



Annual Report 2014



**Supporting
Research
to Improve the
Lives of
Young People**

Cont

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Letter from the

President

This is an exciting time at the William T. Grant Foundation. As we take a look back at the past year in this annual report, I am pleased to say that, thanks to the strength of our leadership and the vitality of the work we support, we are well poised for progress in the year ahead.

Nearly two years have passed since I joined the Foundation, and in that time I've had the pleasure and privilege of working under the guidance of Hank Gooss, chair of our Board of Trustees. Hank has been a superb leader of the Foundation and a great source of inspiration and advice for me. As Hank now concludes 16 years of service, including 6 as chair, I am confident that his contributions to the Foundation will last far beyond his tenure on the Board.

At the same time, we are extremely fortunate that Hank's successor, Russell Pennoyer, brings with him not only professional expertise but a highly successful record of overseeing the Foundation's endowment. Russell previously served 11 years on our Board, including 6 as chair of our Finance & Investment Committee. I am excited to welcome Russell back to the Board in his new role as chair, and am grateful for his continued commitment to the Foundation.

New Directions for Research

Featured Resource

Intersecting Inequalities: Research to Reduce Inequality for Immigrant-Origin Children and Youth, by Carola Suárez-Orozco and colleagues, explores how inequality plays out along multiple dimensions of disadvantage and introduces four areas of future research.



Throughout changes in leadership, we remain steadfast in our ultimate goal: producing a body of knowledge to improve the lives of young people. As Hank mentions in his letter, the Foundation's grantmaking efforts are well-defined and cohesive, and it is with this sense of clarity that we review the past year and look toward the future.

We continue to support high-quality research across our two focus areas, both of which will be illustrated throughout this report with essays, grantee profiles, and featured resources. In her essay, Program Officer Kim Dumont reflects on what we've learned over five years of funding on the use of research evidence in decisions that affect young people. Our work in this focus area has produced valuable insights: Foundation-supported studies were recently featured in *Using Research Evidence in Education: From the Schoolhouse Door to Capitol Hill*, a collection of articles edited by two of our grantees, Kara S. Finnigan and Alan J. Daly, demonstrating how research is acquired and used by policymakers and practitioners. And as our learning community of research-practice partnerships came to a close this year, we partnered with the Forum for Youth Investment to develop a microsite featuring resources, work samples, and tips to guide partnerships between researchers and practitioners in education.

To focus researchers' attention on our initiative on programs, policies, and practices to reduce inequality among youth, we commissioned four papers by leading scholars in domains where new research could inform future responses to youth inequality in the U.S. These works have already contributed to a variety of discussions with research and policy audiences, and we encourage potential grantees to consider them further as they shape their research agendas and proposals. While the authors of our paper series examine the domains of immigration, mental health, the justice system, and postsecondary education and workforce development, my essay in this annual report explores recent trends in inequality, with a spotlight on education.

We remain committed to the belief that research has the potential to yield smart responses to the problems that affect young people and their families. With strong leadership and a clear focus on useful, relevant research, we hope that the work we support continues to play a role in responding to these challenges, both this year and in the years ahead.

Sincerely,
Adam Gamoran
President, William T. Grant Foundation

**“ ...we remain steadfast
in our ultimate goal:
producing a body
of knowledge to
improve the lives of
young people.**

Letter from the

Chair

“ We are especially proud of our investment track record, which has been consistently in the top quartile among our peer group for more than ten years.

Henry Gooss

Chair, William T. Grant Foundation



This year marks my 16th and final year on the board of this fine Foundation, and my sixth as Chair. I arrived at my first board meeting in early 2000 as an investment professional schooled in economics and finance, with almost no grounding in the traditional social sciences. The world of youth-related research was all new to me, and represented a formidable challenge.

While climbing that learning curve over the following years, I participated in the evolution and development of a much more focused and efficient grantmaking process. Fifteen years ago, our grants covered a broad range of youth-related topics, but were largely unrelated to each other or any central area of inquiry. Though the research was of high quality, it may have had limited usefulness. We now work with a well-defined focus, emphasizing research that can be put into practice. We are hopeful that our sponsorship will produce a body of knowledge that will positively influence public social policy and practice. And although it is always difficult to judge the ultimate influence, I have little doubt that the current body of Foundation-sponsored research will positively impact the lives of young people.

In my time as a trustee, I have particularly enjoyed bringing my investment experience to the oversight and management of the Foundation's endowment. We are especially proud of our investment track record, which has been consistently in the top quartile among our peer group for more than ten years. We approach the investment process by taking a long term point of view, but closely monitor our managers for adherence to their mandates, and constantly strive to identify first rate managers for every market and market segment in the portfolio. I am confident that, given the well-defined formula we've developed, the trustees of the Foundation will oversee the financial health of the endowment in perpetuity.

I will end this year with very mixed feelings about my long tenure as a William T. Grant Foundation trustee, which spanned the leadership of three Presidents—Karen Hein, Bob Granger, and Adam Gamoran. Having worked with three different leaders, each of whom made notable contributions to the Foundation's effectiveness, professional presence, and success, one side of me acknowledges that there comes a time to pass leadership to the next generation. The other side of me, of course, will miss the camaraderie and challenges inherent to the role of trustee. It has been an enlightening and gratifying journey.

Sincerely,
Henry E. Gooss
Chair, William T. Grant Foundation

The Future of Educational Inequality in the United States:

What Went Wrong, and How Can We Fix It?

by Adam Gamoran

President, William T. Grant Foundation



Education is a gateway for opportunity—a pathway to progress through which young people acquire the skills, knowledge, and experiences to obtain good jobs and prosperous futures. Yet in the U.S., education is highly unequal. On average, students from minority backgrounds, immigrant origins, and economically disadvantaged families leave school earlier, receive fewer degrees and certificates, and exhibit lower academic skills than their more privileged peers (Gamoran, 2001). To address these inequalities, we need research that identifies effective responses to the challenges that give rise to unequal opportunities and outcomes. Indeed, education is one of the key domains in which the William T. Grant Foundation has focused its efforts to support research on reducing inequality.

My Forecast for the Future of Educational Inequality

Not long ago, I thought I had a good sense of the future of educational inequality in the United States. In an article in *Sociology of Education* (2001), I offered two predictions for educational inequality in the 21st century. First, following a trend established during the 20th century, I argued that racial inequality in educational achievement and attainment would greatly diminish. Second, also following 20th century trends, I anticipated no change in socioeconomic gaps in educational outcomes for the young people of this country.

Why did I think racial gaps would shrink?

I was not alone in my optimism about the future of racial inequality. In a 2003 majority opinion allowing some forms of affirmative action in education, for instance, Supreme Court Justice Sandra Day O'Connor declared that, "25 years from now, the use of racial preferences will no longer be necessary." Justice O'Connor's statement implied that within a quarter century, racial inequality would diminish to the point that preferences would no longer be needed to produce equal outcomes. My prognosis was not quite that optimistic, but I did foresee that racial achievement gaps would contract to near zero during the 21st century, and predicted a continued narrowing of gaps in years of schooling and degrees obtained.

Acknowledgments

A version of this essay was presented at the 2015 annual meeting of the American Educational Research Association. The author is grateful for thoughtful comments from Kim DuMont, Sean Kelly, Vivian Louie, Lenore Neier, and Vivian Tseng, and for helpful editing from Billy Hunter.

During the last third of the 20th century, racial achievement gaps had become much smaller, especially during the 1970s and 1980s, and black-white differences in high school graduation were nearly eliminated. These advances, I postulated, would result in a “virtuous cycle,” in which the improvements of one generation would engender even further progress in the next (see also Mare, 1995). A virtuous cycle contrasts with the more familiar, “vicious cycle,” in which undesirable conditions spiral into even worse outcomes. The contrasting idea here is that success in the past lays a basis for even greater success in the future. By 2010, I reasoned, it should be possible to detect whether the virtuous cycle were in play: by that time, the children of those who completed their schooling in the 1980s would be moving through the school system themselves.

I was not completely naive about what it would take to sustain this cycle. I recognized that a *laissez faire* approach, in which progress “just happens,” would not be enough to turn past progress into future success. But I thought that sufficient momentum had been established that the trend would continue.

Why did I think socioeconomic gaps would be preserved?

In contrast to the decline witnessed for racial gaps in educational outcomes, differences by socioeconomic background had varied little during the course of the 20th century. Of course, education had greatly expanded: persons from all economic strata were staying in school longer. But the relative differences between groups were preserved. Sociologists refer to this as a process of “maximally maintained inequality,” (Raftery & Hout, 1993) a process whereby privileged groups take advantage of expansion to promote the interests of their children and maintain relative advantages over less privileged groups. An expanding pie can serve as a metaphor for maximally maintained inequality: as the pie expands, everyone’s piece of pie gets bigger, but the relative differences between the slices are preserved.

Against the backdrop of the civil rights movement, racial gaps declined during the 20th century, but comparable political mobilization in defense of the rights of poor people has not occurred in the U.S. Moreover, unlike racial categories, which are constitutionally protected, poverty or low income is not a protected class under the U.S. constitution. For these reasons, there seemed little basis at the time of my forecast to anticipate any change in socioeconomic inequality in educational outcomes.

Recent Trends Contradict My Forecast

How does my forecast look in light of recent trends? Focusing first on educational attainment, Figure 1 draws on census data as reported by the National Center for Education Statistics (NCES) (Snyder, 2014) to monitor gaps in college enrollment immediately after high school. “College enrollment” refers to any postsecondary institution, including community colleges and for-profit colleges. This is an important indicator because those who proceed to college immediately after high school are more likely to earn degrees than those who delay enrollment (Roksa, 2012).

The lower line in Figure 1, marked by squares, reflects the trend for percentage point differences between blacks and whites from 1975 to 2010. The upper line, indicated by circles, displays differences between those young people whose parents were in the lowest 20 percent of household income, compared to those in the top 20 percent. The figure reveals a substantial decline in black-white inequality, from a high of about 20 percentage points in 1980 to less than 5 percentage

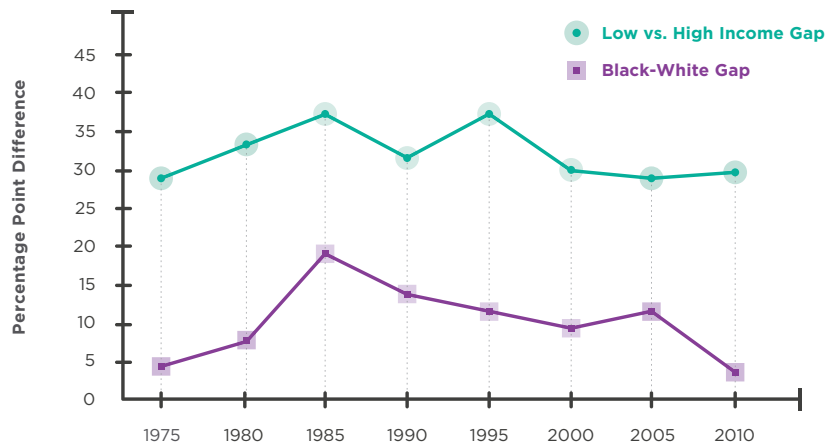
points in 2010. The trend since 2000, which exhibits a slight rise initially, has subsequently plunged, just as I had predicted. By contrast, the trend for socioeconomic differences has been largely stable since 1975, and precisely flat since 2000—also conforming to my predictions.

It is worth noting that the growth of community colleges and non-selective four-year colleges are important to these figures (Roksa et al., 2007). The trends do not necessarily indicate that blacks and whites or those from high- and low-income families are attending the same college programs. But the decline in the black-white gap, as contrasted with stable socioeconomic differences, is noteworthy, and may reflect the social conditions I described.

Other indicators of educational attainment, however, do not make me look so prescient. Figure 2, for example, depicts recent trends in the black-white gap in high school and college completion. Although the gap in high school completion has declined, the gap in college completion has grown.

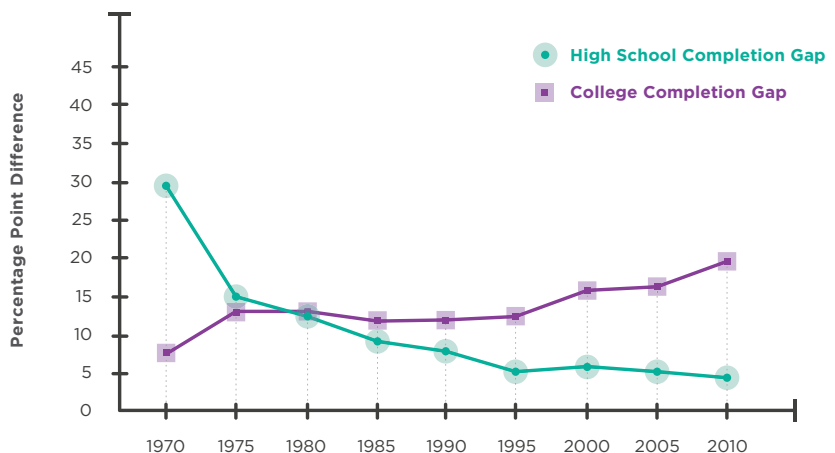
Also drawing on census data reported by NCES (Snyder & Dillow, 2013), the line marked by circles in Figure 2 signifies changes in the black-white gap in high school completion. A sharp decline during the 1970s and 1980s has been followed by a more muted downward trend since that time. Indeed, the trend since 1995 is essentially flat, as the downward slope since 2000 has simply allowed the gap to return to the point it had reached in 1995. Still, the overall picture for racial gaps in high school completion is one of declining inequality in the late 20th century and into the 21st. By contrast, black-white inequality in the percentage of young people completing college has increased.

Figure 1: Gaps in College Enrollment Immediately After High School, 1975-2010



Note: Figures are three-year moving averages. Source: Digest of Education Statistics 2013, Tables 302.20 and 302.30.

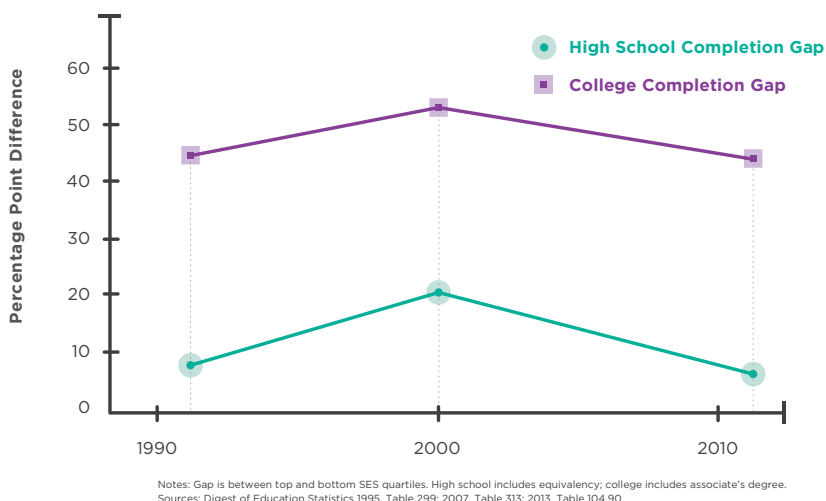
Figure 2: Black-White Gap in High School and College Completion, 1970-2010



Source: Digest of Educational Statistics, Table 221.85.

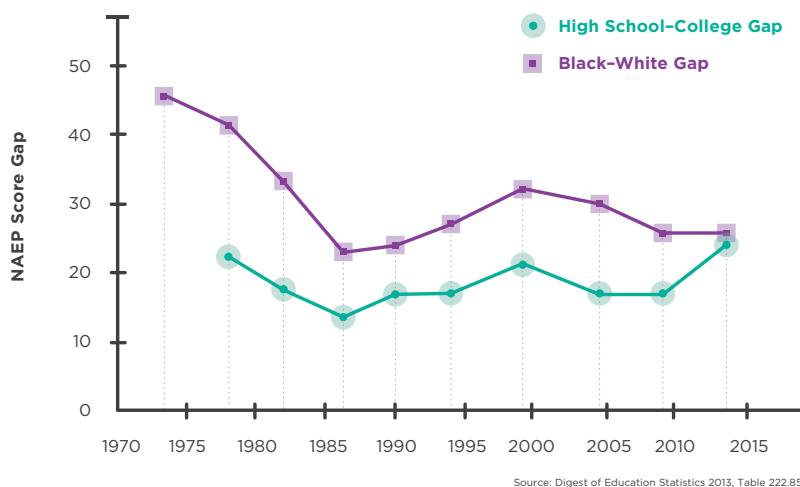
The trend of declining high school completion gaps followed by a rise in college completion gaps, depicted in Figure 2, is perhaps not surprising in light of maximally maintained inequality theory. This is because the population of those who are eligible to enroll in college becomes more heterogeneous as high school graduation becomes more common. Within that eligible population are some who are well prepared to complete college, and others who are not. In this sense, the time period between 1975 and 1995, when high school completion gaps dropped and college completion gaps held steady, is one of remarkable success. Unfortunately that is a success of the past, as current trends show an alarming increase in college completion gaps, contrary to my prediction of a virtuous cycle.

Figure 3: SES Gap in High School and College Completion, 1992-2012



Public reports on socioeconomic gaps in high school and college completion are less common, but a compilation of NCES reports (Snyder, 2014; Snyder, Dillow, & Hoffman, 2008; Snyder & Hoffman, 1995) reveals trends in the gap between those in the top socioeconomic quartile and those in the bottom quartile, as represented in three successive national surveys: high school sophomores in 1980, 1990, and 2002 followed up ten to twelve years later in 1992, 2000, and 2012, respectively. As seen in Figure 3, these gaps were stable overall, with increases during the first period countered by declines in the second time period.

