize the use of research. The Obama administration has also made program evaluation a priority more broadly and seeks to use evaluation research to “help policymakers and agency managers strengthen the design and operation of programs [and]...help the Administration determine how to spend taxpayer dollars effectively and efficiently—investing more in what works and less in what does not” (Orzag, 2009). In the child welfare and mental health arenas, state legislative and judicial actions have induced public agencies to use research to redesign systems, select evidence-based programs and practices, and implement them. These increasing stakes necessitate stronger knowledge about the effects of policies and funding incentives on agencies and practitioners. Are these policies having the intended consequences? Do agencies have access to useful research? Do they have the capacity to make productive use of research? Do lists of “what works” programs help agencies make better decisions that benefit youth?

The road between research production and use often seems rife with potholes, and this research initiative should help us understand where those potholes are and how to patch them. In refining our own research interests in this area, we have been reminded of the different ways researchers, policymakers, and practitioners define *research* and *evidence*. These definitions are often strongly held and defended, and they need to be recognized so that people do not talk past each other.

Researchers often use the terms *research* and *evidence* interchangeably, either implicitly or explicitly defining evidence as empirical findings derived from the scientific method. Even among researchers, there is not unanimity about what constitutes research for use in policy and practice. Early in this initiative, the Foundation described our interests in understanding the use of *research evidence*, which we defined as empirical findings derived from systematic research methods and analyses. In our minds, this definition was inclusive of studies examining a variety of research questions, employing various types of research designs, and conducted by many types of organizations. We quickly learned that some researchers interpreted our definition as constrained to research conducted by academics. Others in education and prevention science read it as limited to experiments testing the impact of programs—an interpretation that is not altogether surprising given increased funding of social science experiments by the Institute for Education Sciences, the National Institutes of Health, and our Foundation. The more important lesson, though, lies in how quickly and easily the conversation about using research becomes messy and confused due to differing definitions of *research*.

Policymakers and practitioners often have broader definitions of *research* and *evidence* and more often emphasize the need for multiple types of evidence in their decision-making. In their 2008 literature review (published in *Education Policy*), Meredith I. Honig and Cynthia Coburn found that school district staff defined *evidence* as encompassing social science research, student achievement data, expert testimony, practitioner knowledge, and parent and community input. More recently, we supported Jim Kohlmoos at the Knowledge Alliance and Steve Nelson, Jim Leffler, and Barbara Hansen at Education Northwest to interview congressional education staffers and conduct focus groups with chief state school officers, state legislators, school superintendents, curriculum coordinators, and school board members. The education policymakers and practitioners in their study employed a broad definition of *research* that included empirical findings, data, personal experiences, and gut instinct. Yet another definition is the one mandated by law. The No Child Left Behind Act (2002, subpart 37 of section 9101) employs the term *scientifically based research*, defined as “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.” The definition in the statute is inclusive of research using “observational or experimental methods,” but those interviewed often associated the term with “gold standard” randomized controlled trials (not unlike many researchers’ definitions).

This issue of multiple definitions extends beyond education to other service systems. With Foundation support, Lawrence Palinkas at the University of Southern California conducted focus groups and interviews with local leaders of child welfare, probation, and mental health agencies. Palinkas asked agency leaders about *evidence-based practice*. Most researchers define this as practices with evidence of demonstrated impact in randomized controlled trials. In contrast, the practitioners interviewed held varying definitions, including practices that have been tested widely and subjected to a variety of studies; have a body of research to support them; have proven effectiveness as reflected in positive outcomes or measureable changes; come with curricula, manuals, and training; or have specific requirements for training and fidelity to curricula.

In addition to these definitional issues, it is also vital to understand how policymakers and practitioners assess the credibility and relevance of research. As researchers and research funders seek to improve research, are they doing it in ways that matter to policymakers and practitioners and are understood by them? The research community has invested considerable time and money in producing stronger research on the impact of programs and practices. Do the program managers who adopt programs view that more recent research as more credible and relevant than that from earlier studies?



The exploratory studies by Nelson and Palinkas suggest that policymakers and practitioners often assess the relevance of research in terms of their local contexts. Respondents valued research conducted with local data or in sites that were similar to theirs in terms of size, demographics, or location (urban or rural). When it came to reform models or evidence-based practices, they seemed to be swayed less by the strength of the research design or methods than by whether the models or practices were endorsed by trusted colleagues and by a desire to see them implemented.

Nelson's study also suggested the importance of understanding how policy and practice audiences evaluate the credibility of research. Some education stakeholders in their study expressed skepticism about the trustworthiness of research evidence, suggesting that research was often used to serve a political agenda. One example they raised involved the impact study of Reading First—a component of No Child Left Behind that offered grants for reading programs based on research. Some state and federal staffers believed that practitioners' successes with the program were ignored or discounted in favor of the findings from what they termed a "narrow" evaluation study. As greater emphasis is placed on rigorous evaluations, it is vital to understand how they are viewed by researchers as well as the policymakers who use the findings and the managers who administrate the programs.

## *What are promising directions for studying the use of research evidence?*

---

The exploratory work discussed above has been useful for helping us shape our research interests and priorities on the use of research evidence. In the past year, we have been reviewing applications for strong theory-building studies employing robust research designs and methods. We received over 170 letters of inquiry in response to our *RFP for Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice*, and invited 17 project teams to develop full proposals of their studies. We are in the final review stages for these proposals. In addition to the RFP, we also reviewed and funded a handful of investigator-initiated proposals on research use. We discuss our impressions from this early work on promising directions for what to study and how to study it.

### What to study

As public and private funders raise the stakes for using evidence, it seems important to understand the effects this is having on public and nonprofit agencies, their frontline staff, and ultimately, the youth and families they serve. Two recently funded studies, led by Alan Daly and Kara Finnigan and by Robert Asen and Deborah Gurke, are examining school districts' use of research evidence under the policy context of the No Child Left Behind Act. Daly and Finnigan are specifically interested in schools in corrective action under the Act. In addition, Palinkas is focusing on the leaders and mid-level managers in county mental health, child welfare, and probation agencies in California and Ohio. In such county-administered systems, local managers are important to study because they choose evidence-based programs and practices, shape the process and conditions for implementation, and make resource allocation decisions. Mid-level managers are also a more stable presence in agencies, less affected by the political forces that cause frequent turnover in agency leaders.

Within these and similar contexts, we need to know how policymakers and practitioners acquire research. Researchers often focus on disseminating findings through short, written products such as reports and policy briefs. The problem is that policymakers and practitioners have a lot of information waiting to be read and little time to read it. More importantly, research findings do not have definitive policy or practice implications—findings need to be interpreted into implications that apply to specific problems and decisions. Those implications, in turn, must be feasible and reflect the realities of staffing, budget, and political climate.

Grantees are also finding that relationships, rather than written materials, are more often the venue for bringing research to the attention of policymakers and practitioners. In making decisions, the policymakers and practitioners in Nelson's and Palinkas's studies sought information from trusted peers grappling with parallel concerns, serving similar populations, and working under comparable conditions. Given this, it seems promising that Palinkas, Daly, and Finnigan are applying social network methods to map these relationships and understand how they influence practitioners' acquisition and use of research. Palinkas is mapping the relationships between agency leaders and managers in county child welfare, mental health, and probation offices. Daly and Finnigan are examining relationships between district and school leaders and within schools. They are mapping the social networks of these staff and supplementing the network data with interviews, observations, and document reviews. By integrating the network and qualitative data, the investigators will identify what types of relationships facilitate or constrain the diffusion and use of research.

Intermediary organizations have emerged as an important part of the puzzle, and Palinkas, Daly, and Finnigan are also collecting data on how they affect the diffusion and use of research. The number of intermediaries, particularly think tanks, advocacy groups, and professional associations, has proliferated in recent decades. There is considerable variability in their research expertise and use, but there is no denying their significance in getting research into the hands of policymakers and practitioners. For their decision-making, policymakers and practitioners in Palinkas's and Nelson's studies sought information from the intermediary organizations with whom they routinely interacted. Professional associations provided information and technical assistance to support practice and policy, while advocacy groups packaged information to influence legislative and agency decisions. It was not uncommon for political actors to want to understand the position and supporting evidence of advocates on the other side of an issue, so that they were not surprised by opposing arguments in the media.

There is increasing interest in partnerships between researchers, practitioners, and policymakers, and these are useful opportunities to learn about the mechanisms and conditions that facilitate the successful use of research. In education, the Consortium on Chicago School Research is an established example that others seek to replicate. New York City and Baltimore have launched similar collaborations between university-based researchers and local school districts to generate and use research evidence and data. Palinkas is studying partnerships between an intermediary; researchers (in this case, also the program developers); and child welfare, mental health, and probation agencies. As an anthropologist, Palinkas views their interactions as a series of exchanges between cultural groups, and he is examining the negotiation and compromise that lead to agency's adoption and implementation of an evidence-based program. Stronger understanding of what it takes for partnerships to succeed would usefully inform the design of new collaboratives.

The drive toward evidence-based policy and practice will yield a variety of other initiatives to improve the production and use of research evidence. Some of these initiatives will succeed, while others will fail, but both of these outcomes present important opportunities to learn how to do this work better.

## How to study it

The applications we have received in the past two years are exciting for many reasons. They have come from a diverse group of researchers—senior and junior, from a variety of disciplines and fields including anthropology, child welfare, education, mental health services, political science, psychology, social work, and sociology. The best applications show a strong comprehension of the policy or practice context, the types of research evidence relevant in that context, and methods for assessing how research is acquired, interpreted, and used in the complicated terrain of policy and practice decision-making. They also offer an integration of theory, knowledge, and methods expertise stemming from strong collaborative teams.

Where our work has been less successful is in drawing strong collaborations that include people from the policy or practice community. We continue to believe that those individuals are important in shaping the design and implementation of studies so that they yield meaningful knowledge for policymakers and practitioners, not just researchers. For this reason, we included researchers, policymakers, and practitioners in our RFP review process and will continue to do so.

Research in this area is still at a very early stage, and theory and construct development are critical. Many promising applications are for comparative case studies in which the sampling of policy or practice issues and sites is guided by a desire to build stronger theory. Within these study designs, qualitative work is useful for building an understanding of how policymakers and practitioners define and think about research; what research acquisition, interpretation, and use look like; and what influences those definitions and processes. Such work is important for developing strong measures and hypotheses that can be fielded and tested on a larger scale. As discussed earlier, *research*, *evidence*, and *evidence-based practice* have differing meanings for people in different roles. Rather than leaping too quickly to close-ended surveys or interviews that assume what constitutes the research being used, the strongest applications propose developing a grounded understanding of what policymakers and practitioners consider as research and using that knowledge to design interview protocols, surveys, and observational coding schemes to assess research use.

Promising applicants also propose collecting and integrating multiple sources of data on the same constructs. For example, they propose observing meetings in which people deliberate about evidence and make decisions, interviewing participants in those meetings to understand their perspectives on what occurred and the evidence discussed, and finding and coding the documents that went into and came out of the meetings. This mixed-methods approach overcomes the limitation of past work that has relied mainly on individuals to report on their research use, or on informants to report how their organization or others like them use research. Research is usually interpreted and used in the midst of complex deliberations and decision-making situations that involve multiple individuals, integration of various pieces of evidence, and changes over time. It is difficult to expect individuals to accurately report on what occurred in such situations. Respondents can feel pressed to provide socially desirable answers and to impose order and rationality in describing their deliberations and decision-making. These challenges are further exacerbated when individuals are asked to report not only on their use of research, but also on their sources of research and the many factors that influenced their research acquisition and use.

## *What supports do scholars need to pursue this work?*

A strength of this area of work is that it draws investigators from different disciplines and fields. However, this diversity also presents certain challenges. There are few venues for scholars from different fields to interact to build a stronger collective body of knowledge. They publish in their own journals, attend separate conferences, interact with unique groups of colleagues, and focus on discrete segments of the phenomena. These “silos” can obstruct the cross-fertilization of ideas and methods. A similar, and perhaps wider, gap exists between the researchers undertaking these studies and the policymakers and practitioners who might benefit from the work. There are few incentives, and even fewer venues, for the types of collaboration in which policymakers and practitioners help shape study questions and designs and provide feedback during the administration of a study.