Figure 4: Gaps in NAEP Mathematics Score at Age 13

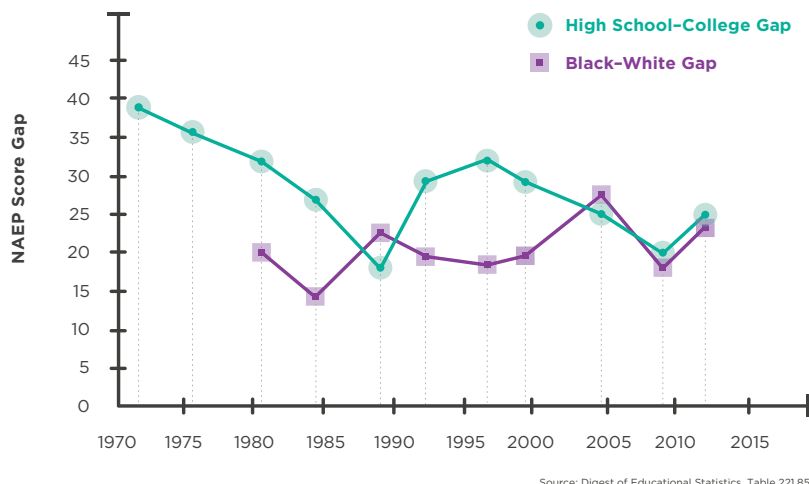


Turning to educational achievement, Figures 4 and 5 display trends in the National Assessment of Educational Progress, a test given approximately every four years to random representative samples of students in a number of subjects, most consistently in mathematics and reading (Snyder, 2014). Figure 4 shows the trends for 13-year-olds in mathematics: since 2000, a slight decline in

the black-white gap—not even sufficient to overcome an increase that occurred since the smallest gap was evidenced in 1986—and, more recently, a steep climb in the gap between students whose parents completed high school compared to those whose parents completed college. The results are similar in reading, as witnessed in Figure 5. The black-white gap has declined recently, although it is still not as narrow as it was in 1988, and the most recent assessment (in

2012) shows a larger gap than the previous one (in 2008). The high school-college gap in reading, meanwhile, has fluctuated, but is now larger than it was in the 1990s. Thus, the achievement trends contradict my predictions, in that the black-white gap, at best, has declined more slowly than I anticipated, and the socioeconomic gap (as represented by parents' education) has, unfortunately, gotten worse (see Reardon, Robinson-Cimpian, & Weathers, in press, for similar findings with gaps calibrated in standard deviation units).

Figure 5: Gaps in NAEP Reading Score at Age 13



Summary of Trends

Overall, the trends contradict my predictions more than they confirm them. Although black-white gaps in high school completion and college enrollment have narrowed, the gap in college completion has widened. Test score gaps have narrowed slightly, but far more slowly than I (or Justice O'Connor) anticipated. And while socioeconomic gaps have remained steady in some areas, such as attainment, they have widened in others, particularly achievement.

What Happened to the Virtuous Cycle?

Past trends suggested that children would benefit from educational improvements in their parents' generation. According to this argument, increased education among parents would lead to higher income and occupational status for their children—a virtuous cycle that would culminate in the decline of black-white inequality in education. Advantages in the parents' generation, that is, would result in higher educational expectations, better access to high-quality instruction, and other benefits, ultimately leading to greater educational achievement and attainment, and prolonging the cycle for the next generation. Yet, as of 2015, the evidence shows that black-white gaps have declined slowly at best. What has gone wrong?

Summary of Trends

..... in Educational Inequality

- » Black-white gaps in high school completion and college enrollment have narrowed, but the gap in college completion has widened
- » There have been modest declines in racial achievement gaps
- » Socioeconomic gaps have remained steady in some areas (attainment) and gotten worse in others (test scores)

What lies behind these trends?

A Breakdown in the Virtuous Cycle

Two important social conditions have prevented the virtuous cycle from operating as anticipated. First, increasing levels of education and other socioeconomic gains have paid off less well for blacks than for whites. Second, mass incarceration, which has disproportionately affected African-American males, has counteracted the advantages of prior gains. In both cases, larger structural forces have presented the virtuous cycle from operating as I had anticipated.

Poor payoff from increased education

Expressing skepticism about my optimistic predictions for racial inequality, Alexander (2001) commented that blacks were unlikely to reach parity in educational outcomes with whites, even as their socioeconomic conditions improved, because increasing parental education contributes less to the test scores of African-American students than it does to those of white students. He elaborated this argument by documenting racial gaps in test scores within socioeconomic bands, finding the largest gaps within the highest socioeconomic levels (Gosa & Alexander, 2007). In response, two colleagues and I examined this issue in great depth, with attention to black-white gaps in educational attainment (Long, Kelly, & Gamoran, 2011). Could we detect a virtuous cycle in play, in which educational upgrading in one generation contributed to narrower gaps in the next? We could not. On the contrary, educational attainment of parents contributed 16 percent less to the educational attainment of their children among blacks as compared to whites. This differential has become greater in recent decades, and it holds for all levels of schooling: high school completion, college enrollment, and college completion. But why does educational upgrading pay off less well for blacks than for whites? Four explanations seem most compelling:

- » Complexities in the tabulation of high school completion rates
- » The significance of wealth inequality
- » Differences in school or teacher quality
- » Persistent segregation in a larger context of racial prejudice and discrimination

First, indicators of high school completion need to be interpreted with care. For example, although black-white high school completion rates have converged, gaps in on-time completion, i.e., graduation within four years, have not narrowed as quickly (Mishel & Roy, 2006). Because on-time high school completion is an important predictor of postsecondary education, those who complete high school within four years and those who take longer are not really equivalent in their educational and occupational prospects. Moreover, the convergence of high school completion reflects, in part, a higher rate of GED attainment among blacks than among whites (Mishel & Roy, 2006), yet the GED does not boost economic outcomes to the same degree as a high school diploma (Tyler, 2004). Furthermore, the usual statistics on high school completion may overstate the rate for blacks because the surveys typically omit incarcerated individuals, among whom blacks are overrepresented (Petit, 2004). For all these reasons, the near-disappearance of the gap in high school completion may be illusory.

A second reason that investments in human capital (i.e., more schooling) have not yielded the same benefits for blacks as they have for whites is that, in the U.S., it takes financial capital to make human capital pay off fully. Family wealth (i.e., economic assets such as money and property) enhances a young person's chances of enrolling in and completing college (Conley, 2001). Among blacks and whites,

even when parents' education, occupation, and income are equal, wealth tends to be unequal, due to our nation's long history of discrimination (Conley, 2009; Oliver & Shapiro, 2006). Consequently, even when a gain in family background boosts educational outcomes, it may not boost them all the way along.

Two additional reasons for the breakdown of the virtuous cycle relate to the persistent school and residential segregation of African Americans. Due to the sorting of teachers between schools and within schools, African-American students tend to encounter teachers with weaker credentials and experience than their white counterparts (Desimone & Long, 2010; Kalogrides, Loeb, & Beteille, 2013; Oakes, 1990; Phillips & Flashman, 2007). Moreover, even as African-American families have reached the middle class, they remain more likely than middle-class whites to remain in segregated neighborhoods with low-income neighbors (Massey & Denton, 1998; Pattillo, 2013; Sharkey, 2013). As a consequence, African-American parents are unable to pass along the full benefits of their educational and occupational accomplishments to their children.

The consequences of mass incarceration

Another important trend, which was already evident at the turn of the millennium, but whose importance I did not recognize at the time, is the dramatic increase in incarceration rates in the U.S, in which African-American males are dramatically overrepresented (Neal & Rick, 2014). Imprisoned individuals complete less education themselves, and their children are often placed at a disadvantage. The children of incarcerated fathers, particularly African-American boys, experience relatively poor cognitive and non-cognitive outcomes (Haskins, 2014). Moreover, mass incarceration has likely contributed to the increase in single-parent families among African Americans which, on average, further disadvantages their children (Haskins, 2014). As a result, the virtuous cycle has not just stalled, but shattered.

Growing educational inequality by socioeconomic origins

Meanwhile, educational inequality by socioeconomic origins has worsened in the last decade, particularly as measured by test scores. Several conditions may lie behind this trend. First, increasing income inequality in the U.S. means that those from high- and low-income bands are farther apart than ever (Piketty, 2014; Reardon, 2011). As a result, the advantages of wealth and the disadvantages of poverty

New Directions for Research

Featured Resource

John Laub explores the intersections of inequality, crime, and the justice system in *Understanding Inequality and the Justice System Response: Charting a New Way Forward*, and looks at promising directions for future research.



for educational outcomes become heightened. Second, many U.S. cities have experienced increased concentration of poverty amid growing residential segregation by income (Reardon, 2011; Sharkey, 2013). Consequently, young persons growing up in economically disadvantaged families are increasingly likely to be found in disadvantaged neighborhoods, which may impair their progress (Sharkey, 2013). Moreover, recent trends in how parents invest in their children show that, although parents at all economic levels are investing more now than in the past, rich families are increasing their investments at a faster rate, so that the gap has widened over time (Kaushal, Magnuson, & Waldfogel, 2011; Putnam, 2015). For example, Putnam (2015) traces the amount of time per day that parents typically spend in “developmental care,” such as reading to their children. Whereas the number of minutes spent in these activities was roughly comparable in the 1970s for parents who were high school graduates as compared to college graduates, and the figures have increased for all groups, by 2013, college graduates were spending one and a half times the amount of time, nearly 45 minutes more per day, than parents whose schooling was limited to high school. These conditions may well lie behind recent increases in test score gaps between children from more educated and less educated parents.

New Directions for Inequality Research

At the William T. Grant Foundation, we make a four-point case for supporting research on reducing inequality among young people in the United States (Gamoran, 2014). First, inequality is excessive. This point is evident in comparisons of the U.S. to other nations, and in comparisons of the U.S. to itself in the recent past (Gamoran, 2013). Second, excessive inequality is economically and socially harmful, as it drags down our productivity, breaks down social cohesion, reduces civic participation, and ultimately undermines our democracy (Putnam, 2015). Third, rising inequality is not inevitable. Despite claims to the

contrary, notably those of Piketty (2014), that increasing inequality is an inexorable companion to the growth of capitalism, our own history and that of other nations reveals many occasions and arenas in which social policies have quelled the growth of inequality (e.g., Bailey & Danziger, 2013). Fourth, new research can identify policies that will reduce inequality, and reduce the effects of inequality in this generation on the outcomes of the next. Although we do not know everything about what generates inequality, we propose that enough is known to build a body of evidence on potential gap-closers.

The potential array of responses to inequality is vast, and we do not have all the answers about which steps will be most effective. Rather, we call on the research community to make the case for specific programs, policies, and practices that, if undertaken, would reduce inequality for young people in the domains that affect their future economic and social success, and along dimensions such as economic background, racial and ethnic minority status, and immigrant origins (Gamoran, 2014). It should be clear, moreover, that the challenges of racial and socioeconomic inequality in education cannot be fully addressed without attending to the larger social structures that have prevented past advances from

Four Points

..... about U.S. Inequality

1. U.S. inequality is excessive, whether in comparison to other countries at the present time, or in comparison to the past history of our own country.
2. Excessive inequality is economically and socially harmful: it is a drag on economic productivity and is socially divisive.
3. Inequality responds to social policy and is not inevitable.
4. We need research to identify the policies that will be effective in reducing inequality, and in reducing the effects of inequality in this generation on the outcomes of the next.

turning into future gains. Discussions now underway to pull back from mass incarceration (Haskins, 2014) and to invest in neighborhoods (Putnam, 2015; Sharkey, 2013), as well as to enact tax policies that advance opportunities for the poor and middle classes instead of hoarding opportunities for the wealthy (Smeeding, 2015) have the potential to lead in this direction. With that said, existing research and experience point to a number of approaches within the education system that may help reduce unequal outcomes. Among these are new directions in standards-based reform, variation among states as natural laboratories for reform, local programs examined via research-practice partnerships, and efforts to scale up evidence-based innovations.

Standards-based reform

At the federal level, standards-based accountability has been the main approach to reform since 2002, and it has had some success: one might attribute our greater awareness of educational inequality to the No Child Left Behind Act's requirement to report achievement separately by demographic group (Gamoran, 2007). The modest drop in test score gaps may also be a consequence of greater focus on students achieving below standards (Dee & Jacob, 2011). Yet the standards-based approach has fallen far short of its goals to improve outcomes and reduce gaps (Gamoran, 2007; 2013).

The era of No Child Left Behind has passed, but efforts persist to improve educational outcomes by raising standards and holding schools—and now, teachers—accountable for results. The lynchpin of current efforts is the Common Core State Standards (CCSS), which specifies performance goals intended to set students on a course for “college and career readiness” by the time they finished high school (McDonnell & Weatherford, 2013). Grounded in research showing that higher standards leads to elevated performance, CCSS implementation has the potential to reduce inequality by raising minimum performance levels for low-achieving students, particularly in states with relatively low standards prior to CCSS. Yet there are reasons for concern about how CCSS may affect inequality. Inconsistent implementation of CCSS, a reflection of resource constraints as well as controversy over assessments tied to the standards, may undermine efforts to use higher standards to drive improvement efforts. Research on the implementation of CCSS, and particularly on whether and how the standards affect classroom instruction for disadvantaged students, could shed light on whether new directions in standards-based reform are likely to be more successful than past efforts in reducing inequality.

States as natural laboratories

As nearly all states have obtained waivers from the most burdensome elements of No Child Left Behind, we have moved from a single, federal accountability system to as many as 50 separate, state-level accountability systems (Gamoran, 2013). This may be problematic for leveraging improvement, but it is a boon to researchers, for whom variation is essential for insight. More generally, differences in policy environments across states offer a valuable opportunity for examining which policy efforts exhibit the greatest success for improving performance and reducing gaps. Coupled with emerging policy variation is a vast new data resource available at the state level, consisting of longitudinal data systems that make it possible to track changes in performance levels over time. Today, researchers are well positioned to examine the effects of variation, both among states and within states over time, to understand how differences in policies related to accountability, choice, and teacher development, among other areas, may affect educational inequality.

School district partnerships with researchers

At the local level, partnerships between school districts and university-based researchers hold promise as vehicles for identifying approaches to reducing inequality that are effective in a particular context and that have a chance to be implemented in the district. As Turley and Stevens (2015) have explained, districts commonly lack the capacity to carry out research despite the large volume of data they routinely collect, and they can benefit from the enhanced capacity and increased credibility of external research on their programs. Meanwhile university-based researchers benefit from the partnerships by having access not only to valuable data, but to questions whose answers could make a real difference to educational decision makers. Such research–practice partnerships are emerging in major cities across the U.S., where the need for reducing unequal outcomes is particularly great (Turley & Stevens, 2015). New insights about reducing inequality in large urban districts will not answer all the important questions about inequality in U.S. education, but they would go a long way toward addressing our most important challenges.

Scaling up successful local efforts

Despite the lack of progress on reducing inequality overall, a number of approaches have had demonstrated success in specific cases, such as healthy parenting, high-quality child care, small classes in the early elementary grades, social psychological experiments for adolescents, and financial aid assistance for college students, among others (Gamoran, 2013). To reduce inequality nationwide, programs, policies, and practices that work in targeted cases will need to be scaled up and implemented

more widely. But research on implementation is in short supply, and approaches that work in one context often fail in another. Class size reduction, for example, which raised achievement and reduced gaps in the early elementary grades when implemented in Tennessee, failed to achieve the same success in California (Ehrenberg et al., 2001). Similarly, technology-based mathematics instruction achieved notable successes in targeted studies, but yielded little impact in a national study

(Campuzano et al., 2009). To respond to these challenges, researchers will need to attend not just to the effects of programs and policies, but to the contexts in which such efforts take place. In other words, research is needed that moves beyond “what

New Directions for Research

In *The New Forgotten Half and Research Directions to Support Them*, James Rosenbaum and colleagues discuss the obstacles that lead nearly half of community college students to drop out before earning a credential, while putting forth an agenda for new research.

Featured Resource



works” to what works for whom and under what circumstances (Gamoran, 2014). Weiss, Bloom, and Brock (2014) have provided a framework for research on variation across contexts in program effects, and studies that pursue this approach may help us apprehend how to implement programs in ways that yield success in diverse contexts.

Conclusion

It seems like hardly a day goes by without a new report on inequality in the news. In January 2015, a Gallup poll discovered that two-thirds of Americans are dissatisfied with how wealth and income are distributed in our country (Riffkin, 2015). And as inequality has emerged as a major issue in the 2016 presidential campaign, Democrats and Republicans alike are crafting messages in respond to public concerns (Lauter, 2014). Indeed, inequality has become a signature issue for leaders at all levels, especially on the U.S. national scene. Earlier this spring, Janet Yellen, Chair of the U.S. Federal Reserve Bank, declared that “economic inequality has long been of interest within the Federal Reserve System” (2015). Her comments struck close to home for us, as a Foundation committed to using research to find responses to social problems:

Research may be able to provide evidence on which public policies are most helpful in building an economy in which people are poised to get ahead. Conversely, it would also be beneficial to understand whether any policies may hold people back or discourage upward mobility.

Which policies, however, are likely to yield positive results for reducing inequality in education? This essay has pointed to two key directions for the future. First, inequality in education substantially reflects conditions outside the education system, such as residential segregation, employment discrimination, and inequality in the justice system. In *Our Kids*, for example, Putnam (2015) points to a range of responses to support families, communities, and labor market access as well as school improvement as avenues to provide opportunities for social mobility across the U.S. population. If education is truly to serve as a gateway to opportunity, these impediments to realizing the full benefits of increased education must be overcome. Second, efforts to reduce gaps in educational outcomes that have been successful in targeted cases will need to be implemented and examined in larger efforts. As an example, the U.S. Department of Education’s Investing in Innovation (i3) program is allowing for dramatic expansion and rigorous testing of education programs with strong evidence of success (Haskins & Margolis, 2014). The success of more targeted strategies demonstrates that inequality can be addressed and that it is not an impossible challenge.

What changes might make it possible to recapture the optimism for greater equality that I expressed in 2001? A realistic appraisal of successes and failures in reducing inequality by race and socioeconomic background is a good first step. It must be followed, however, by new insights on improvement efforts, which we hope will come from the research that we and others are supporting, and then by a commitment of resources to implement efforts that have been shown to work, in specific contexts and with particular populations. This will require a will to action that has been rare in American politics, but given the widespread interest in addressing inequality, the present may be an auspicious time.

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New Directions for Research

Featured Resource

In *Inequality Matters*, Stanford University professors Prudence Carter and Sean Reardon outline the role that research can play in reducing inequality and reframe the issue as one that is broader and deeper than poverty alone.



Leveraging Knowledge:

**Taking Stock of the William T.
Grant Foundation's Use of Research
Evidence Grants Portfolio**

by Kim DuMont,

Senior Program Officer, William T. Grant Foundation



The William T. Grant Foundation supports high quality research to inform programs, policies, and practices for children. In the course of this work, like other public and private foundations, we have funded studies that serve many functions. Research identifies the nature and extent of a problem, explains why it occurs, predicts what might happen in the future, offers strategies for improvement and change, and describes whether and how programs, policies, and practices work. And although the potential value of the research evidence is intuitive, the research itself is often absent from conversations and decisions about programs and practices for young people (National Research Council, 2012).

But research evidence is only one piece of the story. Policymakers and practitioners working on behalf of young people also have valuable knowledge. They have ideas about the nature and extent of problems, why these problems occur, what they mean for children and youth, and ways to make things better. Policymakers and practitioners also have concerns they want addressed and questions they want answered. Their ideas, however, rarely shape research agendas.

“Science, when it has something to offer, should be at the policy table.”

National Research Council 2012

We’ve long suspected that greater input from policymakers would produce more useful research, which, in turn, would yield more effective responses to the challenges facing children and youth. In 2009, we launched an initiative to study research use in the worlds of policy and practice. Staff assumed that knowing more about the potential users of research would improve the production and use of research, which we defined as empirical evidence derived from systematic methods and analyses. Findings are now accumulating. This essay takes stock of what we are learning about the acquisition, interpretation, and use of research evidence, and briefly describes our call for proposals, cross-cutting themes, and key unanswered questions.

Studying the Use of Research Evidence

The study of how research evidence is used in policy and practice is not new. Following extensive readings and conversations with researchers, funders, policymakers, and practitioners, Vivian Tseng, Bob Granger, and other members of the Foundation's Senior Program Team crafted an initiative to extend earlier work in five important ways.

- i. To generate ideas about how to better connect research and policy and practice, the initiative focused on the users of research and their worlds. It discouraged investigations of barriers to the use of research evidence, and encouraged projects on the policy process, key stakeholders, and the way that research is used alongside other types of evidence. It also welcomed studies about conditions that support the use of research evidence.
- ii. It shifted the focus from understanding the use of research evidence by frontline workers to use by middle management and agency administrators. These agents are fairly stable policymakers with clear potential to call on research evidence. Leaders influence organizational culture and structure; managers make day-to-day decisions about adopting new programs and practices. Both are well positioned to understand different stages of the policy process—from policy formation and solution development to resource allocation and implementation.
- iii. Research evidence was conceptualized as having varied roles, which encouraged new questions about how it might be used. Ideas about the functions and uses of research, including conceptual, instrumental, tactical, and imposed uses of research evidence, were influenced by Carol Weiss, Sandra Nutley, and Huw Davies. This differed from the early work of dissemination and implementation science, which focused on questions about how to move research into policy and practice, often in the form of a packaged program. The focus on research also meant that data-informed decision making fell outside the initiative's scope.
- iv. It welcomed new perspectives on a persistent problem by encouraging multidisciplinary teams to conduct prospective qualitative and mixed methods work. Prior research was largely retrospective and often relied on a single informant or document reviews (Oliver, Innvar, Lorenc, Woodman, & Thomas, 2014). Reviewer recruitment was also broad and included both researchers and a practitioner or policymaker.
- v. It provided an infrastructure to support these explorations in the form of dedicated funding, a learning community, and leadership.

Staff hypothesized that understanding policymakers and the circumstances that shape their decisions at the federal, state, and local levels would inform strategies for improving the usefulness and use of research evidence. Ultimately, these advances could strengthen supports for young people.

The Call for Proposals

The initial call was released in 2009 and asked for studies about how policymakers acquire research evidence, how they interpret or make sense of research evidence, and how they use research evidence. The call acknowledged that decision makers do not use research evidence in isolation, and encouraged exploration of how policymakers' political, economic, and social contexts affect the acquisition, interpretation, and use of research evidence. The call also requested studies of intermediary

organizations that package and distribute research (e.g., advocacy organizations and technical assistance providers) and broker relationships (e.g., consultants and membership organizations) between researchers and policymakers and practitioners. Studies investigating how characteristics of the research itself shape its use were also invited.

As the initiative progressed, staff updated the guidance to applicants to reflect our growing interest in studies of the conditions that support the use of research evidence and strategies to promote its use. Staff also added a call for stronger methods to assess the use of research evidence, with the hope that these would be used across studies.

Funded Studies

Between 2007 and March 2015, the Foundation awarded \$12.5 million to support 34 research projects. This includes five awards made prior to the first call, including one to the National Research Council. Since 2009, we have supported 22 major research grants and 7 additional smaller awards of \$25,000 or less.

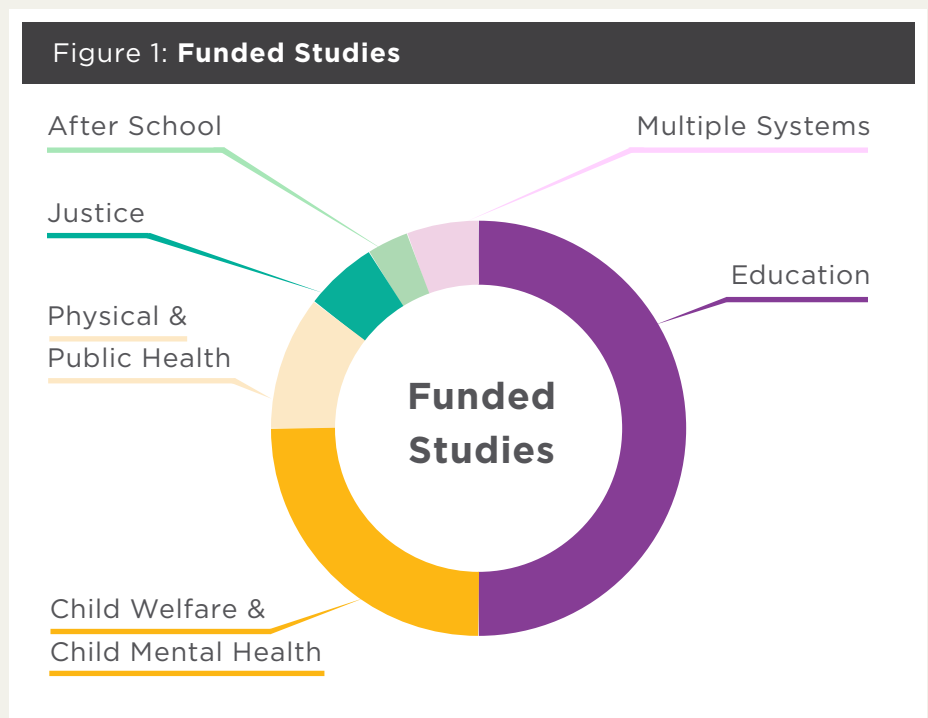
The majority of funded projects were descriptive studies aimed at extending theories about how research evidence is acquired, interpreted, and used.

The group of descriptive studies also included several projects investigating partnerships and other alliances as possible strategies to support the ongoing use of research evidence.

A smaller number of studies have tested theories. One study examined the link between evidence use and the quality of an evidence-based program's implementation, another is testing an intervention to improve the use of research-informed guidance, and a third is modeling the decision-making process. Few studies, however, have assessed the impact of the use of research evidence on the quality of services delivered and young people outcomes.

Funded studies primarily explored the use of research evidence in education, child welfare, and child mental health (Figure 1). Across these systems, about half of the projects focused on the use of research evidence in local settings and one-quarter on research at the state and federal levels. Other projects focused on the role of intermediary organizations and their engagement with policymakers across the various levels.

In the six years since the initiative started, funded projects have resulted in 43 peer-reviewed articles, several books and chapters, one report from the National Research Council, and ninety presentations.



The output has not been purely academic. Investigators have developed several policy briefs and presented reports to local, state, and federal representatives, as well as key intermediary organizations.

The lessons from these various products guide my analysis of grantees' work.

Understanding the Use of Research Evidence

Many factors shape what research is sought; how it is shared; the ways in which it is evaluated; and whether it is used, contorted, or dismissed. Studies supported by the Foundation offer promising strategies that may yield stronger connections between research evidence and policy and practice.

Three themes seem particularly relevant and emerged across different systems and levels of policy (e.g., federal, state, and local):

- » Produce research evidence that is valued amid other forces shaping policy and practice.
- » Leverage relationships to enhance the acquisition, interpretation, and use of research evidence.
- » Provide opportunities within and across organizations to shape and learn from research.

Research Evidence and Other Forces Shaping Policy and Practice

Grantees' work confirms earlier findings that a number of factors shape policy and practice and that the role of research evidence is often limited.

Science "shares the table with an array of nonscientific reasons for making a policy choice: personal and political beliefs and values are present as are lessons from experience, trial and error learning, and reasoning by analogy. Obviously, political matters and pressures weigh heavily when policy choices are made." (National Research Council, 2012)

Grantees' work also provides examples of relationships and structures associated with the use of research evidence. These patterns can help predict and potentially influence where research sits in relation to other forms of evidence and forces. For example, research is more likely to be used when it is viewed by policymakers as sensitive to local context (Nelson, Leffler, & Hansen, 2009; Palinkas et al., 2014) and designed for action in the form of tools and protocols with detailed guidance (Bogenschneider, Little, & Johnson, 2013; Goertz, Barnes, & Massell, 2013). Empirical studies can generate evidence that is better aligned with what policymakers consider necessary and relevant to the decisions they are facing.

Research use also varies by the place in the policy process. Research evidence is most frequently used when policy problems are being defined and prioritized (Asen, Gurke, Conners, Solomon, & Gumm, 2013; Courtney & Mosley, 2012; Hyde, Mackie, Palinkas, Niemi, & Leslie, 2015; McDonnell & Weatherford, 2014; Nicholson, 2014; Nathanson, 2014). This pattern is consistent across policy levels and systems. In these instances the primary challenge is connecting research to those defining the nature and extent of the problem.

Research evidence plays a more secondary role when designing policy or programs for implementation. Studies also suggest that research is often combined with professional experience, policymakers' own

values and beliefs, and political considerations (Mahoney, 2013; McDonnell & Weatherford, 2014; Mosley & Courtney, 2012; Nelson et al., 2009; Nicholson, 2014; Palinkas et al., 2014; Wulczyn, 2014). Typically, the other forces are viewed as insurmountable barriers to the use of research evidence. Closer examination suggests, however, that policymakers may rely on other forms of evidence because there is a mismatch between the time required to generate relevant research and the pace of the implementation phase (Mosley & Courtney, 2012; Nicholson, 2014). A second possibility is that little research exists to inform implementation (Hyde et al., 2015; Leslie, Maciolek, Biebel, Debordes-Jackson, & Nicholas, 2014). When research evidence does respond to policymakers' considerations, it is more likely to be used. Mosley and Courtney (2012) found that state legislators were persuaded to extend foster care to age 21 when youth testimonials were coupled with research evidence about the costs and benefits of extending care. The cost benefit research was also critical to social service agencies as they deliberated and planned for the state rollout of services. Thus it is important to anticipate what different decisions might mean for local resources and to generate empirical evidence to respond to these concerns and questions.

The stability of a policymaker's organization also shapes the use of research evidence. Some theories suggest that practical dimensions, such as the availability of resources and staff capacity affect whether research evidence is used, while others emphasize the influence of an organization's norms and routines. Finnigan, Daly, and Che (2013) and Neal, Neal, VanDyke, and Kornbluh (2015) speculate that when uncertainty in a school district is high, districts rely more heavily on information they can control. Consequently, leaders look for information and research that is derived from internal sources. This idea aligns with Palinkas and colleagues' (2014) finding that system leaders in child welfare agencies, which are in constant crisis, are more likely to conduct self-assessments of the relevance of research than to rely on others' assessments. It is not clear how to permeate the boundaries of organizations that rely on internal sources for evidence.

Politics and values also affect what information is shared and how it is valued. There is evidence that strong theory can predict how states engage with external stakeholders and research. Nathanson and colleagues (2014) used existing theories about political subcultures to predict how Colorado, New York, and Washington State would engage with other stakeholders and researchers when constructing public health policy. They correctly predicted that research would be used more in states where political parties were viewed as drivers of change and in those who called on external stakeholders to broker internal debates. Thus, although there is considerable swirl, there are strategies within the control of researchers that may increase the odds of research being placed at the table with other forces shaping policy and practice.

Relationships Matter

Findings across all systems and levels of policy suggest that relationships matter.

Relationships and professional networks are critical to acquiring research evidence (Davies, Nutley, & Walter 2008). Policymakers' relationships shape what research evidence individuals and organizations acquire and how they make sense of it. Leaders often turn to trusted peers in similar settings to access information (Barnes, Goertz, & Massel, 2014; Finnigan & Daly, 2012; Palinkas et al., 2014). They also rely on intermediaries to synthesize and transfer research evidence from research producers to policymakers, especially at the state and federal levels (Goertz et al., 2013; Haskins & Margolis, 2014; Hyde et al.,

2015). Intermediaries sit in the space between policymakers' immediate settings and researchers, and vary in their missions, roles, and levels of influence. They include advocacy groups, vendors, technical assistance providers, and professional associations. At their best, intermediaries understand the needs of policymakers, serve as honest brokers of research evidence, and facilitate exchanges in which researchers influence policy and policymakers influence research (Bogenschneider & Corbett, 2010).

Relationships within agencies also affect the flow of research evidence across individuals, departments, and levels of the organization (Barnes et al., 2014; Finnigan & Daly, 2012; Palinkas et al., 2013). For example, Daly and Finnigan use social network analysis to understand the pattern of relationships between network members and how information is shared. They find that in low-performing school districts central office administrators readily share expertise among themselves, but expertise sharing with and among principals is more limited. In addition, when principals in low performing schools do share evidence, they typically connect with the principals at other low performing schools and miss out on opportunities to import research and other expertise from their higher performing peers (Finnigan et al., 2013).

Studies from the education sector further suggest that the quality of a relationship affects opportunities for learning and what information is effectively shared (Asen & Gurke, 2014; Finnigan & Daly, 2012; Neal et al., 2015). Daly and Finnigan report that when connections between members are fragmented the networks can share routine pieces of information such as schedule changes, but strained relationships limit the diffusion of less familiar and more complex information, such as research (Barnes et al., 2014; Honig, Venkateswaran, & Twitchell, 2014). In contrast, when relationships involve trust, individuals can engage in risk taking and greater learning and behavior change (Asen & Gurke, 2014; Honig et al., 2014). When research comes from a trusted source, the trusted source lends confidence that the research is legitimate and influences how research is valued (Asen & Gurke, 2014).

Unfortunately, trust between researchers and policymakers and practitioners is often lacking (Asen & Gurke, 2014; Daly, Finnigan, Jordan, Moolenaar, & Che, 2014). Researchers are sometimes seen as manipulating study designs and findings and forwarding political agendas. Trust for intermediaries is also challenging. The landscape is cluttered with intermediaries who vary on a number of dimensions, making it difficult to know which intermediary organizations to partner with (Scott, Lubienski, DeBray, & Jabbar, 2014). Since research evidence is connected to judgments about people and their organizations, when relationships between researchers or intermediaries and policymakers lack trust, it is unlikely that the research will be used (Asen & Gurke, 2014). In contrast, when trusting relationships exist, information is more readily exchanged and both members exert influence (Bogenschneider & Corbett, 2010). Asen hypothesizes that because judgements about people are informed by interactions, it is possible both to develop trusting relationships and to improve the chances that research is consulted and used.

Opportunities for Engagement are Critical

Funded studies challenge the idea that if research is produced it will be used. Traditional dissemination channels rarely connect research evidence and potential users (Spybrook, Everett, & Lininger, 2013). More effort is required.