The Foundation is interested in connecting researchers, policymakers, and practitioners working in this area. In December 2009, we convened current grantees for a workshop to support further development of their studies; promote cross fertilization of ideas, methods, and measures; and begin building a community of researchers, policymakers, and practitioners seeking to better understand research use. We hope these workshops will provide a forum for people to learn from each other and build stronger theory and knowledge about how and when research is used and how to improve its use. We also plan to bring these grantees together with others doing mixed-methods work, thereby migrating mixed-methods expertise from other areas to the study of research use.

Another challenge in conducting research in a new area is the lack of strong measures. Grounded theory work is important at this stage for illuminating the texture and contours of research interpretation and use. As the work progresses, it is important that investigators share their interview and observational protocols, coding schemes, and survey measures; adapt them; and field the same instrument in various studies.



This research also requires sustained funding. Public and private funders are directing billions of dollars toward generating stronger research, but few dollars are spent trying to understand the effects of these supply-side initiatives. Similarly, there are outlays of billions of dollars to develop stronger data systems, but few initiatives to study their use. One exception is the Spencer Foundation's recent initiative to understand how various types of data are used in the education system. Now is an ideal time to generate and insert stronger research evidence into the design of evidence-based policy and practice. Understanding the use of various types of evidence is critical because policymakers and practitioners must draw on multiple types of evidence to understand complex problems and arrive at sensible solutions. Using different types of evidence also involves similar processes. Using data and research evidence, for example, requires attending to the quality, credibility, and relevance of the evidence; understanding how evidence is interpreted and transformed into implications for particular problems; and knowing the capacity needed to make productive use of evidence.

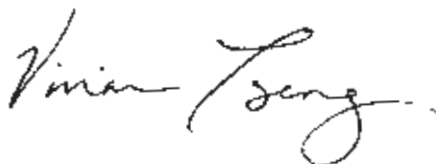
## *Looking Ahead*

There is clearly growing interest in evidence-based policy and practice—policymakers have increased the stakes for using research, practitioners are working to find and use relevant research, and researchers are trying to produce more rigorous and useful research evidence. What is missing in all this is a strong, systematic understanding of what types of research are currently being used, when they are used, and how they are acquired, so that we might better understand what it takes to acquire and use research effectively to improve the lives of youth. I have argued that this lack of understanding is precisely why we want to study the use of research. Strong theory and empirical evidence are needed to inform policymakers' efforts to design evidence-based policy and support evidence-based practice, practitioners' attempts to implement them, and researchers' work to produce useful research.

Two years ago, when we first wrote about our interest in understanding research use, we were exploring whether this could be a viable research initiative. Would strong scholars be interested in studying research use? Would these studies yield useful knowledge for improving research, policy, and practice? We are still in the early stages of this work, but so far, the answers seem promising. A diverse cadre of researchers is proposing strong studies. They bring with them a wealth of theoretical, methodological, policy, and practice expertise. Melvin Mark and Gary Henry dubbed the 1970s and '80s a "golden age" for studies of research use, and we may now be seeing a serious resurgence of interest in this area.

Our Foundation reissued the RFP for Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice in early 2010. Teams who miss the RFP cycle can apply through our investigator-initiated grants program. This burgeoning area of study needs talented young scholars who will grow with the field. We welcome promising early-career researchers who want to move into this area of work to apply for the William T. Grant Scholars Program.

Our progress over the past two years owes a lot to candid, thoughtful feedback from colleagues, and we conclude by inviting readers to offer further comments to improve this research.



Vivian Tseng, Ph.D., *Senior Program Officer*



# MANAGING CHANGE

---

## *Philanthropy in the New Economy*

---

### A Challenging Year

Although the economy began showing signs of recovery, the past year was still very challenging for everyone working in philanthropy. As the needs of those served by philanthropic organizations increased, the resources of those organizations often decreased. An article in the *Washington Post*, citing a September 2009 study of approximately 600 philanthropic organizations by the Foundation Center, said: "Foundation giving is expected to drop more than 10 percent this year from 2008 and to continue falling next year."

In light of these realities, many foundations are forced to make strategic and often difficult choices. That same survey showed that more than two-thirds of the respondents reported decreasing operating expenses, including staff cuts, salary freezes, and other reductions. The Foundation Center has been tracking giving forecasts by member organizations on its website, and it's clear that many foundations are in crisis. Some report budget decreases of more than 20 percent, while others have completely suspended grantmaking.

However, many of the foundations that are able to continue making grants are creating new initiatives to help mitigate the effects of the economic crisis and cutting other expenses when possible. Still others are combining resources in grant programs that can be jointly managed, so operating expenses can be shared. These strategic responses to the economic downturn will help the philanthropic sector continue to make important impacts while also strengthening the field for the future.

### Our Strategy

Here at the William T. Grant Foundation, we monitored our financial situation throughout the year. As noted in last year's *Annual Report*, our annual budget amounts to six percent of the preceding 36-month average of total assets. We initially planned for a 2009 budget of \$18.1 million, as this included average assets from before the downturn. However, the Board realized the need to conserve resources and make smart reductions, so they decided to review our budget, assets, and the investment market situation (which dictates our budget levels) on a quarterly basis throughout 2009, making ongoing budget reductions as necessary.

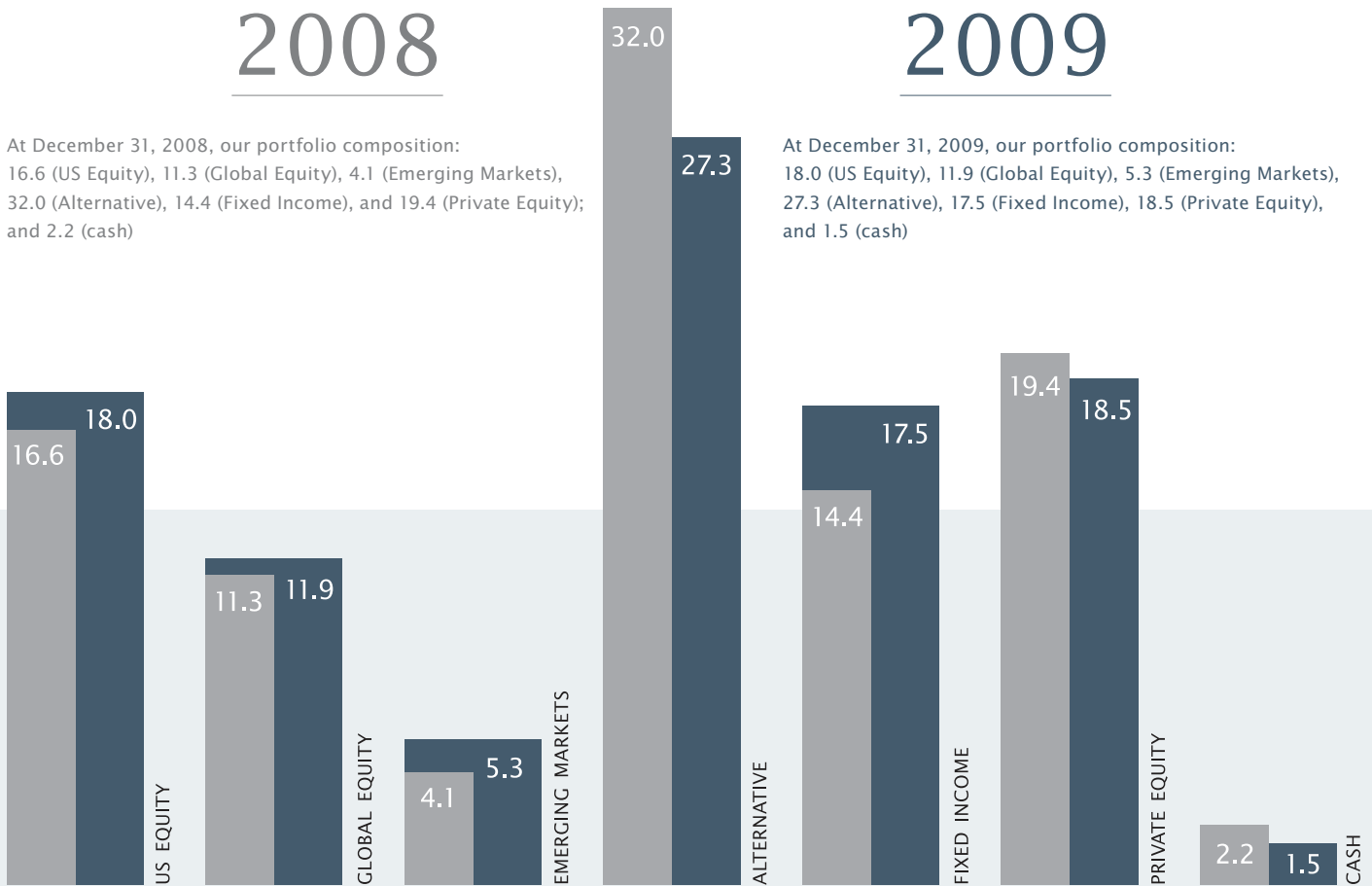
All options were considered at our March 2009 Board meeting. Benchmarking was done for salaries and benefits and ways to cut operating expenses were discussed. Ultimately, the Foundation decided to reduce some technology purchases and upgrades as well as to limit travel and make more strategic grants. When possible, we tried to reduce the awards sizes without greatly impacting grantees. In 2010, we will continue to look for ways to decrease operating expenses without reducing staff or compromising the effectiveness of our grantmaking, in the event that a significant change in our investment portfolio level requires such reductions.

## Readying for a Rebound

The Foundation's financial outlook did begin to improve in 2009, and we are managing our investments and monitoring our asset allocation to ensure our steady future. The Board's Finance and Investment Committee met 18 times last year, which included discussions with current and prospective investment managers and reviews of their performance and investment philosophies. By the end of the year, the Committee had discontinued our relationship with three managers while adding one who they believe will enhance our portfolio performance. These changes, like all others, are made with a long-term perspective on our needs, as opposed to a reactionary response to short-term market volatility.

The commitment and hard work of the Finance and Investment Committee—as well as that of the full Board and staff—to our financial stability is reflected in our rates of return as compared to peer institutions (those with assets under \$500 million). Over the first three quarters of 2009 (through September), we were in the top fifth percentile among the 561 institutions included in the report.

Our asset allocation changed slightly, due mainly to fluctuating markets. The graphs compare our allocation in 2008 to that in 2009, and show that we allocated slightly more in U.S. Equity and less in alternative (hedge funds) investments.





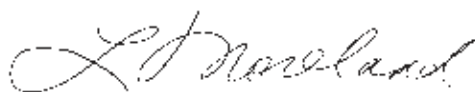
## Moving Forward

Although 2009 was marked by challenges and the need to streamline our budget, we did undergo an office rejuvenation project. When we renegotiated our lease, we were given a budget from our landlord for office improvements, and that budget had a fixed time limit. The project began in June and ran through December. Staff worked steadily through the project and the office remained open. The project included new paint and carpets as well as renovations to conference rooms and common areas. We deem the project a huge success and it contributed to our offices becoming more functional and accommodating to staff, Board, and visitors.

We also welcomed a sub-tenant to our floor in 2009. The Roosevelt Institute, a nonprofit committed to “carrying forward the legacy and values of Franklin and Eleanor Roosevelt,” are now our neighbors. We were very happy to be able to lease the space to colleagues in the nonprofit community and have welcomed the opportunities to learn about their work and mission.

## Outlook

In 2010, we hope to continue to rebound from the economic downturn and help our grantees do high-quality, impactful work. Part of that includes making the most of staff and office capacity, and we will undoubtedly be making progress in 2010 in cost-effectively updating systems and equipment so staff can do their best work.