Grantees' work confirms that venues that offer an interactive approach are among the strongest means

for introducing research into the policy context (National Research Council, 2012; Nutley, Walter, & Davies, 2007). McDonnell and Weatherford suggest that structures for processing information can result in attitude change if the deliberation process elicits active, reflective processing. This process, in turn, can facilitate a higher valuation of research evidence.

...the complex content of the research and evidence mobilized critical attentiveness and focused discussion; and the process was structured to provide channels and incentives to engage with other researchers, state agency staff, and respected practitioner representatives. (McDonnell and Weatherford, 2014).

Work by Honig and colleagues (2014) further demonstrate how deliberation and reflective processes facilitate greater engagement with research evidence. Honig's team studied how staff in the central offices of six schools used research to change their own practices. They hypothesized that real shifts in practice would occur when staff:

- » had the opportunity to learn from research-based ideas,
- » were assisted by others knowledgeable about the target practices, and
- » had opportunities to respond to and deepen understanding about challenging ideas.

They found such opportunities facilitated the use of research evidence, but that the depth of learning depended on the larger context. For example, when leadership prioritized learning, deeper learning occurred. That deeper learning led staff to achieve changes in practice (Honig et al., 2014).

The opportunities for engagement described in the above cases were intentional. Collaborations between researchers and other stakeholders offer a standing mechanism for making sense of research evidence. Grantees have studied a number of different collaborations, including coalitions (Mosley & Courtney, 2012; Nathanson, 2014; Scott et al., 2014), intentional teams and committees (Bayer, 2014; McDonnell & Weatherford, 2013) and research-practice partnerships (Coburn, Penuel, & Geil, 2012; Glazer, 2015). Collaborations create an infrastructure to increase the flow of information between research, policy, and practice and to provide structured interactions between researchers and policymakers and/or practitioners in order to make sense of research findings in light of the local context. Collaborations may also keep research evidence in the policy process even as new policy actors enter and exit the scene (Mosley & Courtney, 2012; Leslie et al., 2014).

Coburn et al. (2012) and Palinkas, Short and Wong (in press) also suggest that sustained relationships between researchers and practitioners bridge the different ways that researchers and practitioners define research evidence, assign priorities, and align their agendas. In turn, this ongoing social exchange provides opportunities for engendering trust and making sense of research evidence in light of the local context.

What's Next?

Findings from the first six years of studies offer clear ideas about how key stakeholders share research evidence and some of the conditions required to promote the acquisition and use of research evidence.

Ideas about how context matters for the use of research evidence and the importance of relationships and opportunities for engagement feed theories about what is needed to create the conditions necessary to produce and use research evidence. Three questions seem especially salient.

1. What are promising strategies to promote smart uses of existing research?
2. What does it take to produce new research evidence that is useful to policy and practice?
3. When research is used in smart ways, how does it affect policy, practice, and outcomes for young people?

The methods used and developed by grantees also provide a strong platform for subsequent work. But the field needs stronger methods that can be used across studies to facilitate more generalizable findings. Future measures should also facilitate learning among agency leaders and not just researchers.

What are Promising Strategies to Promote Smart Uses of Existing Research?

We want no one to underestimate the complexity and difficulty of bringing research on vulnerable children, youth and families into the policy process. At the same time...examples already exist of how research has been used to build better public policies for families. We believe that is worthy of our efforts despite all that it apparently takes to make it a reality (Bogenschneider, 2011).

Future studies need to identify ways to put research at the table along with other types of evidence and how to connect existing research with policymakers making decisions relevant to youth. Even better would be to assess whether different approaches increase the likelihood that research will be critically considered as policymakers frame problems and responses, allocate resources, improve existing programs and practices, and implement new ones. These are smart uses of research.

Although few projects have tested strategies for advancing the use of research evidence, the funded studies provide important clues. A number of studies found that research is more likely to be used when it is synthesized and action oriented, such as when it is embedded in assessment tools or reflected in standards. This notion needs to be tested.

Another idea involves promoting collaborations. Partnerships between researchers and practitioners are viewed as a promising strategy for producing and using research, but we need to know more about their effects on the production of new research and the use of existing research. Also important are tests of whether decision makers' involvement in the research process (e.g., whether they participated in research production or are solely consumers) influences their understanding and use of existing research. Similarly, it is important to know whether the co-production of research leads researchers to study questions of greater relevance to policymakers and practitioners.

Grantees' work on trusting relationships, brokering network members, and opportunities for engagement holds promise for promoting the use of research evidence among policymakers. But we need deeper knowledge of how to cultivate these processes. For example, we know trusting relationships matter, but how can trust be engendered and then leveraged to improve policymakers' use of research evidence?

Finnigan and Daly's work suggests one strategy for strengthening relationships within organizations. They used maps created by their social network analyses to facilitate district-wide discussions about how information was shared within and across the district. In 2010, relationships within the district were fractured and district central office staff members were segregated from school principals. One year later the network of relationships was more cohesive and the exchange of research between the district central office and principals had increased (Finnigan et al., 2013).

In addition to hypotheses emerging from grantees' work, studies should also capitalize on other current efforts aimed at building stronger connections between existing research and practice. For example, in response to concerns about access and understanding of research, researchers, policymakers, and practitioners are presenting information in simpler and more straightforward ways (National Research Council, 2012). Yet the impact of these efforts—both in terms of the volume of research consumed and the quality of its use—is unclear. Similarly, it may be worthwhile to consider recent developments in dissemination and implementation that bolster the infrastructure to aid frontline workers in implementing new programs.

Although we are focused on the efforts of middle management and agency leaders, the strategy of establishing networks of peers that collectively solve problems and share resources and tools may prove valuable (Saldana & Chamberlain, 2012).

What is Needed to Produce Relevant Research?

We also need to know how newly generated research can meet the needs of policymakers. The research community has made significant strides in the rigor of testing the impact of programs and practices, but this aspect of research is not always valued by decision makers. Agencies want information that helps them evaluate whether programs, policies, or practices are relevant to their local context. This includes questions about an effort's burden, such as its costs and requirements for training and implementation. Partnerships offer one approach for informing such research agendas. We are interested in studies that move research agendas to incorporate the questions of policymakers. We then want to know what happens if relevant research is generated.

We also welcome studies on the role of organizational incentives in the production of research that is relevant to

Research Practice Partnerships

How can researchers, practitioners, and policymakers work together to address persistent challenges in education?

Our new Research-Practice Partnerships microsite features resources, work samples, and tips for forming and sustaining effective collaborations.

The Foundation launched a new microsite in 2014 to serve as a “one stop shop” for building and maintaining successful collaborations between researchers and practitioners in education. The resource-rich site is a collaboration between the Foundation and the Forum for Youth Investment (FYI).

Outlining fundamental topics from structuring a partnership to funding and staffing, the site is the culminating project of the Foundation's learning community of research-practice partnerships, which has convened twice annually since 2012. The site's resources, work samples, and guiding tips will help strengthen existing partnerships and provide guidance to those who look to engage in this important work in the future.

Research-practice partnerships are embodied by collaborative efforts to address practical problems that are relevant to the needs of school districts and systems.

www.wtgrantfoundation.org/RPP



policymakers. Institutional incentives affect the questions researchers ask, their selection of collaborators, their relationships with decision makers, the types of studies conducted, and their strategies and outlets for sharing findings. These choices, in turn, likely impact the relevance of the research produced. Thus, future studies might examine the forces that drive research agendas and build knowledge of ways to improve researchers' engagement with policymakers and practitioners. These frontiers are largely unexplored.

What Happens When Research Evidence is Used in Policy and Practice?

The case for using research evidence would be more compelling if we had a body of evidence to show that research positively impacts the quality of policies and practice for young people and their potential outcomes. Key unanswered questions concern how research affects policymakers' choices and if these choices lead to cost-effective responses (National Research Council, 2012). This is a tall order, and few studies have tested the assumption that smart uses of research lead to better policy and practice (Oliver, Lorenc, & Innvar, 2014). However, some recent federal efforts may lend themselves to study. For example, while federal policies were intended to increase the use of research evidence through mandates and incentives, little is known about whether policies such as No Child Left Behind; the Maternal, Infant, and Early Childhood Home Visiting Grants; and the Social Innovation Fund were successful. Also of interest is how these policies affected states' and regional offices' abilities to roll out the programs, maintain quality of services, and improve the outcomes of children and youth. We need to build knowledge of whether and how different types of policies influence the use of research and whether policies achieve their intended outcomes in terms of agency decision making and child and youth outcomes.

New Book

In their book, *Using Research Evidence in Education: From the Schoolhouse Door to Capitol Hill*, editors Kara Finnigan and Alan Daly examine how individuals, systems, and relationships advance or impede the integration of research into policy and practice.

Featured Resource



Conceptual studies are also needed to define and construct metrics of how policy and practice change as a result of using research evidence (Oliver, Lorenc et al., 2014). Tseng and Nutley (2014) observe that, across studies supported in education, the use of research evidence was both varied and meaningful. The studies demonstrated that research is used to frame problems and solutions, facilitate individual and organizational learning, inform the development of usable applications and tools, and anchor funding

parameters. Studies are needed to capture these direct and indirect uses of research evidence and understand how they affect policy, practice, and various outcomes.

Methods to Advance the Use of Research Evidence?

As the questions shift, so too should some of the methods. To date, funding has largely supported studies involving a mixed methods approach with strong qualitative components. These methods were appropriate for the questions being asked and the findings will inform theories of change to advancing the use of research evidence.

Support for such methods should continue. Experimental and quasi-experimental design will also be required to further assess the effectiveness of strategies to promote the use of research evidence.

Grantees have made important strides in measurement work on the use of research evidence. Palinkas and colleagues (2014) validated a structured interview on the use of research evidence. Asen and Gurke (2014) applied discourse analysis to examine the role of research evidence in deliberations. Neal et al. (2015) developed a new method for reliably coding themes from audio data and rapidly generating preliminary research results and feedback to stakeholders. Goldie, Linick, Jabbar, and Lubienski (2014) applied a technique to map citations and then examined how research was transmitted from the federal to local levels. Daly and Finnigan (2009) developed a protocol for analyzing networks as they relate to the flow of research evidence and other sources of information. Coburn's team (2014) and Nicholson's team (2014) are developing tools to observe social exchanges around evidence. Despite these gains, these measures require further refinement and more widespread use.

Additional work is needed to further develop quantitative scales, coding schemes, and tools for observing and analyzing conversations, activities, and relationships that will benefit policymakers, not just researchers. We know from grantees' work that feedback is critical to learning. Thus we also need tools that provide decision makers with the opportunity to assess and discuss where and from whom they obtain evidence, how they evaluate it, and how it is integrated with other types of evidence.

Closing

In the current landscape, the systems in which young people learn and grow face challenges as they adapt to new directives, shifting standards, and shrinking budgets. Research evidence can strengthen education, child welfare, child mental health, and other systems, but only if it is at the policy table.

As we look back on the five years of funded studies on the use of research evidence, we can identify barriers, facilitators, and strategies for the future. Our portfolio of research offers rich explanations for how different forces relate to the acquisition, interpretation, and use of research evidence. These uses are varied, and encompass problem understanding, solution framing, decision making, and learning.

We also know that policymakers operate in a complex system, with many forces shaping their decisions. Diverse approaches are needed to open avenues of engagement and connect research evidence and policymakers. The research produced needs to be meaningful. It also needs to be shared by individuals and organizations that have trusting relationships. Opportunities are required to challenge and digest research evidence and to make sense of it in light of other forces and types of evidence. We now need studies to suggest ways to initiate and sustain such efforts and to understand their impact on policy, practice, and young people. We invite you to accept this challenge.

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New Directions for Research

Margarita Alegría and colleagues take a developmental perspective to investigate racial and ethnic disparities in mental health and outline an agenda for future research in *Disparities in Child and Adolescent Mental Health and Mental Health Services in the U.S.*

Featured Resource



Our Work: Focus Areas and Programs



The William T. Grant Foundation believes that research has the potential to yield smart responses to the challenges facing young people and their families. We support research to improve young people's lives—to strengthen and provide insight into the systems in which young people develop. Over the decades, we have maintained a flexible approach and adapted our research interests to better understand society's challenges and shape the ways we respond.



Currently, we are focused on children and youth ages 5 to 25 in the United States. We fund research that 1) increases our understanding of programs, policies, and practices that reduce inequality in youth outcomes; and 2) increases understanding of when and how research evidence is used in policies and practices that affect young people.

We seek research that builds stronger theory and empirical evidence in these two key areas, and we intend for the research we support to inform change. While we do not expect that any one study will create that change, the research should contribute to a body of useful knowledge to improve the lives of young people.

Program Areas

Through our grantmaking, we are developing a robust body of knowledge across a range of disciplines, and are also building bridges between researchers, policymakers, and practitioners.

Learn about our four ongoing programs on the following pages:

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William T. Grant Scholars

The WILLIAM T. GRANT SCHOLARS program is a career development grant tailored to emerging researchers who have received their doctoral or medical degrees within the past seven years. Scholars identify new methods, disciplines, or content they want to learn, and propose five-year research and mentoring plans that foster their growth in those areas. Scholars may also apply for grants to support their own mentoring relationships with junior researchers of color. In 2014, we awarded five Scholars grants and three mentoring grants.

Featured Scholar

Guanglei Hong

Associate Professor
Comparative Human Development at
the University of Chicago



Through her work developing and applying advanced statistical methods and research designs to complex education problems, Guanglei Hong is well on her way to becoming one of the nation's most notable researchers. But she is not only an applied statistician. Hong is using advanced statistics to understand the nature of educational settings and the ways that public policies and teachers' practices affect the academic growth of students whose first language is not English.

Hong's interest in understanding the challenges of learning English as a second language is not surprising. As a native Mandarin speaker, she continued to work on her English language skills throughout her graduate studies in the U.S. But Hong's interest in the education experiences of immigrant children was piqued while at the University of Toronto, where researchers debated how many years of English language learning (ELL) support were necessary for learning academic English, and which types of ELL

programs would be most effective. As a William T. Grant Scholar, over the past five years, Hong has been deeply involved in investigating these questions. This work is a natural extension of her interest in understanding how schools accommodate diversity in developmental stages, academic proficiency, and language background among age-grouped children within the existing organizational structure.

Hong's William T. Grant Scholars award, "Causal Inference Methods for Studying Instruction Effects for Language Minority Students," examined the short- and long-term effects of providing ELL services in kindergarten and first grade on students' math learning throughout the elementary school years. Using a non-randomized study of about 3,000 language minority students from kindergarten through fifth grade, Hong and her colleagues set out to answer complex questions, such as how to assess the benefit of an additional year of ELL support, and why a given ELL program produces (or fails to produce) its impact. She explains, "I ask how we can find empirical answers from the best data at hand and how to avoid being misled by spurious associations in the data."

Hong's research revealed that the number of years a student receives ELL services, the form in which ELL services are implemented, and the ways that teachers organize math instruction in a language-diverse classroom all affect learning. If language-minority kindergartners are incorrectly placed in a group of students with lower math skill levels, for example, it can be detrimental to their future academic achievement. Hong and her colleagues also found that ELL support in kindergarten boosted the math skills of Spanish-speaking children—a benefit that was maintained through the fifth grade. An additional year of ELL support beyond kindergarten, however, did not appear to have any clear added value to these students' math learning. But the researchers caution that these results should not be generalized to Spanish-speaking students' English language learning or learning in other subject areas.

Hong also evaluated whether different ELL programs had an equal impact on student engagement in the classroom, based on teacher observations. In general, immigrant-origin students who experienced difficulty comprehending others and communicating their own ideas tended to become marginalized. These students may fail to follow instruction and may eventually lose interest in learning.

Experts usually argue that it takes more than several years before an English language learner achieves a level of English proficiency comparable to that of native English speakers. Altogether, Hong's investigations reveal that ELL services may help overcome important barriers to class participation in the first year of schooling and may generate a benefit that seems to be long-lasting.

Hong credits the Scholars award for giving her the opportunity to conduct research that might otherwise have been hard to launch. "The value of the Scholars award far surpasses the financial support it provides," says Hong. "Perhaps more importantly, the Scholars award granted me membership in a community in which everyone is driven by the desire to improve the lives of young people, regardless of their disciplinary background or methodological approaches. The community is formed to promote human development—not only to advance the well-being of those whom we study, but also to nurture our own well-being. As a graduate of the Scholars program, I feel I must carry that same spirit forward."

**Hong's investigations
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long-lasting.**

Research Grants

RESEARCH GRANTS target researchers at all career stages for high-quality empirical projects that fit either of our current focus areas. Through our research program, we are amassing a vast body of knowledge that has the potential to enhance the lives of young people and shape the future of our society. Grants are made three times each year and typically range from \$100,000 to \$600,000, covering two to three years of support. Last year, we funded 22 research studies.

Featured Researcher

David Rubin

Pediatrician and Professor of Pediatrics at the University of Pennsylvania, Co-Director of The Children's Hospital of Philadelphia (CHOP) PolicyLab



David Rubin wears many hats. He is a practicing pediatrician, professor of pediatrics at the University of Pennsylvania, and co-director of The Children's Hospital of Philadelphia (CHOP) PolicyLab. With an overarching goal of achieving improved health outcomes for children, Policylab is a center that develops and implements evidence-based solutions that are responsive to community needs and relevant to policy priorities. At their core, they are interested in generating high-quality research and having it used.