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



# RESEARCH INTERESTS AND FUNDING OPPORTUNITIES

---

The economic downturn has presented challenges for funders and grantees. At the William T. Grant Foundation, we've continued our efforts to increase the relevance of our work for policy and practice while maintaining a consistently high level of quality. This past year, we looked at every area of our grantmaking. When necessary, we hired consultants to conduct program reviews. As a result, we made it a priority to spend more staff time and resources helping grantees build their capacities. We also revised the guidelines for certain programs.

Our grant programs continue to reflect our current interests: **understanding and improving the settings of youth ages 8 to 25 in the United States**. These settings include schools, youth-serving organizations, neighborhoods, families, and peer groups. We are interested in studies of how settings work, how they affect youth development, and how they can be improved. We also fund research that strengthens our understanding of how and under what conditions research evidence is acquired, interpreted, and used to influence policies and practices that affect youth.

## Funding Mechanisms

We mainly fund high-quality empirical studies that we solicit through our investigator-initiated program as well as through RFPs. Over the past year, our work has developed in several areas, as we released our first RFP on the use of research evidence and began looking into measures of family functioning. We undertook serious reviews of our investigator-initiated and Youth Service Improvement Grants (YSIG) programs to ensure their relevance and effectiveness and made some changes to our internal processes and funding guidelines.

We accept letters of inquiry three times each year for our **investigator-initiated grants** and awards are made at our October and March Board meetings. We have guidelines on our website explaining our criteria for funding as well as how policy, biology, and interventions can be incorporated in a successful proposal.

In 2009, we decided not to reissue the RFP for Classroom Measurement that we were co-sponsoring with the Spencer Foundation, in part because the topic has begun to generate serious interest from other funders, including the Bill & Melinda Gates Foundation and the Institute of Education Sciences (IES). However, our interest in improving classroom measurement remains, and we will continue to work with other funders and accept proposals for this work through our investigator-initiated program.

Since other large funders are now working on measures of what makes a classroom or youth program effective, we've turned toward **work on measuring the quality of household functioning**. The National Institutes of Health (NIH) are interested in producing better measures of how families influence the development and well-being of youth, and policymakers are very interested in how policies affect family functioning. It seems an opportune time to focus on developing better measures that can be widely deployed in large-scale research and evaluation efforts.



Over the last year, we also accepted our first round of proposals for the **RFP for Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice**. The goal of the RFP is to better understand how policymakers and practitioners use research evidence in their work, with the hope that understanding these processes will help us and others support and encourage research that is ultimately useful in policy and practice.

The **Distinguished Fellows Program** continued to be an important part of our grantmaking, as it follows our interest in the use of research. This program supports influential mid-career researchers, policymakers, and practitioners by giving researchers the opportunity to immerse themselves in practice or policy settings and conversely, practitioners and policymakers the opportunity to work in research settings. The goal of the program is to help researchers understand the research needs of practitioners and policymakers, who in turn will gain the ability to discern and then use high-quality research.

The **William T. Grant Scholars Program** is a professional development program for 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 Scholars choose mentors who can help them grow as researchers, and we create various meetings and workshops to help Scholars and other grantees build their skills.

As noted above, we reviewed our **Youth Service Improvement Grants (YSIG)** program in 2009. YSIG grants support activities conducted by community-based organizations in the New York 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. After the review, we modified the funding guidelines and eligibility criteria for this program and will also now be offering more support to grantees post-award. The new guidelines are available on our website.





# WILLIAM T. GRANT SCHOLARS PROGRAM

---

Since 1982, the William T. Grant Scholars Program has supported 138 early-career researchers in the social, behavioral, or health sciences. The goal of this Program has always been to create a network of highly skilled researchers working on areas of interest to the Foundation. The Program differs from traditional research grants in that it is specifically intended to facilitate career development. Each year, this competitive award is given to four to six Scholars who have a promising track record of success in conducting high-quality research and want to acquire new expertise and skills.

Scholars create five-year research plans to develop this new expertise and propose mentors to help them in that development. We encourage Scholars to be ambitious in their research endeavors by tackling relevant questions that will advance theory, policy, and practice for youth and to do so using an expanded array of methods, disciplinary perspectives, and content knowledge. We recognize that early-career researchers often have few supports and incentives to take measured risks with their work, and mentors can provide essential support and knowledge. We therefore also ask applicants to create mentoring plans that foster their professional development and, ultimately, lead to the production of stronger work. Over the past year, we solicited feedback on the mentoring component of the program, and then used the feedback to make several improvements. Scholars now have more flexibility to adjust or add mentors as their research plans unfold and their needs change.

We also support Scholars to become stronger mentors themselves. During the early years of their award, Scholars can apply for a supplemental grant to mentor a junior colleague of color and aid in his or her career development. The short-term goals of the award are to build Scholars' mentoring skills while increasing junior researchers' skills and future career options. In the longer-term, we hope that Scholars become better mentors throughout their careers and develop a stronger understanding of the career development issues for junior colleagues of color. We also hope to increase to a modest extent the number of strong, well-networked researchers of color doing empirical work on the Foundation's interests. Our review of these awards suggested that Scholars needed more coaching and advice to improve their mentoring skills, and in 2009 we hired a consultant to address this need.

Each Scholar receives an award of \$350,000 distributed over five years. Supplemental awards for mentoring junior colleagues of color are \$60,000, distributed over two years. Applications for 2011 awards are due on July 7, 2010. 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 by emailing [info@wtgrantfdn.org](mailto:info@wtgrantfdn.org).

---

facilitating career  
development



# 2009 SCHOLARS SELECTION COMMITTEE

Michael S. Wald, J.D., Chair  
Jackson Eli Reynolds Professor of Law  
Stanford University

William Beardslee, M.D.  
*(term ended July 2009)*  
George P. Gardiner/Olga M. Monks  
Professor of Child Psychiatry  
Harvard Medical School  
Academic Chair, Department of Psychiatry  
Children's Hospital Boston

W. Thomas Boyce, M.D.  
Sunny Hill Health Center-BC  
Leadership Chair in Child Development  
Professor of Pediatrics  
University of British Columbia

Xavier de Souza Briggs, Ph.D. *(on leave)*  
Associate Professor of Sociology  
and Urban Planning  
Massachusetts Institute of Technology

Cynthia García Coll, Ph.D.  
Charles Pitts Robinson and  
John Palmer Barstow Professor of  
Education, Psychology, and Pediatrics  
Brown University

Greg J. Duncan, Ph.D.  
Distinguished Professor of Education  
University of California at Irvine

Nancy Gonzales, Ph.D.  
*(term ended July 2009)*  
Women and Philanthropy Dean's  
Distinguished Professor  
Co-Director, Principal Research Core,  
Prevention Research Center  
Arizona State University

Robert C. Granger, Ed.D.  
President, William T. Grant Foundation

Susan M. Kegeles, Ph.D.  
*(new 2009–2010 Committee member)*  
Professor of Medicine  
Co-Director, Center for Aids  
Prevention Studies  
University of California, San Francisco

Vonnie C. McLoyd, Ph.D.  
Stephen Baxter Distinguished Professor  
Center for Developmental Science  
University of North Carolina at Chapel Hill

Katherine S. Newman, Ph.D.  
Malcolm Stevenson Forbes, Class of 1941  
Professor of Sociology and Public Affairs  
Director, The Global Network on Inequality  
Princeton University

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

Andrew C. Porter, Ph.D.  
*(new 2009–2010 Committee member)*  
Dean, Graduate School of Education  
George and Diane Weiss Professor  
of Education  
University of Pennsylvania

John Reid, Ph.D. *(term ended July 2009)*  
Director, Oregon Translational  
Prevention Research Center  
Senior Scientist, Oregon Learning Center &  
Center for Research to Practice

Timothy Smeeding, Ph.D.  
Director, Institute for Research on Poverty  
Arts and Sciences Distinguished Professor  
University of Wisconsin-Madison

Jane Waldfogel, Ph.D.  
*(new 2009–2010 Committee member)*  
Professor of Social Work and Public Affairs  
School of Social Work  
Columbia University

Carol M. Worthman, Ph.D.  
*(term ended July 2009)*  
Samuel Candler Dobbs Professor  
of Anthropology  
Director, Laboratory for Comparative  
Human Biology  
Department of Anthropology  
Emory University

Hiro Yoshikawa, Ph.D.  
*(new 2009–2010 Committee member)*  
Professor of Education  
Graduate School of Education  
Harvard University

## *William T. Grant Scholars Supplements*

### 2009–2011

William T. Grant Scholar: Nikki Jones, Ph.D.  
Mentee: Alexis S. McCurn, Doctoral Student  
Institution: University of California,  
Santa Barbara

William T. Grant Scholar: Nonie Lesaux, Ph.D.  
Mentee: Perla Blanca Gamez, Ph.D.,  
Postdoctoral Fellow  
Institution: Harvard Graduate School of Education

William T. Grant Scholar: Kevin Roy, Ph.D.  
Mentee: Jocelyn Smith, Doctoral Student  
Institution: University of Maryland at College Park

### 2008–2010

William T. Grant Scholar: Dina Okamoto, Ph.D.  
Mentee: Melanie Jones, Ph.D.,  
Postdoctoral Fellow  
Institution: University of California, Davis

William T. Grant Scholar: Emily Ozer, Ph.D.  
Mentee: Dana Wright, Ph.D., Assistant  
Professor of Education at Connecticut College  
Institution: University of California,  
Santa Barbara

William T. Grant Scholar: Sandra Simpkins, Ph.D.  
Mentee: Melissa Delgado, Ph.D.,  
Postdoctoral Fellow  
Institution: Arizona State University

# CURRENT WILLIAM T. GRANT SCHOLARS

---

2004–2009

Emma Adam, Ph.D.  
Associate Professor  
School of Education and Social Policy  
Northwestern University  
*Everyday Experiences, Physiological Stress, and the Emergence of Affective Disorders over the Transition to Early Adulthood*

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

Lisa Diamond, Ph.D.  
Associate Professor  
Department of Psychology  
University of Utah  
*Positive Emotions in Parent-Child Interactions: Links to Psychological, Interpersonal, and Physiological Resiliency from Early to Late Adolescence*

Pamela Morris, Ph.D.  
Professor of Psychology and Social Intervention  
Department of Applied Psychology  
New York University  
*Mental Health Treatment in the Context of Welfare Reform Policy: An Experimental Examination of the Effects of Maternal Depression on Children and Youth*

Jacob L. Vigdor, Ph.D.  
Professor of Public Policy and Economics  
Director of Graduate Studies  
Sanford School of Public Policy  
Duke University  
*Peer and Neighborhood Influences on Youth and Adolescent Development*

V. Robin Weersing, Ph.D.  
Assistant Professor  
Joint Doctoral Program in Clinical Psychology  
San Diego State University/University of California, San Diego  
*Developing and Disseminating Effective Interventions for Depression and Anxiety in Youth*

2005–2010

Rachel Dunifon, Ph.D.  
Associate Professor  
Department of Human Ecology  
Cornell University  
*The Role of Grandparents in the Lives of Adolescent Grandchildren*

Tama Leventhal, Ph.D.  
Assistant Professor  
Department of Child Development  
Tufts University  
*Neighborhood Influences on Adolescent Development: Timing, Gender, and Processes*

Clark McKown, Ph.D.  
Licensed Clinical Psychologist, Pediatrics  
Associate Executive Director and Research Director  
Assistant Professor  
Rush Neurobehavioral Center  
Rush University Medical Center  
*The Social and Developmental Ecology of Academic Inequity*

Lisa D. Pearce, Ph.D.  
Associate Professor  
Department of Sociology  
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.  
Associate Professor  
School of Social Work  
Boston University  
*Understanding the Mentoring Process: A Longitudinal Study of Mentoring Relationships between Adolescents and Adults*

2006–2011

Valerie Leiter, Ph.D.  
Associate Professor  
Director, Society and Health Program  
Department of Sociology  
Simmons College  
*Transition to Adulthood Among Youth with Disabilities*

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



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

Laura Romo, Ph.D.  
Associate Professor  
Graduate School of Education  
University of California, Santa Barbara  
*Designing Contextually Relevant Workshops to Enhance Latina Mother-Daughter Communication About Sexual Topics*

Kevin Roy, Ph.D.  
Associate Professor  
School of Public Health  
University of Maryland  
*Intergenerational Influences on Men's Transitions to Adulthood*

#### 2007–2012

Christina Gibson-Davis, Ph.D.  
Assistant Professor  
Director, Children in Contemporary Society Certificate Program  
Sanford School of Public Policy  
Duke University  
*Marriage and Parenthood in the Lives of Adolescents and Young Adults*

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

Nonie Lesaux, Ph.D.  
Marie and Max Kargman Associate Professor  
Graduate School of Education  
Harvard University  
*Language Diversity and Literacy Development: Increasing Opportunities-to-Learn in Urban Middle Schools*

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

Sandra Simpkins, Ph.D.  
Assistant Professor  
School of Social and Family Dynamics  
Arizona State University  
*The Determinants of Mexican-Origin Adolescents' Participation in Organized Activities: The Role of Culture, Settings, and the Individual*

#### 2008–2013

Renee Boynton-Jarrett, M.D., Sc.D.  
Assistant Professor  
Department of General Pediatrics  
Boston University School of Medicine  
*The Social Ecology of Adolescent Obesity: Defining the Role of Adverse Social Settings and Social Stress*

Stefanie DeLuca, Ph.D.  
Associate Professor  
Department of Sociology  
Johns Hopkins University  
*Moving Matters: Residential Mobility, Neighborhoods and Family in the Lives of Poor Adolescents*

Alisa Hicklin, Ph.D.  
Assistant Professor  
Department of Political Science  
University of Oklahoma  
*Minority Student Success in Higher Education*

Brian Mustanski, Ph.D.  
Assistant Professor  
Department of Psychiatry  
University of Illinois at Chicago  
*The Internet as a Setting for Sexual Health Development Among Gay Youth*

#### 2009–2014

Guanglei Hong, Ph.D.  
Assistant Professor  
Department of Comparative Human Development  
University of Chicago  
*Causal Inference Methods for Studying Instruction Effects on Language Minority Students*

Derek Kreager, Ph.D.  
Assistant Professor  
Department of Sociology & Crime, Law and Justice  
Pennsylvania State University  
*Peer Networks and Adolescent Sexual Development*

Candice L. Odgers, Ph.D.  
Assistant Professor  
Department of Psychology and Social Behavior  
University of California, Irvine  
*Macro-to-Micro Contextual Triggers of Early Adolescent Substance Exposure*

Craig Schwalbe, Ph.D.  
Assistant Professor  
School of Social Work  
Columbia University  
*Social Processes in Juvenile Probation*

# DISTINGUISHED FELLOWS PROGRAM

---

When it began six years ago, the Distinguished Fellows Program put into practical terms what the Foundation was beginning to explore in research: the need for connections between research, policy, and practice. Over the years, we noticed that policymakers and practitioners were not always using available or high-quality research evidence in their decision-making, and that researchers often did not have a sense of the kind of research that would be relevant and useful to practitioners and policymakers. The Fellows Program was designed to foster connections between these communities and lead to the production and use of high-quality research that is relevant to policymakers and practitioners.

To accomplish this goal, the Fellows program places researchers in a policy or practice setting, and policymakers and practitioners in a research setting, so they can gain a better understand of the needs and challenges of those in different roles. We focus on mid-career professionals who are influential in their fields. Each year, the Foundation selects two to five Fellows, who spend at least six months (and up to two years) immersed in their Fellowship setting. Since 2005, the Foundation has funded a diverse group of 19 Distinguished Fellows who fall across the spectrum of youth policy, practice, and research.

As the use of research becomes more embedded in our research interests, the Fellows Program takes on new significance in our work. Initial Foundation-funded studies into the use of research evidence have found that policymakers and practitioners often have little common ground with researchers. They are working from different definitions of *research evidence* and have few opportunities to interact with each another. With that in mind, providing researchers, policymakers, and practitioners with these cross-role experiences becomes imperative if we want to ensure that the policies and practices impacting youth settings are grounded in relevant, useful research.

As we noted in last year's *Annual Report*, the Program has already shown early successes. We remain excited by the connections and dialogues we have been able to facilitate among professionals who often have very similar goals, but are working with different definitions and within disparate networks. We look forward to continuing to watch these grantees use their Fellowship experiences to build the capacity of their respective fields to produce and use high-quality research.

---

strengthening the connections  
between research, policy,  
and practice

# YOUTH SERVICE IMPROVEMENT GRANTS

---

Youth Service Improvement Grants (YSIG) are a small but important part of the Foundation's grantmaking. While we primarily fund research meant to improve the lives of young people, the YSIG program allows us to have a more direct impact on youth in our own community. YSIG grants are designed to help local organizations strengthen their youth services and, ultimately, facilitate better youth outcomes.

Since we established the YSIG program in 2006, we have awarded 50 grants. These \$25,000 awards go to small to mid-sized community-based organizations in New York City that offer direct services to youth ages 8 to 25. Youth services range from arts education, tutoring, mentoring, and college preparation to leadership training, career assistance, and alternatives-to-incarceration. Although diverse in their work, YSIG grantees share the goal of supporting youth and their development and a commitment to providing high-quality programming.

In 2009, as part of our ongoing strategic planning and review efforts, we asked Chuck Hamilton, formerly of the Clark Foundation and the 2009 senior fellow at Philanthropy New York, to assess the effectiveness of the YSIG program. Staff used Mr. Hamilton's report to update the program's funding guidelines and develop grantee resources. The program will continue to be administered by a diverse and dedicated committee of non-senior staff.

---



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



# NEW AND ACTIVE GRANTS IN 2009

## *Capacity-Building*

### William T. Grant Scholars

*Everyday Experiences, Physiological Stress, and the Emergence of Affective Disorders over the Transition to Early Adulthood: A Longitudinal Study*

**Emma Adam, Ph.D.**

Northwestern University  
\$300,000, 2004–2009  
\$20,000, 2006–2009

*The Social Ecology of Adolescent Obesity: Defining the Role of Adverse Social Settings and Social Stress*

**Renee Boynton-Jarrett, M.D.**

Boston University School of Medicine  
\$350,000, 2008–2013

*Socioeconomic Status, Stress, and Asthma in Childhood*

**Edith Chen, Ph.D.**

University of British Columbia  
\$300,000, 2003–2010  
\$10,000, 2006–2010

*Education as a Developmental Phenomenon*

**Robert Crosnoe, Ph.D.**

University of Texas at Austin  
\$300,000, 2004–2009  
\$20,000, 2006–2009

*Moving Matters: Residential Mobility, Neighborhoods and Family in the Lives of Poor Adolescents*

**Stefanie DeLuca, Ph.D.**

Johns Hopkins University  
\$350,000, 2008–2013

*Positive Emotions in Parent-Child Interactions*

**Lisa Diamond, Ph.D.**

University of Utah  
\$300,000, 2004–2009  
\$60,000, 2004–2009  
\$20,000, 2006–2009

*The Role of Grandparents in the Lives of Adolescent Grandchildren*

**Rachel Dunifon, Ph.D.**

Cornell University  
\$300,000, 2005–2010  
\$30,000, 2006–2010

*Marriage and Parenthood in the Lives of Adolescents and Young Adults*

**Christina Gibson-Davis, Ph.D.**

Duke University  
\$350,000, 2007–2012

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

**Patrick Heuveline, Ph.D.**

University of Chicago  
\$300,000, 2003–2008  
\$10,000, 2006–2009

*Minority Student Success in Higher Education*

**Alisa Hicklin, Ph.D.**

University of Oklahoma  
\$350,000, 2008–2013

*Causal Inference Methods for Studying Instruction Effects on Language Minority Students*

**Guanglei Hong, Ph.D.**

University of Chicago  
\$350,000, 2009–2014

*Pathways to Freedom: How Young People Create a Life After Incarceration*

**Nikki Jones, Ph.D.**

University of California, Santa Barbara  
\$350,000, 2007–2012  
\$60,000, 2009–2012

*Peer Networks and Adolescent Sexual Development*

**Derek Kreager, Ph.D.**

Pennsylvania State University  
\$350,000, 2009–2014

*Transition to Adulthood Among Youth with Disabilities*

**Valerie Leiter, Ph.D.**

Simmons College  
\$300,000, 2006–2011  
\$40,000, 2006–2011

*Language Diversity and Literacy Development: Increasing Opportunities-to-Learn in Urban Middle Schools*

**Nonie Lesaux, Ph.D.**

Harvard University  
\$350,000, 2007–2012  
\$85,000, 2009–2012

*Neighborhood Influences on Adolescent Development: Timing, Gender, and Processes*

**Tama Leventhal, Ph.D.**

Tufts University  
\$300,000, 2005–2010  
\$30,000, 2006–2010

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

**Marguerita Lightfoot, Ph.D.**

University of California, Los Angeles

\$300,000, 2003–2010

\$10,000, 2006–2010

*The Social and Developmental Ecology of Academic Inequity*

**Clark McKown, Ph.D.**

Rush University Medical Center

\$300,000, 2005–2010

\$30,000, 2006–2010

\$60,000, 2007–2009

*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.**

New York University

\$300,000, 2004–2009

\$20,000, 2006–2009

*The Internet as a Setting for Sexual Health Development*

*Among Gay Youth*

**Brian Mustanski, Ph.D.**

University of Illinois at Chicago

\$350,000, 2008–2013

*Macro-to-Micro Contextual Triggers of Early Adolescent Substance Exposure*

**Candice Odgers, Ph.D.**

University of California, Irvine

\$350,000, 2009–2014

*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

\$60,000, 2008–2010

*Adolescents as Resources in School-Based Prevention:*

*Effects on Program Outcomes and Youth Development*

**Emily Ozer, Ph.D.**

University of California, Berkeley

\$300,000, 2006–2011

\$40,000, 2006–2011

\$60,000, 2008–2010

*Barriers in the Pathway to Adulthood: The Role of Discrimination in the Lives of Young Disadvantaged Men*

**Devah Pager, Ph.D.**

Princeton University

\$300,000, 2006–2011

\$40,000, 2006–2011

*Religion's Role in the Shaping of Self-Image, Aspirations, and Achievement in Youth*

**Lisa Pearce, Ph.D.**

University of North Carolina at Chapel Hill

\$300,000, 2005–2010

\$30,000, 2006–2010

*Designing Contextually Relevant Workshops to Enhance Latina Mother-Daughter Communication about Sexual Topics*

**Laura Romo, Ph.D.**

University of California, Santa Barbara

\$300,000, 2006–2011

\$40,000, 2006–2011

\$60,000, 2007–2009

*Intergenerational Influences on Men's Transitions to Adulthood*

**Kevin Roy, Ph.D.**

University of Maryland

\$300,000, 2006–2011

\$40,000, 2006–2011

\$60,000, 2009–2012

*Social Processes in Juvenile Probation*

**Craig Schwalbe, Ph.D.**

Columbia University

\$350,000, 2009–2014

*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

\$60,000, 2008–2010

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

**Renee Spencer, Ed.D.**

Boston University

\$300,000, 2005–2010

\$30,000, 2006–2010

\$60,000, 2007–2009

*Peer and Neighborhood Influences on Youth and Adolescent Development*

**Jacob Vigdor, Ph.D.**

Duke University

\$300,000, 2004–2009

\$20,000, 2006–2009

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

**V. Robin Weersing, Ph.D.**

San Diego State University

\$300,000, 2004–2009

\$20,000, 2007–2009





## Distinguished Fellows

*Integrating Child Welfare, Income Support, and Child Support to Improve Outcomes*

**Maria Cancian, Ph.D.**

University of Wisconsin-Madison

\$190,966, 2009–2011

*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

*Using Data to Build the Capacity of After-School and Youth Development Providers*