According to Rubin, one strategy that may bolster physicians' use of research-informed guidelines is a greater emphasis on storytelling and narrative in prescription guidelines. Rubin and his interdisciplinary team of researchers are studying whether prescription guidelines that involve a narrative component—specifically, stories that feature real patient and provider voices—will impact clinicians' prescribing

behaviors with regard to antipsychotic medications. Rubin's research is in response to what he sees as the increasing reliance on off-label antipsychotic prescriptions to address disruptive behavior, a trend that is especially prevalent among physicians treating publicly-insured children and youth in foster care.

Traditionally, antipsychotics, which act like powerful sedatives, were prescribed to children with disorders such as schizophrenia, bipolar disorder, and autism. More recently, there has been a shift toward more widespread use, although the evidence to support the prescription of these medications to children with behavioral challenges is limited. Rubin suspects that the growing reliance among doctors on prescribing antipsychotic medications stems from a perceived lack of alternative resources to meet the needs of patients.

Storytelling has been known to encourage patients to adopt healthier behaviors, such as controlling their blood pressure or getting cancer screenings. Rubin and his team are testing whether physicians who are exposed to stories about doctors who adhere to research-informed prescribing guidelines adopt similar behaviors. The hope is that a "powerful story will stick."

Rubin's first aim is to assess knowledge, attitudes, beliefs, barriers, and facilitators related to antipsychotic prescription practices, and to identify salient examples of physicians whose practices were guided by research. The second aim is to test the effectiveness of evidence-based narratives in affecting clinicians' prescribing behaviors. Rubin and his team plan to target psychiatrists, pediatricians, and family practitioners across Pennsylvania. Participants will receive either standard prescribing recommendations, standard prescribing recommendations and one narrative ("low-dose" arm), or standard prescribing recommendations and three separate narratives ("high-dose" arm). Rubin will look at Medicaid claims data to ascertain the influence of the guidelines and narratives on changes in prescribing behaviors.

Rubin understands that in order for research evidence to improve the well-being of children and youth, it is critical for researchers to develop long-term relationships with policymakers and practitioners and build trust.

Rubin understands that in order for research evidence to improve the well-being of children and youth, it is critical for researchers to develop long-term relationships with policymakers and practitioners and build trust. Toward that end, Dr. Rubin will be collaborating with Pennsylvania's Medicaid program and with the state chapter for the American Academy of Pediatrics to engage clinicians throughout the state.

Rubin's research on health policy and public health, and his passion for improving the lives of vulnerable children, such as those in the child welfare system, was inspired by a 1999 child maltreatment fellowship at CHOP. Of the enduring influence of that experience, he says, "I knew I wanted to reach a much wider audience of practitioners and policymakers and have an opportunity to influence the system on behalf of these children."

William T. Grant Distinguished Fellows

We launched the DISTINGUISHED FELLOWS PROGRAM in 2004 to create connections between researchers, policymakers, and practitioners. During Fellowships, researchers immerse themselves in policy or practice settings, and policymakers and practitioners work in research settings. Distinguished Fellows use these experiences to inform their future work, influence their colleagues, and produce or use high-quality, relevant research. In 2014, two Distinguished Fellowships were funded.

Featured Fellow

Maisha Winn

Professor of Language and Literacy
and the Susan J. Cellmer Chair in
English Education at the University of
Wisconsin-Madison



Maisha Winn's research sits at the intersection of literacy, justice, and the school-to-prison pipeline. As a 2014 William T. Grant Foundation Distinguished Fellow, Winn is immersing herself in two restorative justice programs to deepen her understanding of how educators can mitigate the effect of harsh discipline on students.

Restorative justice has its roots in the justice system, but has more recently been adopted by some school districts in response to zero-tolerance policies that lead to suspensions, expulsions, and juvenile justice referrals. These policies have been known to alienate students who may subsequently lose interest in and ultimately drop out of school. But restorative justice focuses on raising awareness of how punitive practices may be harmful to youth outcomes.

By examining the role of restorative justice in schools and communities, Winn asks whether the school-to-

prison pipeline, wherein school discipline leads students to the justice system, can be mediated. “This Fellowship will help me to learn more about restorative justice in its criminal justice context. Sometimes when ideas and practices are ‘imported’ to education, they are done so without fidelity to the existing restorative justice theories,” says Winn.

Winn is spending the first six months of her fellowship at the National Council on Crime and Delinquency (NCCD) in Oakland, California. There, she is working alongside professionals providing technical assistance for an initiative to train school, prison, police, and court personnel in restorative justice practices. At NCCD, she will check her research hat at the door and be a participant-observer, working in every facet of NCCD’s program, from co-facilitating restorative activities to engaging with lawyers in legal discourse around restorative justice practice.

For the latter part of her fellowship, Winn will work with the local YWCA in Madison, Wisconsin as part of a restorative justice program that emphasizes racial disparities in education and the criminal justice system. This work will bring into sharp focus the interconnectedness of racial justice and restorative justice. Specifically, Winn will assist with the Y’s Annual Racial Justice Summit; hone her training skills with students, teachers, and administrators; and be part of a team that collects and analyzes data to present to the local school district.

Winn’s interest in restorative justice grew out of ethnographic research she conducted at a girl’s detention center, where she followed incarcerated African-American girls as they worked with a theatre company to write and produce their own plays. Through her research, Winn learned that the harsh discipline that these girls experienced ultimately led to their disengagement in school. She notes, “Many of the girls in my study wanted to share their stories and contribute ideas on how to improve engagement with school and learning. In the theory of restorative justice, we ask about the root causes of behaviors so we can make things right. Harsh school discipline hurts everyone. Sadly, in American public schools many of the people who cause harm have experienced harm as well.”

Winn’s primary objectives for her Distinguished Fellowship are to inspire new research and guide efforts to create restorative justice training modules for middle- and high-school teachers. She hopes that the Fellowship will enable her to use her research in bridging the current gap in the literature on restorative justice and education.

**Winn will check her
research hat
at the door and be a
participant-observer,
working in
every facet of
NCCD’s program.**

Youth Service Improvement Grants

Our YOUTH SERVICE IMPROVEMENT GRANTS provide funding to community-based organizations that serve young people in the five boroughs of New York City. This program gives back to the Foundation's local community and supports the organizations that are working every day to improve the lives of the young people. Fifteen organizations received a Youth Services Improvement Grant last year.

Featured Grant

Bottom Line

Paves the Way to Success for Low-Income and First-Generation College Students



Amid a dramatic rise in the number of young people who attend college over the past 25 years, approximately 86 percent of on-time high school graduates now go on to pursue higher education. Despite increased college access, however, college completion remains elusive for many students, particularly low-income and first-generation college students. Challenges such as cumbersome enrollment procedures, high tuition, and a general lack of institutional support have given way to conditions where only 9 percent of students in the lowest-income quartile earn their bachelor's degree by age 24.

Bottom Line NY addresses these challenges by providing one-on-one academic counseling for low-income and first-generation to college students. Without a parent or mentor to guide them, students can often become lost on the long road to college graduation, but Bottom Line's Access program helps youth to navigate the college application and financial aid process, beginning as early as the junior year of high school. Counselors focus on matching students to a school where they will be successful, ensuring it's a strong academic and financial fit.

Bottom Line's Success program picks up where Access leaves off, working with students from the time they enter college until they earn their degree. In regular one-on-one meetings on campus, support focuses on the academic, financial, career, and personal challenges students face.

As their cadre of college juniors and seniors increased, Bottom Line wanted to ensure that ample supports were in place to support students as they entered the workforce. In 2014, they received a Youth Services Improvement Grant to hire a career counselor dedicated to working with upperclassmen who were on track to graduate within the next two years.

Jannatul Rahman is one of those students. Like many Bottom Line students, Jannatul is from an immigrant family, and the first in her family to go to college. She left Bangladesh for the U.S. at 13 years old, and had to start navigating the complicated college application process only a few years later. She says, "I wanted to go to college, but had no idea how to go about it. When I was in 12th grade, my guidance counselor handed me a flyer about Bottom Line." By providing personalized support throughout the entire college application process, Bottom Line helped Jannatul attend a college that was a good, affordable match—the first step in making sure that she would graduate and earn a degree.

But Bottom Line's support did not end there. Jannatul continued to receive support as she worked to complete her degree. "I didn't know how to study when I entered college, and I had no time management skills," she says. Through monthly in-person meetings with her Bottom Line counselor, Jannatul successfully adapted to the rigors of college and has earned a 3.9 GPA.

"Because of Bottom Line, there have been checkpoints along the way, making sure that I was doing what I was supposed to be doing. I wouldn't be here today if it weren't for Bottom Line. I'd be making mistake after mistake," says Jannatul.

Without support, the challenges that Jannatul faced might have forced her to drop out of school, like so many other young people. Instead, she is preparing for a bright career in medicine. With the support of her Bottom Line career counselor, Jannatul is preparing for the MCATs, has updated her resume, and recently completed a summer internship at Methodist Hospital.

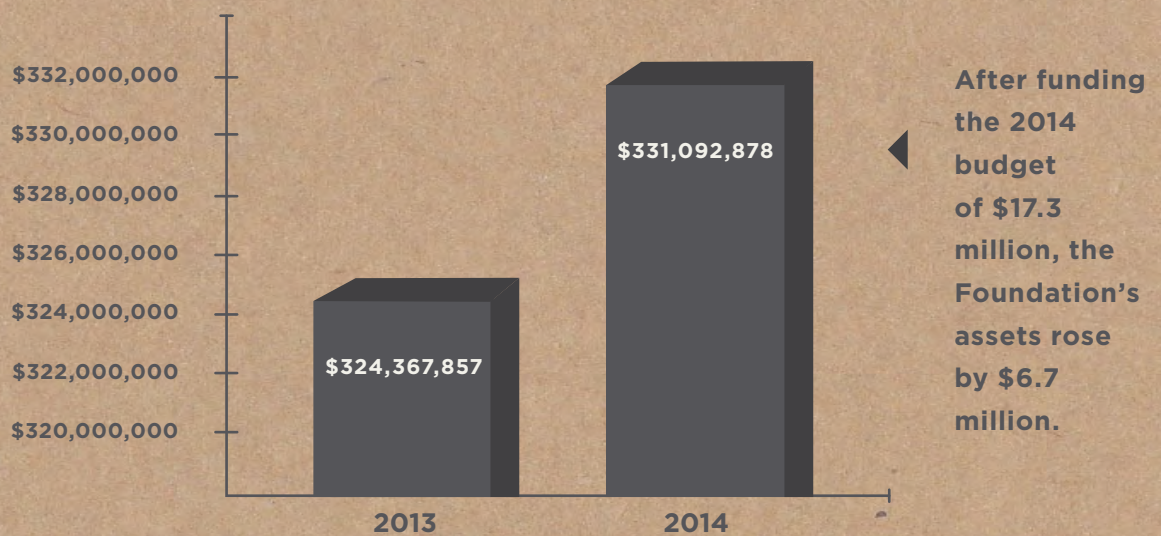
In a 21st Century economy, a college degree is more important than ever. Bottom Line is doing its part to be sure that more young people have a chance to achieve their potential.

Counselors focus on matching students to a school where they will be successful, ensuring it's a strong academic and financial fit.

The Foundation Continues to Make Steady Financial Progress

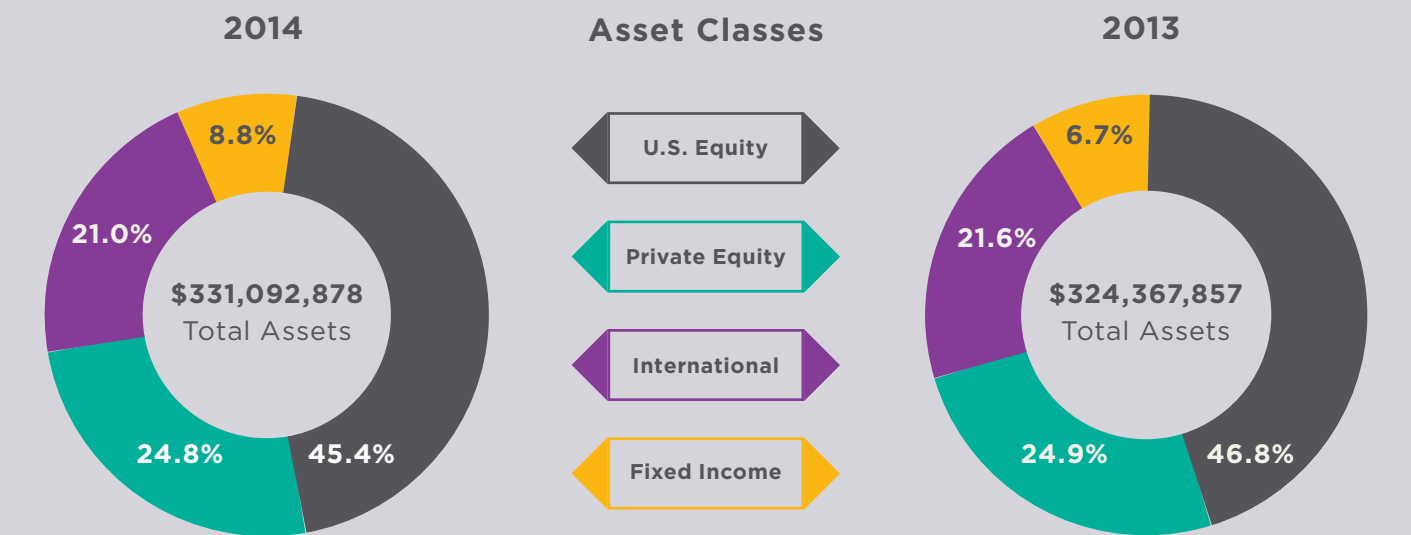
The Endowment

Earnings on the Foundation's endowment were strong in 2014. The portfolio earned 8.2 percent, which exceeded our highest performing benchmark by more than 3 percentage points. Strong earnings from our private equity funds contributed to this good performance. This continues a long term trend of out-performing over 1, 2, 4 and 5 year periods. Since the Foundation's endowment is the only source of our income, the steady increase in its value allows us to increase our grantmaking.



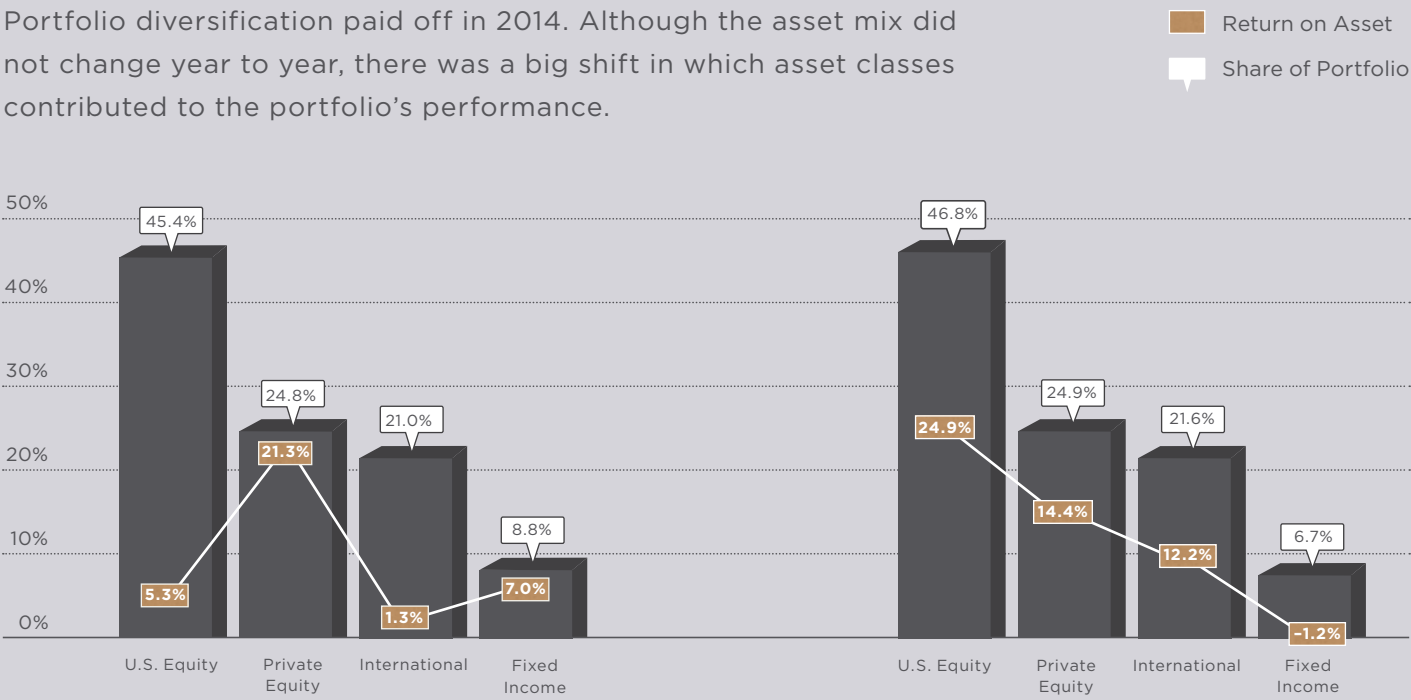
The Portfolio

One way that the Finance and Investment Committee manages risk is by maintaining a diverse portfolio. In 2014, the committee kept the composition of the portfolio relatively unchanged from the prior year.



Return on Assets

Portfolio diversification paid off in 2014. Although the asset mix did not change year to year, there was a big shift in which asset classes contributed to the portfolio’s performance.