**Elizabeth Devaney, M.A.**

Providence After School Alliance

\$162,878, 2009–2011

*Promoting Evidence-Based Decision-Making in Youth Mentoring Programs*

**David DuBois, Ph.D.**

University of Illinois at Chicago

\$196,917, 2007–2009

*Addressing the Needs of Children in Child Welfare: Views from the Front Line*

**Laurel Leslie, M.D.**

Tufts Medical Center

\$174,975, 2008–2010

*Improving Child Welfare Outcomes for Children and Families through Effective Service Systems*

**Susan Maciolek, MPP**

University of Southern Maine

\$199,213, 2008–2010

*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

*Improving Research, Policy, and Practice in Family Courts Through Interdisciplinary Collaboration*

**Peter Salem, M.A.**

Association of Family and Conciliation Courts

\$186,417, 2009–2011

*Promoting Children's Health by Building Healthier Food Environments*

**David Wallinga, M.D.**

Institute for Agriculture and Trade Policy

\$175,000, 2008–2010

*Youth Mentoring Research Project*

**Marc Wheeler, B.A.**

Portland State University

\$164,581, 2008–2010

\$35,344, 2009–2010

*Involving Parents in the Schooling of Immigrant Mexican Students*

**Stanton Wortham, Ph.D.**

University of Pennsylvania

\$199,979, 2008–2010

*Designing Systems to Support Learning and Teaching Grounded in Evidence-Based Practices*

**Constance Yowell, Ph.D.**

University of Chicago

\$197,001, 2005–2009

## Youth Service Improvement Grants

*Middle School Environmental Learning and Leadership Programs:  
Improving Quality, Supporting Development*

**Oliver Barton**

New Haven Ecology Project  
\$25,000, 2009–2010

*HCS Program in Science, Technology, Engineering, and Math for  
Under Resourced and Under-Served High School Students*

**Sat Bhattacharya**

Harlem Children Society  
\$25,000, 2009–2010

*Professionalism Improvement Project for Front Line Staff of  
Groundwork for Youth*

**Richard Buery**

Groundwork, Inc.  
\$25,000, 2009–2010

*College Coach Program*

**Thierry Cazeau**

I Have a Dream Foundation–New York  
\$25,000, 2009–2010

*Improving the Making a Difference Workshop Program*

**Barbara Horowitz**

Community Works  
\$25,000, 2009–2010

*Literature to Life Elementary Program Improvement Project*

**David Kener**

American Place Theatre  
\$25,000, 2009–2010

*VISIONS Summer Youth Work Experience Training Program  
Improvement Project*

**Nancy Miller**

VISIONS Services for the Blind and Visually Impaired  
\$25,000, 2009–2010

*KidzLit and KidzMath Implementation*

**Edward Morgan**

Christian Herald Association  
\$25,000, 2009–2010

*Engaging and Enriching the After-School Experience  
for Participants with Special Needs*

**Christine Mullally**

Rockaway Artists Alliance  
\$25,000, 2009–2010

*The Youngblood Project*

**Jasmine Nielsen**

Love Heals  
\$25,000, 2009–2010

*Continuing the Relationship: iMentor Revamps Its Alumni Pairs Program*

**Mike O'Brien**

iMentor  
\$25,000, 2009–2010

*Quality Assurance Program to Improve Clinical Services*

**Mary Pulido**

New York Society for the Prevention of Cruelty to Children  
\$25,000, 2009–2010

*Protocol Development and Staff Training to Address Youth Issues*

**Amy Sananman**

Groundswell Community Mural Project  
\$25,000, 2009–2010

*Training Sessions for Artists to Teach Special Education Students*

**John Schultz**

Young Audiences New York  
\$25,000, 2009–2010

*SAYA!'s "Revolution"-ary SAT Program Improvement Plan*

**Annetta Seecharan**

South Asian Youth Action SAYA!  
\$25,000, 2009–2010

*Urban Leaders Academy: Understanding by Design (UbD)  
Improvement Project*

**Joanne Smith**

Girls for Gender Equity  
\$25,000, 2009–2010

## Research Methods and Infrastructure

*A Proposal to Archive the Beginning School Study Qualitative Data*

**Karl Alexander, Ph.D.**

Johns Hopkins University  
\$25,000, 2008  
\$13,000, 2008–2009

*Intraclass Correlation Data for Planning Group-Randomized Studies*

**Michael Coe**

Northwest Regional Educational Laboratory  
\$24,976, 2008–2009

*Analysis of Intra-Classroom Correlation:*

*Implication for Random Assignment*

**Jane Hannaway, Ph.D.**

Urban Institute  
\$54,299, 2008–2009  
\$12,000, 2009–2010

*Design and Conduct Rigorous Impact Studies: Lessons from  
the What Works Clearinghouse*

**Rebecca Herman, Ph.D.**

American Institutes for Research  
\$25,000, 2008–2009



*Qualitative Consulting Service for Supporting Mixed-Method Research and Workshops*

**Eli Lieber**

University of California, Los Angeles  
\$24,916, 2009–2010

*Building Capacity to Evaluate Group-Level Interventions: Year 3*

**Stephen Raudenbush, Ed.D.**

University of Chicago

**Howard Bloom, Ph.D.**

MDRC

\$250,000, 2006–2007

\$280,000, 2007–2008

\$57,500, 2008–2009

\$270,000, 2008–2009

*Propensity Scores in Practice: How to Successfully Conduct a Propensity Score Analysis*

**Peter Steiner**

Northwestern University

\$25,000, 2009–2010

*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

\$22,271, 2008–2009

\$11,643, 2008–2009

## Other

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

**Jonathan Baron, J.D.**

Council for Excellence in Government

\$150,000, 2005–2009

\$50,000, 2006–2009

\$200,000, 2007–2009

*NYRAG Diversity in Philanthropy Project*

**Ronna Brown**

New York Regional Association of Grantmakers

\$15,000, 2008–2009

*Improving Adolescent Health—Training the Next Generation of Physician Scientists in Transdisciplinary Research*

**S. Jean Emans, M.D.**

Children's Hospital

\$25,000, 2008–2009

*Theory to Practice—Connecting OST Theory and Methods: A Special Symposium and Reception at the AERA Conference*

**Sara Hill, Ed.D.**

American Educational Research Association, Out-of-School Time

Special Interest Group

\$5,000, 2009

*Mayors' Institute on Children and Families*

**Clifford Johnson**

National League of Cities

\$20,000, 2009–2010

*15th Annual Black Graduate Student Conference in Psychology*

**Jacqueline Mattis**

New York University

\$5,000, 2009–2010

*SRCD Fellowship Anniversary Event*

**Mary Ann McCabe, Ph.D.**

Society for Research in Child Development

\$6,500, 2008–2009

*SRCD Congressional Fellowship Program*

**Lonnie Sherrod, Ph.D.**

Society for Research in Child Development

\$375,000, 2009–2012

*William T. Grant Foundation Archive Materials at the Rockefeller Archive Center*

**Darwin Stapleton, Ph.D.**

Rockefeller University

\$169,000, 2006–2009

*NYEC PEPNet Accreditation for Youth Workforce Programs*

**Mala Thakur**

National Youth Employment Coalition

\$25,000, 2009–2010

*Bridging Research, Policy and Practice in Youth Development*

**Nicole Yohalem**

Forum for Youth Investment

\$419,421, 2009–2010



# Use Of Evidence

## Descriptive Research

*How School Boards Weigh Research Findings in Policymaking*

**Robert Asen, Ph.D.**

University of Wisconsin-Madison

**Deborah Gurke, Ph.D.**

Wisconsin Association of School Boards

\$448,442, 2009–2011

*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, 2006–2009

*Understanding Social Network Structure in Schools Under Corrective Action: A Longitudinal Comparative Analysis of Research Use and Diffusion in Urban Districts*

**Alan Daly, Ph.D.**

University of California, San Diego

**Kara Finnigan, Ph.D.**

University of Rochester

\$342,246, 2009–2011

*Improving the Quality, Use, and Utility of Social Science Research*

**Michael Feuer, Ph.D.**

National Academy of Sciences

\$350,019, 2006–2009

*Determining the Role of Scientific Evidence in Educational Policy and Practice*

**Steven Nelson, Ph.D.**

Northwest Regional Educational Laboratory

**Jim Kohlmoos**

NEKIA Center for Knowledge Use in Education

\$108,767, 2008–2009

*Innovation and the Use of Research Evidence in Public Youth-Serving Agencies: Phase 1*

**Lawrence Palinkas, Ph.D.**

University of Southern California

**Patricia Chamberlain, Ph.D.**

Center for Research to Practice

\$180,179, 2009–2010

## Communications/Advocacy

*League of California Afterschool Providers Best Practice Symposia*

**Steve Amick**

LA's BEST—fiscal agent

\$50,000, 2008–2009

*From Child Welfare to Child Well-Being: A Book in Honor of Al Kahn*

**Asher Ben-Arieh, Ph.D.**

Clemson University

\$5,000, 2008–2009

*Evidence-Based Policymaking: Next Steps to Take a Book from Analysis to Action*

**Karen Bogenschneider**

University of Wisconsin-Madison

\$25,000, 2009–2011

*Using Research to Inform the Policy Process to Enhance the Quality of After-School Programs*

**Betsy Brand**

**Caroline Christodoulidis, M.A.**

American Youth Policy Forum

\$150,000, 2007–2009

\$162,745, 2009–2011

*Advancing Quality After-School Programs*

**Jodi Grant, J.D.**

Afterschool Alliance

\$200,000, 2006–2008

\$300,000, 2006–2008

\$300,000, 2008–2010

*Improving After-School Program Quality*

**Jennifer Peck**

Bay Area Partnership

\$120,314, 2008–2010

*Comprehensive Educational Opportunity Project: After School Education/*

*Out of School Learning Experiences*

**Michael Rebell**

Columbia University

\$25,000, 2009–2010

*Global Implementation Conference (GIC) 2011*

**Jennifer Schroeder, Ph.D.**

Child Health and Development Institute of Connecticut, Inc.

\$24,955, 2009–2010

*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

\$15,000, 2008–2009

*Strengthen Youth Today's Investigative Research Capabilities*

**William Treanor, M.Ed.**

**Patrick Boyle, M.A.**

American Youth Work Center

\$150,000, 2007–2009

\$150,000, 2009–2011

*NPR's Coverage of Youth-Related Issues*

**Ellen Weiss**

**Steven Drummond**

National Public Radio

\$275,000, 2009–2011

*Brown Center Letter on Education Policy*

**Grover Whitehurst, Ph.D.**

The Brookings Institution

\$25,000, 2009–2010

*The Edward Zigler Center in Child Development and Social Policy*

**Edward Zigler, Ph.D.**

Yale University

\$25,000, 2009



## Understanding and Improving Youth Settings

### Descriptive Research

*Student Incorporation and the Sociocultural Contexts of Schools*

**Prudence Carter, Ph.D.**

Stanford University

\$456,582, 2006–2010

*Documenting and Understanding the Emergence of the Immigrant Paradox in Childhood and Adolescence*

**Cynthia García Coll, Ph.D.**

**Amy Marks, Ph.D.**

Brown University

\$350,000, 2006–2010

*Early Social Settings and Pathways to Economic Opportunity in Uncertain Times*

**Robert L. Crosnoe, Ph.D.**

University of Texas at Austin

**Margaret Burchinal, Ph.D.**

University of California-Irvine

**Tama Leventhal, Ph.D.**

Tufts University

**Kathleen McCartney, Ph.D.**

Harvard University

\$279,237, 2009–2013

\$43,078, 2009–2013

*Activity Involvement and Pathways to Educational Attainment*

**Jacquelynne Eccles, Ph.D.**

**Stephen Peck, Ph.D.**

University of Michigan

\$174,998, 2005–2009

*Low-Income Youth, Neighborhoods, and Housing Mobility in Baltimore*

**Kathy Edin, Ph.D.**

University of Pennsylvania

**Susan Clampet-Lundquist, Ph.D.**

Saint Joseph's University

**Stefanie DeLuca, Ph.D.**

Johns Hopkins University

\$460,938, 2009–2011

*How Do Peers Influence Each Other's Mental Health and Help-Seeking in College?*

**Daniel Eisenberg, Ph.D.**

University of Michigan

**Janis L. Whitlock, Ph.D.**

Cornell University

**Ezra Golberstein, Ph.D.**

Harvard Medical School

\$421,784, 2009–2011

*Fear of Failure and the Middle School Transition*

**Andrew Elliot, Ph.D.**

University of Rochester

\$178,419, 2004–2009

\$25,000, 2007–2009

*One Hundred Families: Growing Up in Rural Poverty, Wave III*

**Gary Evans, Ph.D.**

Cornell University

\$315,583, 2005–2008

\$406,399, 2009–2013

*Legacies of Crime: Mechanisms Underlying*

*Intergenerational Transmission*

**Peggy Giordano, Ph.D.**

Bowling Green State University

\$25,000, 2008–2009

*Neighborhood Context and Youth Development:  
Current Knowledge and Future Recommendations*

**Deborah Gorman-Smith, Ph.D.**

University of Illinois at Chicago

\$25,000, 2006–2009

*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

\$32,977, 2009–2011

*Outcomes for Adopted Youth*

**Harold Grotevant, Ph.D.**

University of Minnesota

\$100,000, 2005–2009

*The Challenges of OST System Building for High School Youth*

**Robert Halpern**

Erikson Institute

\$20,000, 2009–2010

*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

*Estimating Neighborhood Effects on Low-Income Youth*

**Jens Ludwig, Ph.D.**

University of Chicago

**Brian Jacob, Ph.D.**

Harvard University

**Jeffrey Smith, Ph.D.**

University of Maryland

\$367,207, 2005–2009

*Dreamers and Dropouts: Charting the Educational Trajectories  
of Inner City Students*

**Katherine Newman, Ph.D.**

**Nicholas Ehrmann**

Princeton University

\$25,000, 2007–2010

*The Achievement/Adjustment Paradox: Understanding Psychological  
Adjustment of High-Achieving Chinese American High School Students*

**Desiree Qin, Ed.D.**

Michigan State University

\$25,000, 2006–2011

\$16,000, 2009–2011

*Everyday Life and Susceptibility to Upper Respiratory Infections*

**Theodore Robles, Ph.D.**

University of California, Los Angeles

\$500,000, 2009–2012

*Adolescent Friendship Networks: The Role of Individual  
and School Characteristics*

**David Schaefer**

Arizona State University

\$24,873, 2009–2010

*School Disciplinary Climate and Its Relationship to Educational and  
Community Outcomes for African American Students*

**Russell Skiba, Ph.D.**

**M. Karega Rausch, Ph.D.**

**Ada Simmons, Ph.D.**

Indiana University

\$189,996, 2007–2009

*Assimilation and Early Adulthood Among Children of Immigrants:  
Gendered Ethnicity, Moral Career Narratives, and Constructed Contexts*

**Robert Smith, Ph.D.**

Baruch College

\$199,031, 2005–2010

\$25,000, 2008–2010

*Violence, Sleep, and Child Health*

**James Spilsbury, Ph.D.**

**Denise Babineau, Ph.D.**

Case Western Reserve University

\$491,737, 2009–2012

*Linking Developmental Trajectories of Media Use and Obesity from  
Childhood to Young Adulthood*

**Elizabeth Vandewater, Ph.D.**

University of Texas at Austin

**Shelley Blozis, Ph.D.**

University of California, Davis

\$384,891, 2007–2010

*Examining the Importance of Health Spillovers Between Siblings:  
Magnitudes and Mechanisms*

**Barbara Wolfe, Ph.D.**

**Marsha Seltzer, Ph.D.**

University of Wisconsin-Madison

**Jason Fletcher, Ph.D.**

Yale University

\$355,742, 2009–2013

## Intervention Research

*Recasting the Secondary School Classroom as a Context for Positive Youth Development*

**Joseph Allen, Ph.D.**

**Robert Pianta, Ph.D.**

University of Virginia

\$1,251,445, 2006–2011

\$150,000, 2009–2011

*Intervention RFP: Using Emotional Literacy to Improve Youth-Serving Organizations*

**Marc Brackett, Ph.D.**

**Susan Rivers, Ph.D.**

**Peter Salovey, Ph.D.**

Yale University

\$1,594,182, 2007–2011

\$216,038, 2007–2011

\$178,599, 2008–2011

\$50,185, 2009–2011

\$50,187, 2009–2011

*Experimental Program To Evaluate Court-Based Services for Divorcing Families*

**Sanford Braver, Ph.D.**

**Irwin Sandler, Ph.D.**

Arizona State University

\$500,000, 2008–2011

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

**Gene Brody, Ph.D.**

**Steven Kogan, Ph.D.**

**Velma Murry, Ph.D.**

University of Georgia

\$500,000, 2006–2009

*Changing Classroom Climate and Other School Micro-Contexts: The 4Rs Setting-Level Study*

**Joshua Brown, Ph.D.**

New York University

**Stephanie Jones, Ph.D.**

Fordham University

\$524,340, 2006–2010

\$14,107, 2007–2010

*Marital Conflict-Focused Parent Education for Families with Adolescents*

**E. Mark Cummings, Ph.D.**

**Jennifer Cummings, Ph.D.**

**William Faircloth**

University of Notre Dame

\$405,995, 2008–2010

*Young Women Leaders: An Investigation of Mentoring Groups for Middle School Girls*

**Nancy L. Deutsch, Ph.D.**

**Edith Winx Lawrence, Ph.D.**

University of Virginia

\$497,136, 2008–2011

*Testing the ARC Organizational Intervention Strategy for Community and School-based Youth Service Programs*

**Charles Glisson**

University of Tennessee, Knoxville

\$1,483,573, 2008–2011

*Causal Effects of Financial Aid on the Social Relationships of Low-Income College Students*

**Sara Goldrick-Rab, Ph.D.**

**Douglas Harris, Ph.D.**

University of Wisconsin-Madison

\$441,503, 2008–2010

*A Replication and Extension of a Study of Peer Impacts on Attitudes and Drinking Behavior*

**Guang Guo, Ph.D.**

University of North Carolina at Chapel Hill

**Greg Duncan, Ph.D.**

Northwestern University

\$568,450, 2007–2010

*A Multi-University Evaluation of Educational Effects of Intergroup Dialogues*

**Patricia Gurin, Ph.D.**

University of Michigan

\$605,419, 2005–2009

*After-School Programs for High School Students: An Evaluation of After School Matters*

**Barton Hirsch, Ph.D.**

**Larry Hedges, Ph.D.**

Northwestern University

\$843,729, 2007–2011

*Challenging Under-Served Children to Achieve Academic Excellence*

**Robert Tagle, M.A.**

Higher Achievement Program

**Jean Grossman, Ph.D.**

Public/Private Ventures

\$750,000, 2006–2009

*Project READS: Proposal for Multi-District Randomized Controlled Trial of a Voluntary Summer Reading Intervention*

**James Kim, Ed.D.**

Harvard University

**Jonathan Guryan, Ph.D.**

University of Chicago

\$520,968, 2007–2010

\$88,033, 2008–2010

*Early Adolescents' Experiences of Continuity and Discontinuity of School Micro-Contexts: Implications for Place-Based Treatment Effects*

**Maria LaRusso, Ph.D.**

New York University

**Joshua Brown, Ph.D.**

Fordham University

**Stephanie Jones, Ph.D.**

Harvard Graduate School of Education

\$500,000, 2009–2011

\$24,976, 2009–2011



*The Effects of a Workplace Intervention on the Family Settings and Health of Employees' Children*

**Susan McHale, Ph.D.**  
**David Almeida, Ph.D.**  
**Anne Crouter, Ph.D.**  
**Laura Cousino Klein, Ph.D.**  
**Robert Stawski, Ph.D.**

Pennsylvania State University  
 \$499,079, 2009–2013

*Opportunity NYC-Family Rewards: An Embedded Child and Family Study of Conditional Cash Transfers*

**James Riccio, Ph.D.**  
 MDRC

**Pamela Morris, Ph.D.**  
 New York University  
 \$400,000, 2009–2011  
 \$25,000, 2009–2011

*Small Class Sizes and Health: Causality, Mechanisms, and Lessons for Policy*

**Peter Muennig, Ph.D.**  
**Elizabeth Ty Wilde, Ph.D.**

Columbia University  
**Jeremy Finn, Ph.D.**  
 State University of New York at Buffalo  
 \$201,622, 2010–2011

*Supporting Successful Transitions to Adulthood: Understanding the Potential of Career Academy High Schools*

**Richard Murnane, Ph.D.**  
 Harvard University  
 \$25,000, 2009–2010

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

**David Olds, Ph.D.**  
 University of Colorado  
 \$574,977, 2005–2009

*Intervention RFP: The Impact of School-Based Prevention on Friendship Networks and Peer Influence*

**D. Wayne Osgood, Ph.D.**  
**Mark Feinberg, Ph.D.**  
 Pennsylvania State University  
 \$500,000, 2007–2010

*Comprehensive Evaluation of the Making Meaning™ Reading Comprehension Program*

**Eric Schaps, Ph.D.**  
 Developmental Studies Center  
 \$916,026, 2005–2009

*Youth Program Quality Intervention for After-School Programs*

**Charles Smith, Ph.D.**  
 Forum for Youth Investment  
 \$850,000, 2006–2009  
 \$202,644, 2007–2009

*Strengthening After-School Programs*

**Emilie Smith, Ph.D.**  
**Daniel Perkins, Ph.D.**  
**Linda Caldwell, Ph.D.**  
 Pennsylvania State University  
 \$1,499,920, 2009–2012

*Youth Sport Social Systems (YESports)*

**Ronald Smith, Ph.D.**  
 University of Washington  
 \$483,387, 2002–2010  
 \$53,027, 2004–2010  
 \$12,000, 2008–2010

*Intervention RFP: The Impact of Self-Assessment on After-school Program Quality*

**Robert Stonehill, Ph.D.**  
**Neil Naftzger**  
 Learning Point Associates  
**Johannes Bos, Ph.D.**  
 Berkeley Policy Associates  
 \$100,000, 2007–2008  
 \$241,047, 2008–2009  
 \$25,000, 2009–2010

## Measurement Development

*Assessing Instructional Content and Interactions At-Scale*

**Richard Correnti, Ph.D.**

**Lindsay C. Matsumura, Ph.D.**

University of Pittsburgh

**Laura Hamilton, Ph.D.**

RAND Corporation

\$399,831, 2008–2012

*Development and Validation of Scalable, Multi-Method Approaches to Measuring Teacher-Student Interactions*

**Jason Downer, Ph.D.**

**Bridget Hamre, Ph.D.**

**Megan Stuhlman, Ph.D.**

University of Virginia

\$98,998, 2009–2012

*Teaching Practices, Classroom Peer Ecologies, and Youth Outcomes*

**Scott Gest, Ph.D.**

**Thomas Farmer, Ph.D.**

**D. Wayne Osgood, Ph.D.**

Pennsylvania State University

**Philip Rodkin, Ph.D.**

University of Illinois at Urbana-Champaign

\$499,209, 2008–2011

*Toward an Understanding of Classroom Context: A Validation Study*

**Drew Gitomer, Ph.D.**

**Courtney Bell, Ph.D.**

Educational Testing Service

\$531,095, 2008–2011

\$50,512, 2009–2011

*The Direct, Indirect and Moderating Effects of Organizational Climate in Child Welfare Agencies*

**Charles Glisson, Ph.D.**

University of Tennessee, Knoxville

\$150,000, 2007–2009

*Refining and Validating a Measure of Classroom Quality for English-Language Learners*