In 2014, our investments in private equity returned 21.3 percent contributing substantially to our portfolio return of 8.2 percent. In 2014 the annualized return on U.S. Equities was only 5.3 percent, quite a change from the prior year.

In 2013, U.S. equities, which constituted the largest share of our portfolio at 46.8 percent had a great year, returning an annualized return of 24.9 percent. The strength of the US Equity holdings contributed to the Foundation’s 17.3 percent return on the endowment.

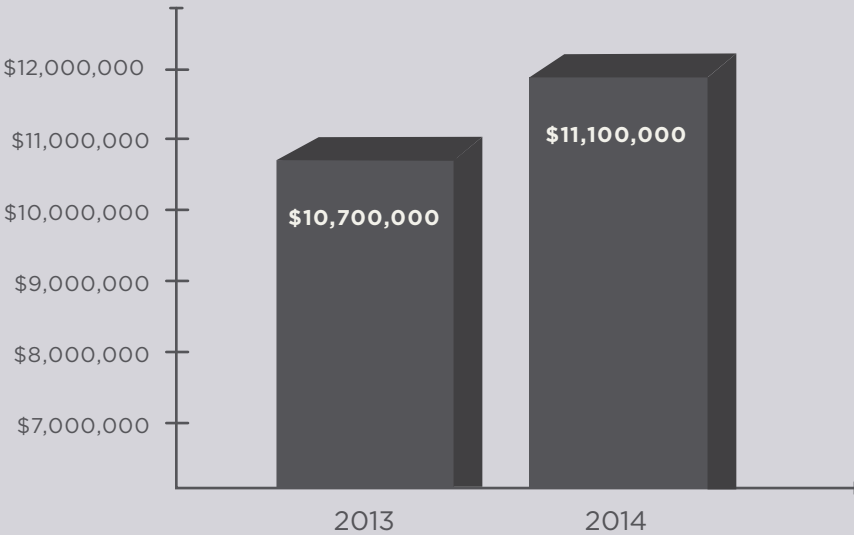
Spending on Operations

The Foundation spent \$ 17.3 million in 2014, an increase of \$ 460,000 over the prior year. Program expenses increased by \$591,000, operations and governance expenses were reduced by \$169,000, and investment expenses, some of which are directly tied to the size of the endowment, were \$38,000 higher year over year.

Spending on	2013	2014	Change
Program Expenses	\$14,629,000	\$15,220,000	+\$591,000
Operations & Governance Expenses	\$1,243,000	\$1,074,000	-\$169,000
Investment Expenses	\$1,018,000	\$1,056,000	+\$38,000
Totals	\$16,890,000	\$17,350,000	+\$460,000

Grant Allocations

A larger allocation to research grants accounted for most of the increase in program expenses.





Scholars Selection Committee



Edith Chen, Ph.D.

Professor of Clinical Psychology
Faculty Fellow, Institute for Policy Research
Northwestern University

Cynthia García Coll, Ph.D., Chair (until February 2015)

Director of INstitutional Center for Scientific Research
Carlos Albizu University

Adam Gamoran, Ph.D.

President, William T. Grant Foundation

Susan M. Kegeles, Ph.D.

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

Vonnie C. McLoyd, Ph.D.

Ewart A.C. Thomas Collegiate Professor
Department of Psychology
University of Michigan

Elizabeth Birr Moje, Ph.D. (incoming Chair)

Arthur F. Thurnau Professor of Language, Literacy, and
Culture and Associate Dean for Research, School of Education
Faculty Associate, Institute for Social Research
Faculty Affiliate, Latino/a Studies
University of Michigan

Richard J. Murnane, Ph.D.

Juliana W. and William Foss Thompson Professor of Education
and Society
Graduate School of Education
Harvard University

Lawrence Palinkas, Ph.D.

Albert G. and Frances Lomas Feldman Professor of Social
Policy and Health
School of Social Work
University of Southern California

Mary Pattillo, Ph.D.

Harold Washington Professor of Sociology and African
American Studies
Faculty Affiliate, Institute for Policy Research
Northwestern 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 in Early Childhood
Education
University of Virginia

Andrew C. Porter, Ph.D.

Dean, Graduate School of Education
George and Diane Weiss Professor of Education
University of Pennsylvania

Jane Waldfogel, Ph.D.

Compton Foundation Centennial Professor of Social Work and
Public Affairs
School of Social Work
Columbia University

Hirokazu Yoshikawa, Ph.D.

Academic Dean and Professor of Education
Graduate School of Education
Harvard University



Active Grants in 2014



RESEARCH GRANTS

Organizing Schools and Classrooms to Engage Latina/o Youth in Academically Challenging Work

Betty Achinstein, Ph.D.
Rodney Ogawa, Ph.D.
University of California, Santa Cruz
\$580,000, 2010–2014

What Counts as Evidence for Adolescent Preventive Health Services Policy and Practice? A Study of the US Preventive Services Task Force

Ronald Bayer, Ph.D.
Daniel Fox, Ph.D.
David Johns, Ph.D.
Constance Nathanson, Ph.D.
Gerald Oppenheimer, Ph.D.
Bhaven Sampat, Ph.D.
Columbia University
Alan Fleischman, M.D.
Albert Einstein College of Medicine
Sandro Galea, M.D., Dr.P.H.
Boston University
\$549,226, 2014–2016



Understanding Consequential Assessment of Teaching (UCAST)

Courtney Bell, Ph.D.
Educational Testing Service
Nathan Jones, Ph.D.
Boston University
Jennifer Lewis, Ph.D.
Wayne State University
\$537,866, 2012–2015

Girls, Early Adversity and Maturation Study

Renee Boynton-Jarrett, M.D.
Boston University
\$25,000, 2014–2015

Understanding Transactional Relationships Between Supportive Classroom Settings and Positive Youth Development

Marc Brackett, Ph.D.
Christina Crowe, Ph.D.
Susan Rivers, Ph.D.
Yale University
\$90,537, 2013–2015

Observing the Setting-level Impact of a High School Behavioral Change Intervention: A 60 School Randomized Trial

Catherine Bradshaw, Ph.D.
Debra Furr-Holden, Ph.D.
Philip Leaf, Ph.D.
Johns Hopkins University
\$750,000, 2011–2015

Activity Space, Social Network, and Community Influences on Adolescent Risk

Christopher Browning, Ph.D.
Catherine Calder, Ph.D.
Elizabeth Cooksey, Ph.D.
Mei-Po Kwan, Ph.D.
Ohio State University
\$599,952, 2012–2015

Research Use by Federal Policymakers on Student and School Success

Prudence Carter, Ph.D.
Linda Darling-Hammond, Ed.D.
Stanford University
\$596,258, 2012–2015

Health Risk Trajectories Across Adolescence: Understanding Gender Differences

Rebekah Coley, Ph.D.
James Mahalik, Ph.D.
Boston College
Sara Jaffee, Ph.D.
King's College London
\$394,058, 2010–2014

Determinants and Impact of Academic Grades: What Grading Strategies Work Best, for Whom, and Why

Harris Cooper, Ph.D.
Duke University
\$56,955, 2013
\$336,036, 2013–2015

Statewide Performance Based Assessments in Mathematics:

Understanding Tennessee's Efforts to Scale-Up Reform
Richard Correnti, Ph.D.
Zahid Kisa
University of Pittsburgh
\$24,464, 2013–2014

Early Social Settings and Pathways to Economic Opportunity in Uncertain Times

Robert Crosnoe, Ph.D.
University of Texas at Austin
Margaret Burchinal, Ph.D.
University of North Carolina at Chapel Hill
Tama Leventhal, Ph.D.
Tufts University
Kathleen McCartney, Ph.D.
Harvard University
\$322,315, 2010–2014

Marital Conflict-Focused Parent Education for Families with Adolescents

E. Mark Cummings, Ph.D.
Jennifer Cummings, Ph.D.
W. Brad Faircloth, Ph.D.
Julie Schatz, Ph.D.
University of Notre Dame
\$405,995, 2008–2009
\$150,000, 2010–2011
\$99,999, 2012–2013

Understanding Social Network Structure in Schools Under Corrective Action: A Longitudinal Comparative Analysis of Research Definition 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
\$559,916, 2011–2014

Improving Chronically Underperforming School Settings? Regression-Discontinuity Evidence from NCLB Waivers

Thomas Dee, Ph.D.
Stanford University
Steven Hemelt, Ph.D.
University of North Carolina at Chapel Hill
Brian Jacob, Ph.D.
University of Michigan
\$298,252, 2014–2016

Who Builds the Village? Examining Youth-Adult Relationships Across Contexts and Time

Nancy Deutsch, Ph.D.
Valerie Futch, Ph.D.
University of Virginia
\$596,465, 2013–2016

<p><i>Reducing Inequality: What American Scholarship Can Learn from the European Experience</i> Thomas DiPrete, Ph.D. Columbia University \$218,071, 2014–2016</p>	<p><i>The Causes of Truancy and Dropout: A Mixed-Methods Experimental Study in Chicago Public Schools</i> Jonathan Guryan, Ph.D. Northwestern University Sandra Christenson, Ph.D. University of Minnesota Amy Claessens, Ph.D. Jens Ludwig, Ph.D. University of Chicago Philip Cook, Ph.D. Duke University Mimi Engel, Ph.D. Vanderbilt University \$597,811, 2011–2015</p>	<p><i>Networks, Organizational Culture, and Limited Differences: Examining the Use of Research</i> Jerald Herting, Ph.D. Taryn Lindhorst, Ph.D. University of Washington \$158,496, 2011–2012 \$555,733, 2012–2015</p>
<p><i>Development and Validation of Scalable, Multi-Method Approaches to Measuring Teacher-Student Interactions</i> Jason Downer, Ph.D. Bridget Hamre, Ph.D. Megan Stuhlman, Ph.D. University of Virginia \$98,998, 2009–2014</p>	<p><i>Advancing Research on Youth Settings by Exploring Program Quality and Outcomes for Runaway/Homeless Youth</i> Marya Gwadz, Ph.D. Charles Cleland, Ph.D. Noelle Leonard, Ph.D. New York University James Bolas Margo Hirsch, J.D. Empire State Coalition for Youth and Family Services \$593,480, 2014–2016</p>	<p><i>Edu-Philanthropy: Understanding its Power and Potential</i> Frederick Hess, Ph.D. American Enterprise Institute Jeffrey Henig, Ph.D. Columbia University \$25,000, 2014–2015</p>
<p><i>The Role of Youth Settings in Young Adult Development: The Ecological Context of Rural Poverty</i> Gary Evans, Ph.D. Cornell University \$406,399, 2009–2014</p>	<p><i>Mentor Families: Setting-Level Component to Improve Mentoring Outcomes for At-Risk Youth</i> Shelley Haddock, Ph.D. Kimberly Henry, Ph.D. Rachel Lucas-Thompson, Ph.D. Lise Youngblade, Ph.D. Colorado State University Lindsey Weiler, Ph.D. University of Minnesota \$599,784, 2015–2018</p>	<p><i>Research Use as Learning: The Case of School District Central Offices</i> Meredith Honig, Ph.D. University of Washington \$383,338, 2011–2014</p>
<p><i>How Beginning Elementary Teachers' Social Networks Affect Ambitious Math Instruction in the Current Evaluation Climate</i> Ken Frank, Ph.D. Kristen Bieda, Ph.D. Michigan State University Serena Salloum, Ph.D. Ball State University Peter Youngs, Ph.D. University of Virginia \$599,996, 2014–2017</p>	<p><i>Fostering Natural Mentoring in Small Learning Communities</i> Stephen Hamilton, Ed.D. Mary Agnes Hamilton, Ph.D. Cornell University \$25,000, 2013–2014</p>	<p><i>Changing Familial Processes to Promote Youths' Well-Being: An Embedded Daily Diary Study of Family Life</i> JoAnn Hsueh, Ph.D. MDRC E. Mark Cummings, Ph.D. University of Notre Dame \$550,000, 2010–2015</p>
<p><i>Understanding the Diversity and Equity of a New Generation of Controlled School Choice Policies</i> Erica Frankenberg, Ed.D. Pennsylvania State University \$24,863, 2015–2015</p>	<p><i>Networks of Teachers Affect Children in Transition (Project NTACT)</i> Jill Hamm, Ph.D. University of North Carolina at Chapel Hill Soo-Yong Byun, Ph.D. Pennsylvania State University \$529,432, 2012–2015</p>	<p><i>Testing Messages to Address Inequality</i> Alan Jenkins, J.D. Ellen Braune Julie Fisher-Rowe The Opportunity Agenda/Tides Center \$25,000, 2014–2015</p>
<p><i>Contextual Predictors of Research Evidence Use among High and Low Minority Concentrated Areas</i> Antonio Garcia, Ph.D. University of Pennsylvania \$25,000, 2012–2014</p>	<p><i>Understanding the Obama Plan for Growing Evidence-Based Policies</i> Ron Haskins, Ph.D. Isabel Sawhill, Ph.D. R. Kent Weaver, Ph.D. The Brookings Institution \$300,000, 2011–2014</p>	<p><i>Interpretation and use of Research Evidence in Bilingual Education Policy and Practice</i> Eric Johnson, Ph.D. Washington State University \$25,000, 2013–2014</p>
<p><i>Constructing Affordability: How Institutional and Relational Contexts Affect Retention of Undergraduates from Low-Income Families</i> Sara Goldrick-Rab, Ph.D. Nancy Kendall, Ph.D. University of Wisconsin, Madison \$600,000, 2014–2016</p>		<p><i>Changing Youth Programs and Settings: An Experimental Evaluation of the Quality Mentoring Systems Initiative</i> Thomas Keller, Ph.D. Carla Herrera, Ph.D. Bowen McBeath, Ph.D. Portland State University Renee Spencer, Ed.D. Boston University \$604,949, 2013–2016</p>

<p><i>Influences of Classroom-level Social Settings on Language and Content Learning in Linguistically Diverse Classrooms</i> Amanda Kibler, Ph.D. Nancy Deutsch, Ph.D. Valerie Futch, Ph.D. Lauren Molloy, Ph.D. University of Virginia \$580,002, 2014–2017</p>	<p><i>Bright Stars: Technology-Mediated Settings for Urban Youth as Pathways for Engaged Learning</i> Cynthia Lewis, Ph.D. Cassandra Scharber, Ph.D. University of Minnesota, Twin Cities \$599,905, 2015–2017</p>	<p><i>Income Instability, Family Processes, and Youth Development</i> Pamela Morris, Ph.D. New York University Heather Hill, Ph.D. University of Washington Lisa Gennetian, Ph.D. Brookings Institution \$299,997, 2013–2015</p>
<p><i>Principal Transitions: A Longitudinal, Multilevel Social Network Analysis</i> Katherine Klein, Ph.D. University of Pennsylvania N. Andrew Cohen, Ph.D. The George Washington University Alan Daly, Ph.D. University of California, San Diego Kara Finnigan, Ph.D. University of Rochester \$24,990, 2011–2014</p>	<p><i>A Meta-Analytic Exploration of Variability in the Effects of Youth Programs</i> Mark Lipsey, Ph.D. Sandra Wilson, Ph.D. Vanderbilt University Joseph Durlak, Ph.D. Loyola University \$297,825, 2012–2014 \$198,260, 2014–2015</p>	<p><i>Assessing the Viability of Staff Surveys as a Measure of Afterschool Program Quality</i> Neil Naftzger, M.P.A. American Institutes for Research \$125,000, 2011–2014</p>
<p><i>Out With the Old, In With the New: When Are Principal Successions Successful?</i> Katherine Klein, Ph.D. University of Pennsylvania N. Andrew Cohen, Ph.D. The George Washington University \$592,110, 2013–2019</p>	<p><i>How Do Intermediary Organizations Promote Research Evidence for Educational Policymaking?</i> Christopher Lubienski, Ph.D. University of Illinois at Urbana-Champaign Elizabeth DeBray, Ed.D. University of Georgia Janelle Scott, Ph.D. University of California, Berkeley \$607,052, 2011–2015</p>	<p><i>Healthy Start: Children as Targets for Preventing Disease in Adult Life</i> Constance Nathanson, Ph.D. James Colgrove, Ph.D. Peter Messeri, Ph.D. John Santelli, M.D. Columbia University \$528,239, 2012–2015</p>
<p><i>Parenting New Teen Drivers</i> Robert Laird, Ph.D. University of New Orleans \$515,382, 2012–2015</p>	<p><i>Amici and the Courts: A Case Study of the Research Use Process of Intermediary Actors</i> Patricia Marin, Ph.D. Michigan State University Liliana Garces, Ed.D., J.D. Pennsylvania State University Catherine Horn, Ph.D. University of Houston Karen Miksch, J.D. University of Minnesota \$398,752, 2014–2016</p>	<p><i>Exploring School Administrators' Acquisition/Use of Research Evidence About Instructional, Health, and Social Skills Programs</i> Jennifer Neal, Ph.D. Zachary Neal, Ph.D. Michigan State University \$24,998, 2013–2014</p>
<p><i>Development of Self-Direction in Youth-Program-Family Interaction Systems: Latino and Non-Latino Adolescents</i> Reed Larson, Ph.D. Marcela Raffaelli, Ph.D. University of Illinois at Urbana-Champaign \$640,034, 2010–2013 \$699,806, 2013–2016</p>	<p><i>Procedures that Optimize the Reliability and Validity of Classroom Observations</i> Andrew Mashburn, Ph.D. Portland State University Joseph Allen, Ph.D. University of Virginia J. Patrick Meyer, Ph.D. University of Virginia \$224,388, 2011–2015</p>	<p><i>Intermediaries' Role in Transferring Research Evidence from "Producers" to "Consumers": The Case of School-Based Programs</i> Jennifer Neal, Ph.D. Zachary Neal, Ph.D. Michigan State University \$540,126, 2014–2017</p>
<p><i>Early Adolescents' Experiences of Continuity and Discontinuity of School Micro-contexts: Implications for Place-Based Treatment Effects</i> Maria LaRusso, Ed.D. Strategic Education Research Partnership Joshua Brown, Ph.D. Fordham University Stephanie Jones, Ph.D. Harvard University \$500,000, 2009–2011 \$24,976, 2011–2014</p>	<p><i>The Effects of a Workplace Intervention on the Family Settings and Health of Employees' Children</i> Susan McHale, Ph.D. David Almeida, Ph.D. Ann Crouter, Ph.D. Laura Klein, Ph.D. Robert Stawski, Ph.D. Pennsylvania State University \$499,079, 2009–2014</p>	<p><i>The Distinct Role of Intermediary Organizations in Fostering Research Utilization for State College Completion Policy</i> Erik Ness, Ph.D. James Hearn, Ph.D. University of Georgia \$350,000, 2013–2016</p>
	<p><i>The Role of the Family Setting in Young Adult Outcomes during Economically Turbulent Times</i> Sandra Newman, Ph.D. C. Scott Holupka, Ph.D. Johns Hopkins University \$395,823, 2012–2016</p>	