**Claude Goldenberg, Ph.D.**

**Edward Haertel, Ph.D.**

Stanford University

\$99,999, 2009–2012

*Enhancing High-Quality Observation Instruments*

**Thomas Good, Ph.D.**

University of Arizona

\$25,000, 2008–2009

*Making a Difference: Examining Classrooms Practices in Middle School English Language Arts*

**Pam Grossman, Ph.D.**

**Susanna Loeb, Ph.D.**

Stanford University

\$188,446, 2008–2010

*Setting-level Norms for Prosocial Problem-solving Among Middle-school Students*

**David Henry, Ph.D.**

University of Illinois at Chicago

\$25,000, 2007–2009

*Improving the Measurement of Classroom Mathematics Instruction*

**Heather Hill, Ph.D.**

Harvard Graduate School of Education

**Robin Jacob, Ph.D.**

**Geoffrey Phelps, Ph.D.**

University of Michigan

\$400,000, 2009–2012

*Changing Familial Processes to Promote Youths' Well-Being: An Embedded Daily Diary Study of Family Life*

**JoAnn Hsueh, Ph.D.**

MDRC

**E. Mark Cummings, Ph.D.**

University of Notre Dame

\$550,000, 2009–2012

*Measuring Quality Assessment in Science Classrooms Through Artifacts and Self-Report*

**Jose Felipe Martinez, Ph.D.**

University of California, Los Angeles

**Hilda Borko, Ph.D.**

Stanford University

\$399,775, 2009–2011

*Empirical and Theoretical Issues in Classroom Observation: Creating Practical Tools for School-Based Researchers and Practitioners*

**Robert Pianta, Ph.D.**

**Jason Downer, Ph.D.**

**Bridget Hamre, Ph.D.**

**Andrew Mashburn, Ph.D.**

University of Virginia

\$200,000, 2007–2009

## Other

*Videotaping as a Training Tool in After-School Programs*

**Lucy Friedman, Ph.D.**

The After-School Corporation

\$25,000, 2008–2009

*Collaborative Project to Continue Developing CLASS/ My Teaching Partner*

**Tom Roderick**

Morningside Center for Teaching Social Responsibility

\$25,000, 2009–2010





# 2009 REVIEWERS

*Our reviewers play an indispensable role  
in ensuring that we fund high-quality work.  
We thank them for their service in 2009.*

Emma Adam	Gary Evans	Richard Lempert	Sean Reardon
Angela Aidala	David Faigman	Nonie Lesaux	John Reid
Joseph Allen	Elizabeth Farley-Ripple	Tama Leventhal	Rena Repetti
Elaine Allensworth	Frank Furstenberg	Sharon Lewis	Jean Rhodes
Steven Asher	Russell Gersten	Jens Ludwig	Melissa Roderick
Marc Atkins	Scott Gest	Andrew Mashburn	Philip Rodkin
Bruce Baker	Margaret Goertz	Lorraine Maxwell	Abram Rosenblatt
Steve Barnett	Sara Goldrick-Rab	Velma McBride Murry	Christine Rossell
John Bates	Thomas Good	Kathleen McCartney	Eric Schaps
David Berliner	Jon Gossett	Susan McHale	John Schulenberg
Karen Bogenschneider	Suzanne Graham	Vonnie McLoyd	Edward Silver
W. Thomas Boyce	Anne Gregory	Clea McNeely	Sandra Simpkins
Hendricks Brown	Wendy Grolnick	Michael McPherson	Timothy Smeeding
Jane Brown	Guang Guo	Gary Melton	Judith Smetana
Joshua Brown	Edward Haertel	Roger Millsap	Robert Smith
Prudence Carter	Maureen Hallinan	Elizabeth Moje	Mark Soler
Ralph Catalano	Bonnie Halpern-Felsher	Brian Mustanski	Mercer Sullivan
Cynthia Coburn	Jill Hamm	Neil Naftzger	Jacob Tebes
Robert Cohen	Bridget Hamre	Katherine Newman	David Thissen
Cynthia García Coll	Robert Haveman	Candice Odgers	Edison Trickett
Richard Correnti	Denise Haynie	Dina Okamoto	William Vega
Mark Courtney	Jeffrey Henig	D. Wayne Osgood	Michael Wald
Alan Daly	Andrew Ho	Emily Ozer	Jane Waldfogel
Laura Desimone	L. Rowell Huesmann	Lawrence Palinkas	Rhona Weinstein
Nancy Deutsch	Louis Jacobson	Edward Palmer	Carol Weiss
Thomas Dishion	Robin Jarrett	Andrew Papachristos	Bruce Western
Kenneth Dodge	Stephanie Jones	Sara Pedersen	Hirokazu Yoshikawa
Brian D'Onofrio	Susan Kegeles	JoAnne Pedro-Carroll	Lauren Jones Young
Greg Duncan	Mary Kennedy	Deborah Phillips	James Youniss
Joseph Durlak	James Kohlmoos	Robert Pianta	John Yun
Richard Elmore	Reed Larson	Stephen Raudenbush	
Robert Emery	Maria LaRusso	Cybele Raver	

# BOARD OF TRUSTEES

The Foundation's Board of Trustees was an invaluable resource in 2009 as we managed through the economic downturn. Each of the Board's four committees—Audit and Budget, Executive, Finance and Investment, and Program—provided much-needed insights and expertise to help us manage our assets, continue strategic grantmaking, set our priorities, and review our work. More impressive is that the Board was able to do this work through several transitions. Over the summer, Michael Casserly and Paula Allen-Meares ended their terms as Board members. And in October, we were joined by two new Board members, Olivia Golden and Melvin Oliver. We also welcomed the leadership of Henry E. Gooss, who began his term as Board Chair in late 2008.

This year, the Board focused on several items. They kept a close eye on the budget, reviewing it at each meeting to ensure that it stayed in line with 6 percent of the rolling 36-month average of our assets. They also regularly reviewed the performance of all of the Foundation's fund managers, making changes when necessary. Other notable facets of their work this past year include providing critical feedback on the new priority of influencing science policy. The Board was also involved in discussions on the Foundation's work to improve the measurement of family functioning.



From left: Christine James-Brown, J. Lawrence Aber, Andrew C. Porter, Bridget A. Macaskill, Olivia Golden, Robert C. Granger, Gary Walker, Russell Pennoyer, Lisa Hess, Henry E. Gooss, Kathleen Hall Jamieson, Sarah McLanahan, and Melvin Oliver. Not pictured: Paula Allen-Meares and Michael Casserly..

**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 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-Meaures, Ph.D.**, is chancellor of the University of Illinois at Chicago. She was previously dean of the School of Social Work at the University of Michigan, where she was 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-Meaures 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. He 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 E. Gooss** (Chair) is a senior adviser of Investor Growth Capital, Inc., the venture capital arm of Investor AB, a Swedish industrial holding company, where he also served as president from 2005 through 2008. 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.

**Lisa Hess** is the president and managing partner of SkyPoint Capital Partners. She was previously the chief investment officer for the Loews Corporation from 2002 through 2008. She is also a regular contributor to *Forbes* magazine. 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.

**Olivia Golden, Ph.D.**, is currently an institute fellow at the Urban Institute, where she focuses on child and family programs, poverty policy, and reform and leadership in the public sector. She previously served as director of state operations for New York, director of the Child and Family Services Agency of the District of Columbia, and assistant secretary for children and families at the U.S. Department of Health and Human Services. She earned her Ph.D. from the Kennedy School of Government at Harvard University.

**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 for program. 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 since 2004, and before that she spent 10 years as president and CEO of United Way of Southeastern Pennsylvania.

**Kathleen Hall Jamieson, Ph.D.**, is the Elizabeth Ware Packard Professor of Communication at the Annenberg School for Communication and Walter and Leonore Annenberg Director of the Annenberg Public Policy Center at the University of Pennsylvania. An expert on political campaigns, Dr. Jamieson has authored, co-authored, or edited 18 books to date. She received her Ph.D. from the University of Wisconsin-Madison.

**Bridget A. Macaskill** is president and chief executive of First Eagle Investment Management. She previously served as principal of BAM Consulting LLC, an independent financial services consulting firm, which she founded. Ms. Macaskill was formerly the president, COO, CEO, and chairman of Oppenheimer Funds, Inc. Currently, she is a member of the board of directors of Prudential plc, and is a Trustee for the TIAA-CREF funds and the CREF accounts.

**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.

**Melvin Oliver, Ph.D.**, is the SAGE Sara Miller McCune Dean of Social Sciences and a professor of sociology at the University of California, Santa Barbara. Dr. Oliver also served as vice president of the Asset Building and Community Development Program at the Ford Foundation and spent 18 years as a faculty member at the University of California, Los Angeles. He earned his Ph.D. from Washington University in St. Louis.

**Russell Pennoyer** (Secretary, Treasurer) is president of 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 C. 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** (Vice 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.

# FOUNDATION STAFF



Hee Jin Bang, Ph.D.  
*Program Associate and  
Postdoctoral Fellow*

Sharon Brewster  
*Grants Coordinator,  
Officers' Discretionary Funds*

Sarah Diaz  
*Research Assistant*

Gabrielle Diharce  
*Administrative Assistant:  
Finance and Administration*

Joseph Ferra  
*Senior Accountant*

Robert C. Granger, Ed.D.  
*President*

Krishna Knabe  
*Communications Coordinator*

James Lui  
*Coordinator, Human Resources  
and Administration*

Yvette Marksman  
*Receptionist/Administrative Assistant*

Sarah Martino  
*Communications Assistant*

Lawrence D. Moreland, M.B.A.  
*Senior Vice President for  
Finance and Administration  
and Assistant Treasurer  
Officer of the Foundation*

Ruth Nolan  
*Assistant to the President and  
Board of Trustees*

Nancy Rivera-Torres, M.P.A.  
*Grants Coordinator, Research*

Linda Rosano  
*Director of Information Technology*

Edward Seidman, Ph.D.  
*Senior Vice President, Program  
Officer of the Foundation*

McPhail Simon  
*Staff Accountant*

Damisela Taveras  
*Senior Program Assistant*

Vivian Tseng, Ph.D.  
*Senior Program Officer*

Irene Williams  
*Grants Coordinator, William T. Grant  
Scholars Program*

Julie Wong  
*Coordinator, New Project Development*

Senior Program Associates  
Rebecca A. Maynard, Ph.D.  
*University Trustee Professor of Education  
and Social Policy  
Chair, Policy, Management, and  
Evaluation Division  
University of Pennsylvania*

Thomas S. Weisner, Ph.D.  
*Professor, Department of Psychiatry  
University of California, Los Angeles*

Brian L. Wilcox, Ph.D.  
*Director, Center for Children,  
Families, and the Law  
Professor of Psychology  
University of Nebraska, Lincoln*

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

# INDEX OF PRIMARY INVESTIGATORS

---

- 30, 35 Adam, Emma  
 38 Alexander, Karl  
 10, 43 Allen, Joseph  
 40 Amick, Steve  
 15, 40 Asen, Robert  
 39 Baron, Jonathan  
 38 Barton, Oliver  
 40 Ben-Arieh, Asher  
 38 Bhattacharya, Sat  
 9, 39 Bloom, Howard  
 40 Bogenschneider, Karen  
 31, 35 Boynton-Jarrett, Renee  
 10, 43 Brackett, Marc  
 40 Brand, Betsy  
 43 Braver, Sanford  
 43 Brody, Gene  
 10, 43 Brown, Joshua  
 39 Brown, Ronna  
 38 Buery, Richard  
 37 Cancian, Maria  
 41 Carter, Prudence  
 38 Cazeau, Thierry  
 35 Chen, Edith  
 38 Coe, Michael  
 41 Coll, Cynthia Garcia  
 49 Constantine, Norman  
 35 Correnti, Richard  
 37 Coyne-Beasley, Tamera  
 20, 35, 41 Crosnoe, Robert  
 43 Cummings, E. Marc  
 15-16, 40 Daly, Alan  
 31, 35 DeLuca, Stefanie  
 43 Deutsch, Nancy  
 37 Devaney, Elizabeth  
 30, 35 Diamond, Lisa  
 9, 45 Downer, Jason  
 37 DuBois, David  
 30, 35 Dunifon, Rachel  
 41 Eccles, Jacquelynne  
 41 Edin, Kathy  
 41 Eisenberg, Daniel  
 42 Elliot, Andrew  
 39 Emans, S. Jeans  
 42 Evans, Gary  
 40 Feuer, Michael  
 15-16, 40 Finnigan, Kara  
 6 Fixson, Dean  
 45 Friedman, Lucy  
 45 Gest, Scott  
 31, 35 Gibson-Davis, Christina  
 42 Giordano, Peggy  
 9, 45 Gitomer, Drew  
 43, 45 Glisson, Charles  
 45 Goldenberg, Claude  
 43 Goldrick-Rab, Sara  
 45 Good, Thomas  
 42 Gorman-Smith, Deborah  
 40 Grant, Jodi  
 9, 42 Grolnick, Wendy  
 45 Grossman, Pam  
 42 Grotevant, Harold  
 43 Guo, Guang  
 43 Gurin, Patricia  
 15, 39 Gurke, Deborah  
 42 Halpern, Robert  
 38 Hannaway, Jane  
 45 Henry, David  
 38 Herman, Rebecca  
 35 Heuveline, Patrick  
 31, 35 Hicklin, Alisa  
 45 Hill, Heather  
 39 Hill, Sara  
 43 Hirsch, Barton  
 31, 35 Hong, Guanglei  
 38 Horowitz, Barbara  
 45 Hsueh, JoAnn  
 39 Johnson, Clifford  
 29, 31, 35 Jones, Nikki  
 10 Jones, Stephanie  
 38 Kener, David  
 43 Kim, James  
 14, 40 Kohlmoos, Jim  
 31, 35 Kreager, Derek  
 9, 42 Larson, Reed  
 43 LaRusso, Maria  
 30, 35 Leiter, Valerie  
 29, 31, 35 Lesaux, Nonie  
 37 Leslie, Laurel  
 30, 35 Leventhal, Tama  
 39 Lieber, Eli  
 36 Lightfoot, Marguerita  
 42 Ludwig, Jens  
 37 Maciolek, Susan  
 45 Martinez, Jose Felipe  
 39 Mattis, Jacqueline  
 39 McCabe, Mary Ann  
 44 McHale, Susan  
 30, 35 McKown, Clark  
 29, 36 McLoyd, Vonnie  
 38 Miller, Nancy  
 38 Morgan, Edward  
 30, 35 Morris, Pamela  
 44 Muennig, Peter  
 38 Mullally, Christine  
 44 Murnane, Richard  
 31, 35 Mustanki, Brian  
 14-16, 40 Nelson, Steven  
 42 Newman, Katherine  
 38 Nielsen, Jasmine  
 38 O'Brien, Mike  
 31, 35 Odgers, Candice L.  
 29, 31, 35 Okamoto, Dina  
 5, 44 Olds, David  
 44 Osgood, D. Wayne  
 29-30, 35 Ozer, Emily  
 31, 35 Pager, Devah  
 14-16, 40 Palinkas, Lawrence  
 30, 35 Pearce, Lisa  
 40 Peck, Jennifer  
 9-10, 43, 45 Pianta, Robert  
 38 Pulido, Mary  
 42 Qin, Desiree  
 9, 39 Raudenbush, Stephen  
 40 Rebell, Michael  
 44 Riccio, James  
 42 Robles, Theodore  
 45 Roderick, Tom  
 31, 35 Romo, Laura  
 37 Rosenblatt, Abram  
 29, 31, 35 Roy, Kevin  
 37 Salem, Peter  
 38 Sananman, Amy  
 42 Schaefer, David  
 44 Schaps, Eric  
 40 Schroeder, Jennifer  
 38 Schultz, John  
 31, 35 Schwalbe, Craig  
 38 Seecharran, Annetta  
 39 Sherrod, Lonnie  
 29, 31, 35 Simpkins, Sandra  
 42 Skiba, Russell  
 9, 44 Smith, Charles  
 44 Smith, Emilie  
 38 Smith, Joanne  
 42 Smith, Robert  
 44 Smith, Ronald  
 30, 35 Spencer, Renee  
 42 Spilsbury, James  
 39 Stapleton, Darwin  
 39 Steiner, Peter  
 44 Stonehill, Robert  
 43 Tagle, Robert  
 39 Thakur, Mala  
 40 Thompson, Melissa  
 41 Toch, Thomas  
 41 Treanor, William  
 42 Vandewater, Elizabeth  
 30, 35 Vigdor, Jacob  
 37 Wallinga, David  
 30, 35 Weersing, V. Robin  
 39 Weisner, Thomas  
 41 Weiss, Ellen  
 37 Wheeler, Marc  
 41 Whitehurst, Grover  
 42 Wolfe, Barbara  
 37 Wortham, Stanton  
 39 Yohalem, Nicole  
 37 Yowell, Constance  
 41 Zigler, Edward

# INDEX OF INSTITUTIONS

---

- 40 Afterschool Alliance
- 45 After-School Corporation, The
- 39 American Educational Research Association
- 38 American Institutes for Research
- 38 American Place Theatre
- 40 American Youth Policy Forum
- 41 American Youth Work Center
- 29, 31, 36, 42-43 Arizona State University
- 45 Arizona, University of
- 37 Association of Family and Conciliation Courts
- 42 Baruch College
- 40 Bay Area Partnership
- 31, 35 Boston University School of Medicine
- 30, 36 Boston University
- 42 Bowling Green State University
- 35 British Columbia, University of
- 41 Brookings Institution, The
- 41 Brown University
- 30, 36 California, University of, Berkeley
- 31, 36 California, University of, Davis
- 31, 36 California, University of, Irvine
- 36, 39, 42, 45 California, University of, Los Angeles
- 30, 36, 40 California, University of, San Diego
- 37 California, University of, San Francisco
- 29, 31, 35-36 California, University of, Santa Barbara
- 42 Case Western Reserve University
- 31, 35, 37, 39, 42 Chicago, University of
- 40 Child Health and Development Institute of Connecticut, Inc.
- 39 Children's Hospital
- 38 Christian Herald Association
- 9, 42 Clark University
- 40 Clemson University
- 44 Colorado, University of
- 31, 36, 40, 44 Columbia University
- 38 Community Works
- 30, 35, 42 Cornell University
- 39 Council for Excellence in Government
- 44 Developmental Studies Center
- 30-31, 35-36 Duke University
- 14 Education Northwest
- 41 Education Sector
- 45 Educational Testing Service
- 42 Erikson Institute
- 43 Georgia, University of
- 39, 44 Forum for Youth Investment
- 38 Girls for Gender Equity
- 38 Groundswell Community Mural Project
- 38 Groundwork, Inc.
- 38 Harlem Children Society
- 29, 31, 35, 43-45 Harvard University
- 43 Higher Achievement Program
- 38 I Have a Dream Foundation-New York
- 31, 36-37, 42, 45 Illinois, University of, at Chicago
- 9, 42 Illinois, University of, at Urbana- Champaign
- 38 iMentor
- 41 Impact Strategies, Inc.
- 42 Indiana University
- 37 Institute for Agriculture and Trade Policy
- 31, 35, 38 Johns Hopkins University
- 41 Knowledge Alliance
- 40 LA's Best
- 44 Learning Point Associates
- 38 Love Heals
- 39, 44-45 MDRC
- 29, 31, 36 Maryland, University of
- 42 Michigan State University
- 41, 43 Michigan, University of,
- 42 Minnesota, University of
- 45 Morningside Center for Teaching Social Responsibility
- 40 National Academy of Sciences
- 39 National League of Cities
- 40, 41 National Public Radio
- 39 National Youth Employment Coalition
- 41 38 New Haven Ecology Project
- 39 New York Regional Association of Grantmakers
- 38 New York Society for the Prevention of Cruelty to Children
- 30, 36, 39, 43 New York University
- 30, 36-37, 43 North Carolina, University of, at Chapel Hill
- 38, 40 Northwest Regional Educational Laboratory
- 30, 35, 39, 43 Northwestern University
- 43, 45 Notre Dame, University of
- 31, 35 Oklahoma, University of
- 31, 35, 44-45 Pennsylvania State University
- 37, 41 Pennsylvania, University of
- 45 Pittsburgh, University of
- 37 Portland State University
- 31, 36, 42 Princeton University
- 37 Providence After School Alliance
- 40 Public Health Institute
- 40, 42 Rochester, University of
- 38 Rockaway Artists Alliance
- 39 Rockefeller University
- 30, 36 Rush University Medical Center
- 30, 36 San Diego State University
- 30, 35 Simmons College
- 39 Society for Research in Child Development
- 38 South Asian Youth Action SAYA!
- 14, 40 Southern California, University of
- 37 Southern Maine, University of
- 41, 45 Stanford University
- 43, 45 Tennessee, University of, Knoxville
- 30, 35, 41-42 Texas, University of, at Austin
- 37 Tufts Medical Center
- 38 Urban Institute
- 38 American Place Theatre
- 30, 35 Utah, University of
- 9, 43, 45 Virginia, University of
- 38 VISIONS Services for the Blind and Visually Impaired
- 44 Washington, University of
- 37, 40, 42-43 Wisconsin-Madison, University of
- 41-43 Yale University
- 38 Young Audiences New York



# American Place Theatre

American Place Theatre (APT) has been offering Literature to Life, a theater-based arts education program, since 1993. APT offers three kinds of Literature to Life programming: performances of theatrical adaptations of significant American literature, which are staged by professional actors for students age seven and up; residencies, which are in-school workshops led by a teaching artist and focused on using acting, playwriting, and teamwork skills to help students collaborate and make personal connections to literature; and professional development workshops that train teachers in innovative drama-in-education strategies.

After a dramatic increase in requests for programming for elementary school students, ATP realized they needed to modify their curriculum to suit the needs, skills, and interest of younger students. In 2009, they received an award from the William T. Grant Foundation to revise Literature to Life's curriculum, scripts, performances, and activities with the hopes of increasing the reading and writing skills of their younger participants, ages 8 to 11. APT plans to form a committee of select staff members to work with teaching artists and education specialists to review and revise current literature. They will also revise their resource guide to reflect the new curriculum and to make sure they are meeting the needs of partnering elementary school teachers.



# Community Works

Founded in 1990, Community Works currently provides comprehensive arts, literacy, and mentoring programs to over 150,000 public school students and community groups in New York City. Their services include hands-on workshops in theater, music, dance, writing, and visual arts, and they also work with communities to stage music, dance, and theater performances, and set up public art exhibits using children's art and words. Community Works aims to foster connections between cultures and communities, and ensure that all young people in New York City have the opportunity to engage in the arts.

In 2009, Community Works received a grant from the William T. Grant Foundation to strengthen the literacy component of their Making a Difference (MaD) arts and literacy program. MaD guides students in grades 4 through 12 through living history projects, celebrating their own neighborhoods and local heroes. After realizing that students were struggling with writing assignments, Community Works decided to hire an educational consultant, who will work with the MaD staff to revise lessons and suggest new approaches for the curriculum. The consultant will conduct professional development sessions with teaching artists to strengthen the artists' abilities to implement the revised curriculum and to educate them about the communities in which they will work. Finally, the consultant will observe and coach students and teaching artists during the implementation of the revised curriculum.

---





### Credits

Editor: Krishna Knabe

Assistant Editor: Sarah Martino

Design: Nicholas Smith Design + Illustration

All photographs © 2009-2010 Caroll Taveras

The photographs in this Annual Report were taken at the preceding two organizations, which were funded by the Foundation through the Youth Service Improvement Grants Program.



WILLIAM T. GRANT FOUNDATION

Supporting research to improve the lives of young people

570 Lexington Avenue, 18th Floor, New York, New York 10022-6837 212.752.0071 Fax: 212.752.1398 [www.wtgrantfoundation.org](http://www.wtgrantfoundation.org)