<p><i>Informational Texts in Family Literacy Practices: Supporting Comprehension Strategies with Immigrant Parents and Students</i> Silvia Nogueron-Liu, Ph.D. University of Colorado Boulder \$ 24,948 2015–2017</p>	<p><i>Understanding Processes of Crime and Desistance Among Gang Associated Delinquent Youths</i> Victor Rios, Ph.D. University of California, Santa Barbara \$305,019, 2011–2014</p>	<p><i>An Experimental Study of Neighborhood Stigma and the Penalty of Place</i> Patrick Sharkey, Ph.D. New York University \$24,810, 2013–2015</p>
<p><i>Strengthening After-school Programs</i> D. Wayne Osgood, Ph.D. Kathryn Hynes, Ph.D. Daniel Perkins, Ph.D. Pennsylvania State University Howard Rosen, Ph.D. Hempfield Behavioral Health Emilie Smith, Ph.D. University of Georgia \$1,499,920, 2009–2015</p>	<p><i>Toward Improving Settings Serving Youth with Emotional Disturbances: Measuring Social Processes in Special Education</i> Susan Rivers, Ph.D. Marc Brackett, Ph.D. Christina Crowe, Ph.D. Peter Salovey, Ph.D. Yale University \$336,198, 2011–2013 \$495,725, 2013–2016</p>	<p><i>Distal Factors and Proximal Settings as Predictors of Latino Adolescents' Activities: Insights from Mixed Methods</i> Sandra Simpkins, Ph.D. Cecilia Menjivar, Ph.D. Arizona State University \$386,382, 2013–2016</p>
<p><i>The Motivational and Learning Benefits of Autonomy-Supportive Classroom Practices</i> Erika Patall, Ph.D. University of Texas at Austin \$92,684, 2012 \$400,008, 2013–2015</p>	<p><i>Solving the Dropout Crisis? Evaluating the Impact of Rising Ninth Grade On-track Rates in Chicago</i> Melissa Roderick, Ph.D. Camille Farrington, Ph.D. University of Chicago \$330,796, 2013–2016</p>	<p><i>School Disciplinary Climate and Educational Outcomes for African American Students: Phase II, School-Level Analyses</i> Russell Skiba, Ph.D. Robin Hughes, Ph.D. Indiana University \$463,929, 2010–2014</p>
<p><i>Recasting the Challenges of Classroom Management: Strengthening Capacity of Teacher-Student Interactions to Engage Diverse Learners</i> Robert Pianta, Ph.D. Jason Downer, Ph.D. University of Virginia \$24,994, 2014–2015</p>	<p><i>Testing the Efficacy of Mindfulness Training for Teachers on Improving Classroom Settings for Early Adolescents</i> Robert Roeser, Ph.D. Andrew Mashburn, Ph.D. Ellen Skinner, Ph.D. Portland State University \$450,000, 2014–2017</p>	<p><i>Development of the Academic Skill-Building Program Quality Assessment</i> Charles Smith, Ph.D. The Forum for Youth Investment \$25,000, 2014–2014</p>
<p><i>Complex Equations: Algebra Instruction in the Common Core Era</i> Morgan Polikoff, Ph.D. University of Southern California Thurston Domina, Ph.D. University of California, Irvine \$503,612, 2014–2017</p>	<p><i>A Grants Program for Early Career Researchers to Conduct Secondary Data Analyses of the Measures of Effective Teaching Longitudinal Database (MET LDB)</i> Brian Rowan, Ph.D. University of Michigan \$143,750, 2013–2014</p>	<p><i>Do Physical School Settings Influence Student Success?</i> Kevin Stange, Ph.D. Isaac McFarlin, Ph.D. University of Michigan Francisco Martorell, Ph.D. RAND Corporation \$25,000, 2014–2016</p>
<p><i>Learning from Variation In Program Effects: Methods, Tools, and Insights from Recent Multi-site Trials</i> Stephen Raudenbush, Ed.D. University of Chicago Veronica Wald NORC at the University of Chicago \$516,306, 2014–2017</p>	<p><i>Comparative Effectiveness of Narratives to Promote Provider Adoption of Evidence Related to Antipsychotics Use for High-Risk Youth</i> David Rubin, M.D. Children's Hospital of Philadelphia Zachary Meisel, M.D. University of Pennsylvania \$598,892, 2014–2017</p>	<p><i>Paradoxes and Inequities in Special Education and the Law</i> Adai Tefera, Ph.D. Alfredo Artiles, Ph.D. Arizona State University Pedro Noguera, Ph.D. Catherine Voulgarides, Ph.D. New York University \$22,867, 2015–2015</p>
<p><i>Financing the Policy Discourse: How Advocacy Research Funded by Private Foundations Shapes the Debate on Teacher Quality</i> Sarah Reckhow, Ph.D. Michigan State University Megan Tompkins-Stange, Ph.D. University of Michigan \$277,895, 2015–2016</p>	<p><i>Crime, Context and Academic Performance</i> Amy Ellen Schwartz, Ph.D. Patrick Sharkey, Ph.D. New York University \$300,000, 2011–2014</p>	<p><i>APT Validation Study II: Improving Rater Reliability</i> Allison Tracy, Ph.D. Wellesley College Linda Charmaraman, Ph.D. Wellesley Centers for Women \$300,000, 2013–2015</p>

How Big Are Summer Learning Gaps? Using Seasonal Comparisons to Understand Whether Schools or Other Settings Are the Primary Source of Test-Score Inequality
Paul von Hippel, Ph.D.
University of Texas at Austin
Douglas Downey, Ph.D.
Ohio State University
\$299,671, 2013–2015

Archiving Data from a 70-Year Longitudinal Study of Human Development
Robert Waldinger, M.D.
Massachusetts General Hospital
\$90,996, 2010–2011
\$24,956, 2012–2015

From Users to Coproducers of Research Evidence: A Study of Place-Based Research Partnerships
Judith Warren Little, Ph.D.
University of California Berkeley
William Penuel, Ph.D.
University of Colorado Boulder
\$585,216, 2012–2015

Examining the Importance of Health Spillovers Between Siblings: Magnitudes and Mechanisms
Barbara Wolfe, Ph.D.
Jason Fletcher, Ph.D.
Marsha Seltzer, Ph.D.
University of Wisconsin, Madison
\$355,742, 2010–2014

Research Evidence Use by Private Child Welfare Agencies
Fred Wulczyn, Ph.D.
University of Chicago
Lawrence Palinkas, Ph.D.
University of Southern California
\$214,729, 2013–2015

WILLIAM T. GRANT DISTINGUISHED FELLOWS

Addressing the Needs of Children Exposed to Violence by Integrating Practice, Policy and Research
Megan Bair-Merritt, M.D.
Boston University
\$169,025, 2014–2016

The Role of Research in Enhancing Family Planning and Pregnancy Prevention for Teens
Jennifer Barber, Ph.D.
University of Michigan
\$199,784, 2011–2014

Improving the Well-Being of California's Youth: Understanding the Use of High-Quality Evidence in Policy Formation
Lisa Chamberlain, M.D.
Stanford University
\$168,259, 2014–2015

Improving Adolescents' Academic Adjustment Holistically: Inter-Agency Collaborations at the State and Local Levels
Nancy Hill, Ph.D.
Harvard University
\$161,840, 2013–2014

The Real World Test: Integration of Evidence-Based Research into Urban Public Schools' Disciplinary Practices
Jeffrey Kaczorowski, M.D.
The Children's Agenda
\$163,230, 2013–2015

Asian American Students in an Urban Public School District: Bridging Research, Policy, and Practice
Sumie Okazaki, Ph.D.
New York University
\$151,974, 2014–2015

Restorative Justice and the Reclamation of Civic Education for Youth
Maisha Winn, Ph.D.
University of Wisconsin, Madison
\$153,933, 2015–2016

WILLIAM T. GRANT SCHOLARS

Economic and Social Determinants of the Educational, Occupational, and Residential Choices of Young Adults
Elizabeth Ananat, Ph.D.
Duke University
\$350,000, 2010–2015

Adolescents and the Social Contexts of American Schools
Aprile Benner, Ph.D.
University of Texas at Austin
\$350,000, 2013–2018

The Social Ecology of Adolescent Obesity: Defining the Role of Adverse Social Settings and Social Stress
Renee Boynton-Jarrett, M.D., Sc.D.
Boston Medical Center
\$350,000, 2008–2014

The Impact of School and Classroom Environments on Youth Mental Health: Moderation by Genetic Polymorphisms
Joshua Brown, Ph.D.
Fordham University
\$350,000, 2011–2016

Neighborhood Social Capital and Oral Health for Publicly-Insured Adolescents
Donald Chi, D.D.S., Ph.D.
University of Washington
\$350,000, 2013–2018

Moving Matters: Residential Mobility, Neighborhoods and Family in the Lives of Poor Adolescents
Stefanie DeLuca, Ph.D.
Johns Hopkins University
\$350,000, 2008–2015

The Long-Run Influence of School Accountability: Impacts, Mechanisms and Policy Implications
David Deming, Ph.D.
Harvard University
\$350,000, 2013–2018

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

Predictors and Outcomes of Insufficient Sleep in Disadvantaged Youth: A Study of Family Settings and Neurobiological Development
Adriana Galvan, Ph.D.
University of California, Los Angeles
\$350,000, 2013–2018

Broken Windows, Broken Youth: The Effect of Law Enforcement on non-White Male Development
Phillip Goff, Ph.D.
University of California, Los Angeles
\$350,000, 2010–2015

Rethinking College Choice in America
Sara Goldrick-Rab, Ph.D.
University of Wisconsin- Madison
\$350,000, 2010–2015

Social Settings as a Context for Neurobiological Sensitivity in Adolescence

Amanda Guyer, Ph.D.
University of California, Davis
\$350,000, 2011-2016

Subverting the Consequences of Stigma and Subordination: Toward Empowering Settings for Sexual Minority Youth

Phillip Hammack, Ph.D.
University of California, Santa Cruz
\$350,000, 2013-2018

Minority Student Success in Higher Education

Alisa Hicklin Fryar, Ph.D.
University of Oklahoma
\$350,000, 2008-2014

Causal Inference Methods for Studying Instruction Effects on Language Minority Students

Guanglei Hong, Ph.D.
University of Chicago
\$350,000, 2009-2015

Critical Contexts for the Formation of Natural Mentoring Relationships among Economically Disadvantaged African American Adolescents

Noelle Hurd, Ph.D.
University of Virginia
\$350,000, 2014-2019

Consequences of the Within-Race Gender Imbalance in the College Campus Setting

Micere Keels, Ph.D.
University of Chicago
\$350,000, 2012-2017

Peer Networks and Adolescent Sexual Development

Derek Kreager, Ph.D.
Pennsylvania State University
\$350,000, 2009-2015

Pockets of Peace: Investigating Urban Neighborhoods Resilient to Adolescent Violence

Tamara Leech, Ph.D.
Indiana University
\$350,000, 2012-2017

Children in Limbo: A Transactional Model of Foster Care Placement Instability

Michael MacKenzie, Ph.D.
Columbia University
\$350,000, 2014-2019

The Internet as a Setting for Sexual Health Development Among Gay Youth

Brian Mustanski, Ph.D.
Northwestern University
\$350,000, 2008-2014

Innovating Culturally Relevant Pedagogy: Insights from Community Arts Programs serving Immigrant Youth

Bic Ngo, Ph.D.
University of Minnesota, Twin Cities
\$350,000, 2011-2016

Executive Functions and Biological Sensitivity in Classroom Settings

Jelena Obradovic, Ph.D.
Stanford University
\$350,000, 2012-2017

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

Candice Odgers, Ph.D.
Duke University
\$350,000, 2009-2014

Promoting Tolerant School Settings: A Social Networks Field Experimental Intervention

Elizabeth Paluck, Ph.D.
Princeton University
\$350,000, 2011-2016

Social Processes in Juvenile Probation

Craig Schwalbe, Ph.D.
Columbia University
\$350,000, 2009-2015

The Impact of Acute Violence and Other Environmental Stressors on Cognitive Functioning and School Performance

Patrick Sharkey, Ph.D.
New York University
\$350,000, 2010-2015

Mobile Phone Ecological Momentary Assessment for Family Functioning, Routines, and Settings

Dallas Swendeman, Ph.D.
University of California, Los Angeles
\$350,000, 2011-2016

An Examination of Cultural and Cognitive Mechanisms Facilitating Positive Youth Development in American Indian Communities

Monica Tsethlikai, Ph.D.
Arizona State University
\$350,000, 2012-2017

A New Look at Neighborhood Ethnic Concentration: Implications for Mexican-Origin Adolescents' Cultural Adaptation and Adjustment

Rebecca White, Ph.D.
Arizona State University
\$350,000, 2014-2019

Benefits and Challenges of Ethnic Diversity in Middle Schools: The Mediating Role of Peer Groups

Joanna Williams, Ph.D.
University of Virginia
\$350,000, 2014-2019

Settings for Success among Emancipating Foster Youth: Youth and Workers in Communication and Collaboration

Tuppett Yates, Ph.D.
University of California, Riverside
\$350,000, 2012-2017

Toward a Sociological, Contextual Perspective on Psychological Interventions

David Yeager, Ph.D.
University of Texas at Austin
\$350,000, 2014-2019

WILLIAM T. GRANT SCHOLARS MENTORING GRANTS

Mentoring Stephanie Cruz
Donald Chi, D.D.S., Ph.D.
University of Washington
\$60,000, 2014-2016

Mentoring Norma Padrón
Jason Fletcher, Ph.D.
University of Wisconsin, Madison
\$85,000, 2013-2014

Mentoring Diane Goldenberg
Adriana Galvan, Ph.D.
University of California, Los Angeles
\$60,000, 2014-2016

Mentoring Roberta Schriber
Amanda Guyer, Ph.D.
University of California, Davis
\$85,000, 2013-2015

Mentoring Myles Durkee and Elan Hope
Micere Keels, Ph.D.
University of Chicago
\$85,000, 2013-2015

Mentoring Amy Irby-Shasanmi
Tamara Leech, Ph.D.
Indiana University
\$85,000, 2014–2016

Mentoring Brian Lozenski
Bic Ngo, Ph.D.
University of Minnesota
\$59,970, 2013–2015

Mentoring Lin Wang
Candice Odgers, Ph.D.
Duke University
\$85,000, 2012–2014

CAPACITY- BUILDING AND COMMUNICATIONS GRANTS

Service Grant Program
Robert Acton, J.D.
The Taproot Foundation
\$25,000, 2013–2014

*Proposal to Complete the Archiving of
Beginning School Study Data with the
Murray Research Center*
Karl Alexander, Ph.D.
Johns Hopkins University
\$17,500, 2013–2014

*The Coleman Report at 50: Its Legacy
and Enduring Value*
Karl Alexander, Ph.D.
Johns Hopkins University
\$25,000, 2014–2016

*Identifying Strategies to Improve the
Use and Usefulness of Research in
Child Welfare*
Clare Anderson
Chapin Hall Center at the University of
Chicago
\$18,165, 2014–2015

*Developing Creative, Practical Policy
Tools to Assist Federal Officials in
Implementing New Federal Evidence-
Based Reforms*
Jonathan Baron, J.D.
Coalition for Evidence-Based Policy
\$100,000, 2013–2015

*Promoting Children's Cognitive,
Affective, and Behavioral Health Forum*
Kimber Bogard, Ph.D.
The National Academies
\$25,000, 2013–2014

*Planning for Long-Term Sustainability
for an Effective Model of Building
Evidence-Based Youth and Family Policy*
Karen Bogenschneider, Ph.D.
University of Wisconsin, Madison
\$50,000, 2013–2015

*Learning About the Use of Research to
Inform Policymaking*
Betsy Brand
American Youth Policy Forum
\$175,019, 2012–2014

Fund for 2025
Ronna Brown, J.D.
Philanthropy New York
\$25,000, 2014–2015

*Catalyzing a Network of Educational
Networks to Learn How to Improve*
Anthony Bryk, Ed.D.
Carnegie Foundation for the
Advancement of Teaching
Louis Gomez, Ph.D.
University of California, Los Angeles
Jennifer Russell, Ph.D.
University of Pittsburgh
\$100,000, 2012–2015

*Field Notes: Supporting Practitioners to
Research, Document and Disseminate
Promising Practices*
Sandra Escamilla-Davies
Youth Development Institute, Fund for
the City of New York
\$25,000, 2013–2014

*Building Capacity and Bridging
Research, Practice, and Policy*
Thaddeus Ferber
The Forum for Youth Investment
\$484,800, 2014–2015

*Toward a Shared Vision Evidence-based
Policy and Practice*
Maria Ferguson
The George Washington University
\$24,881, 2014–2015

*Fighting for Reliable Evidence: The Next
Challenge*
Judith Gueron, Ph.D.
MDRC
\$17,250, 2013–2015

*National Conferences on the New
Orleans School Reforms*
Douglas Harris, Ph.D.
Tulane University
\$25,000, 2014–2015

Education Funder Strategy Group
Lynn Hommeyer
National Public Education Support Fund
\$25,000, 2014–2015

*Strengthening Connections Between
Education Research and Practice in New
York City*
James Kemple, Ed.D.
New York University
\$150,000, 2014–2017

*Qualitative Consulting Service for
Supporting Mixed-Methods Research
and Workshops*
Eli Lieber, Ph.D.
University of California, Los Angeles
\$238,261, 2012–2014
\$118,496, 2014–2016

Influencing Social Policy
Kenneth Maton, Ph.D.
University of Maryland, Baltimore County
\$25,000, 2012–2015

*Connecting Research to Policy and
Practice*
Laura Perna, Ph.D.
Kim Nehls, Ph.D.
Association for the Study of Higher
Education (ASHE)
\$24,998, 2014–2015

*Leading and Managing i3-Funded
Projects: New Perspectives on the
"Practice of Educational Reform"*
Donald Peurach, Ph.D.
University of Michigan
\$24,992, 2014–2015

*Bridging Research, Policy, and Practice
in Youth Development*
Karen Pittman, Ph.D.
Alicia Wilson-Ahlstrom
The Forum for Youth Investment
\$478,330, 2011
\$360,000, 2011–2012
\$567,745, 2012–2013
\$561,691, 2013–2014

*Generating and Communicating the
Most Effective Policy Responses to the
Opportunity Gap*
Robert Putnam, Ph.D.
Harvard University
\$256,306, 2014–2015

*Improving Studies of the Impact of
Group Level Interventions on Program
Quality and Youth Outcomes*
Stephen Raudenbush, Ed.D.
University of Chicago
Howard Bloom, Ph.D.
MDRC
\$466,628, 2013–2015

District-University Partnerships to Improve English Learner Instructional Policies and Practices
Sean Reardon, Ed.D.
Stanford University
\$20,000, 2012–2015

Equitable Discipline and Community-building in Schools: Developing a Coaching Model for High-Quality Restorative Circles
Tom Roderick
Morningside Center for Teaching Social Responsibility
Anne Gregory, Ph.D.
Rutgers University
\$25,000, 2014–2015

NPR's Coverage of Issues Affecting Children, Youth and Families.
Lorraine Ross
National Public Radio
\$275,000, 2013–2015

SRA Young Scholars Program
Stephen Russell, Ph.D.
Society for Research on Adolescence
Desiree Qin, Ed.D.
Michigan State University
\$22,500, 2013–2014

SRCD Congressional Fellowship Program
Lonnie Sherrod, Ph.D.
Martha Zaslow, Ph.D.
Society for Research in Child Development
\$354,984, 2013–2015

SRCD Inaugural Presidential Pre-Conference; Equity and Justice in Developmental Sciences
Lonnie Sherrod, Ph.D.
Lynn Liben, Ph.D.
Society for Research in Child Development
\$15,600, 2014–2015

Strengthening Connections Among Child and Family Research, Policy, and Practice: An SRCD Special Topic Meeting
Lonnie Sherrod, Ph.D.
Society for Research in Child Development
Elizabeth Gershoff, Ph.D.
Aletha Huston, Ph.D.
University of Texas at Austin
\$15,800, 2013–2014

7th Annual Science of Dissemination & Implementation Conference
Lisa Simpson
AcademyHealth
\$25,000, 2014–2015

Researcher-Policymaker Interactions
Cheryl Smithgall, Ph.D.
University of Chicago
Sara Benning
University of Minnesota
Jenni Owen
Duke University
\$25,000, 2013–2014

URBAN Research Collaborative for Action and Equity in Education: A Conference Proposal
Mark Warren, Ph.D.
University of Massachusetts, Boston
Michelle Fine, Ph.D.
City University of New York
\$25,000, 2014–2016

YOUTH SERVICE IMPROVEMENT GRANTS

Essential Improvements to DTE's Arts for Under-Served Youth Program
Martha Bowers
Dance Theatre Etcetera
\$25,000, 2013–2015

Teaching 21st Century Skills in After School
Philip Courtney
Urban Arts Partnership
\$25,000, 2013–2014

Technology Service Corps Staff Training Initiative
Stephanie Cuskley
NPowerNY
\$25,000, 2013–2014

Ensemble Program Curriculum Improvement
Katherine Damkohler
Education Through Music, Inc.
\$25,000, 2014–2015

Young Adult Program Improvement Project
Jill Eisenhard
Red Hook Initiative
\$25,000, 2012–2014

Queens Teens: A Tiered Approach
Tom Finkelppearl
Queens Museum of Art
\$25,000, 2012–2014

ABLE Staff Training
Elizabeth Gaynes, J.D.
The Osborne Association
\$25,000, 2014–2015

Bottom Line NY Career Program
Ruth Genn
Bottom Line, Inc.
\$25,000, 2014–2015

Sail and Powerboat Training
Adam Green
Rocking the Boat, Inc.
\$25,000, 2013–2014

Science Career Ladder: Training for Design-Based Learning
Margaret Honey, Ph.D.
New York Hall of Science
\$25,000, 2013–2014

Strengthening Grandparent-led Families
Rimas Jasins
Presbyterian Senior Services
\$25,000, 2014–2015

Camp Fiver Curriculum Improvement
Christie Ko
Fiver Children's Foundation
\$25,000, 2013–2014

Peter Cicchino Youth Project
Doug Lasdon
Urban Justice Center
\$25,000, 2014–2015

Project STEM
Terence Li
CitySquash
\$25,000, 2014–2015

Science Curriculum Improvement Project
Matthew Mahoney
Operation Exodus–Inner City
\$25,000, 2014–2015

Create Success: College Bound
Joyce Mattera
Children of the City
\$25,000, 2013–2014

Garden Apprentice Program
Scot Medbury
Brooklyn Botanic Garden
\$25,000, 2014–2015

Opening Doors to the Future/Abriendo Puertas al Futuro
Elba Montalvo
The Committee for Hispanic Children and Families, Inc
\$25,000, 2014-2015

Isaacs Center Group Leader Professional Development Project
Gregory Morris
Stanley M. Isaacs Neighborhood Center, Inc.
\$25,000, 2014-2016

LEAP for Girls Curriculum Update
Jasmine Nielsen
Love Heals Inc.
\$25,000, 2013-2014

Survivors to Leaders
Stephanie Nilva, J.D.
Day One New York, Inc.
\$25,000, 2014-2015

Managing Crisis in Turbulent Times
Lyn Pentecost, Ph.D.
The Lower Eastside Girls Club
\$25,000, 2013-2014

Helping Children Heal from Trauma: Creative Interventions in Play Therapy
Mary Pulido
New York Society for the Prevention of Cruelty to Children
\$25,000, 2014-2015

STARS Creative Therapy Group
Regina Quattrochi
Bailey House
\$25,000, 2014-2015

Spring and Fall SAT Prep
Darren Quinlan
Renaissance-E.M.S.
\$25,000, 2013-2015

Applying Program Quality Self-Assessment to Build a Sustainable Program to Train and Support Youth Workers
Margarita Rosa
Grand Street Settlement
\$25,000, 2013-2014

Merit Badge System of Achievement
Amy Sananman
Groundswell Community Mural Project
\$25,000, 2013-2014

Vital High School Voices: Technical Theatre Curriculum
Stephen Sunderlin
Vital Theatre Company
\$25,000, 2013-2014

Teaching Creative Writing across the Curriculum
Amy Swauger
Teachers & Writers Collaborative
\$25,000, 2013-2014

Social Worker in Residency (SWR) Project
Kellie Terry-Sepulveda
THE POINT Community Development Corporation
\$25,000, 2012-2014

Training and Professional Development of Teaching and Performing Artists for Music Education Programs
Suzanne Wilson
Midori & Friends
\$25,000, 2014-2015

Sunnyside Community Services After-School Literacy Curriculum.
Judith Zangwill
Sunnyside Community Services
\$25,000, 2014-2016



Board of Trustees

It is with tremendous gratitude for his six years as Chair of the Board that we bid farewell to Henry E. Gooss. His accomplishments have been many since first joining the board 15 years ago. Mr. Gooss will remain on the Board as Finance and Investment committee chair until December 31, 2015. At the same time, we are delighted to welcome Russell Pennoyer back to the Board as Chair. We look forward to working with Mr. Pennoyer to strengthen and further the mission of the Foundation.



In June, Program Committee member Olivia Golden left the Board after six years of service, and Russell Pennoyer stepped down after serving on the Finance and Investment Committee for twelve years. The Foundation welcomed three new Trustees in March—Andrés Alonso, Greg Duncan, and Noah Walley. Dr. Alonso is a Professor of Practice at Harvard Graduate School of Education. Dr. Duncan is Distinguished Professor at the School of Education at the University of California, Irvine. Finally, Mr. Walley is President and Managing Director for Investor Growth Capital in New York City.

The full Board meets four times per year in addition to separate meetings as part of four committees—Audit and Budget, Executive, Finance and Investment, and Program.

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

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

PRUDENCE CARTER is professor of education and (by courtesy) of sociology at Stanford University, and faculty director of the John W. Gardner Center for Youth and Their Communities. Her expertise ranges from issues of youth identity and race, class, and gender to urban poverty, social and cultural inequality, the sociology of education, and mixed research methods. She earned an M.Phil. and Ph.D. in Sociology from Columbia University.

GREG DUNCAN is Distinguished Professor, School of Education at the University of California, Irvine. Dr. Duncan's recent work has focused on estimating the role of school-entry skills and behaviors on later school achievement and attainment and the effects of increasing income inequality on schools and children's life chances. Dr. Duncan is a member of the interdisciplinary MacArthur Network on the Family and the Economy. He was elected to the American Academy of Arts and Sciences in 2001 and the National Academy of Education in 2009. Dr. Duncan has published extensively on issues of income distribution, child poverty and welfare dependence. He has a Ph.D. in economics from the University of Michigan.

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

NANCY GONZALES is a Foundation professor of clinical psychology at Arizona State University. She has done significant research regarding the well-being of youth, particularly Mexican immigrant youth. Dr. Gonzales earned her doctorate at the University of Washington in Seattle.

Standing (L-R): Scott Evans, Andrés Alonso, Nancy Gonzales, Greg Duncan, Christine James-Brown;

Seated (L-R): Prudence Carter, Judson Reis, Margaret R. Burchinal, Adam Gamoran, Henry E. Gooss

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

HENRY E. GOOSS (Chair) recently retired as senior advisor 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 earned his M.B.A. from New York University.

CHRISTINE JAMES-BROWN (Vice-Chair) is president and CEO of the Child Welfare League of America (CWLA). She previously served as president of United Way International since 2004, and before that spent 10 years as president and CEO of United Way of Southeastern Pennsylvania.

ANDREW C. PORTER is on the faculty of the University of Pennsylvania, where he was Dean of the Graduate School of Education from 2005 to 2014. Previously, Dr. Porter taught at Michigan State, the University of Wisconsin-Madison, and Vanderbilt University. He received his Ph.D. from University of Wisconsin-Madison. He is a former president of the American Educational Research Association (2001), a member of the National Academy of Education, and a Lifetime National Associate of the National Academies, among other distinctions. Dr. Porter is a member of numerous scholarly editorial and advisory boards and the author or co-author of over 130 articles and book chapters.

KENNETH PREWITT is the Carnegie Professor of Public Affairs and special advisor to the president at Columbia University. He is also the director of Columbia's Knowledge Project. He previously taught at the University of Chicago, Stanford University, Washington University, the University of Nairobi, Makerere University, and The New School. Dr. Prewitt has also served as the director of the United States Census Bureau and senior vice president of the Rockefeller Foundation. He is author of *The Hard Count: The Political and Social Challenges of Census Mobilization* (2006) and co-editor of the recent National Academy Report, "Using Science as Evidence in Public Policy," which was completed with Foundation support. Dr. Prewitt earned his doctorate from Stanford University.

JUDSON REIS is the president of Sire Management Corporation, which manages several multi-manager investment partnerships. He is an active supporter of several private primary and secondary schools, a trustee at the Skowhegan School of Painting and Sculpture, and a trustee at the Pomfret School. Mr. Reis earned his M.B.A. at Harvard Business School.

NOAH WALLEY serves as President and Managing Director for Investor Growth Capital (IGC). Since joining the firm in 2003, Mr. Walley has led IGC's information technology investing activities in North America. Prior to joining IGC, Mr. Walley spent five years as a General Partner with Morgan Stanley Venture Partners and four years with McKinsey & Company where he worked with technology and healthcare clients. He began his career as an investment banker at N M Rothschild & Sons. He holds a J.D. from Stanford Law School and earned M.A. and B.A. degrees from Oxford University.

Foundation Staff

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Assistant

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Senior Program Officer

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Senior Accountant

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Administration and Assistant
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Manager, Communications

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Assistant to the President
and Board of Trustees

Nancy Rivera-Torres, M.P.A.
Grants Coordinator,
Major Grants

Linda Rosano
Director of Information
Technology

McPhail Simon
Staff Accountant II

Damisela Taveras
Senior Program Assistant
(Through January 2015)

Vivian Tseng, Ph.D.
Vice President, Program
Officer of the Foundation

Irene Williams
Grants Coordinator, William
T. Grant Scholars

Julie Wong
Manager, Grantmaking
Operations



Seated (L to R): Julie Wong, Kim DuMont, Vivian Tseng, Adam Gamoran, Lenore Neier, Joseph Ferra

Standing (L to R): Linda Rosano, Nancy Rivera-Torres, Carola Suárez-Orozco, Deborah McGinn, Miguel Collado, Ruth Nolan, Ellen Bracken, Vivian Louie

Not Pictured: Sharon Brewster, Gabrielle Diharce, Billy Hunter, James Lui, McPhail Simon, Timothy Smeeding, Irene Williams

Reviewers

Our reviewers represent the research, policy, and practice communities. They all play a critical role in ensuring that we fund high-quality proposals that demonstrate strong potential to have impact. We are grateful for their service in 2014.

David Aaronson	Barbara Friesen	Amanda Lewis	Daniel Sass
Elaine Allensworth	Allison Fuligni	Taryn Lindhorst	Barbara Schneider
Clare Anderson	Frank Furstenberg	Mark Lipsey	Craig Schwalbe
Mary Armstrong	Sara Goldrick-Rab	Jens Ludwig	Thomas Schwandt
Robert Asen	Corina Graif	Susan Maciolek	Patrick Sharkey
Molly Baldwin	Kathryn Grant	Julie Marsh	Steven Sheldon
Ronald Bayer	Anne Gregory	Brandy Maynard	Emily Sherwood
Elizabeth Beaumont	Eric Grodsky	Velma McBride Murry	Sho Shigeoka
Aprile Benner	Wendy Grolnick	Susan McHale	Sandra Simpkins
Mark Berends	Jean Grossman	Michele McLaughlin	Russell Skiba
Eric Bettinger	Patricia Gurin	Christine Merrilees	Mark Soler
Annette Boaz	Deborah Gurke	Luis Moll	Marie-Andree Somers
Hilda Borko	Jonathan Guryan	Stephen Morgan	Paul Spicer
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B. Bradford Brown	Stephen Hamilton	P. Karen Murphy	Lauren Supplee
Christopher Browning	Jill Hamm	Zachary Neal	Richard Van Acker
Jack Buckley	Douglas Harris	David O'Brien	Andrea Venezia
Daphne Bugental	Larry Hedges	Gilda Ochoa	Jacob Vigdor
Barbara Burns	Jeffrey Henig	Candice Odgers	Robert Wagmiller
Randy Capps	Nancy Hill	Marjorie Orellana	Karen Walker
Marcia Carlson	Michelle Hodara	D. Wayne Osgood	Tanner Wallace
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Paul Cobb	Diane Hughes	Annemarie Palincsar	Mark Warren
Cynthia Coburn	Noelle Hurd	Erika Patall	M. Stephen Weatherford
Jeannette Colyvas	Mizuko Ito	Abigail Payne	Elliot Weinbaum
Carrie Conaway	Sara Jaffee	William Penuel	Marc Wheeler
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Robert Crosnoe	Stephanie Jones	Thomas Pettigrew	Michael Xenos
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Assistant Editor: Billy Hunter
Design: MANY | www.manydesign.org



PHOTOGRAPHY

Pages 62 and 64 — Eric Freeland Photography (www.freelandphoto.com)

Cover (center), pages 8 and 44 — Tanya Braganti Photography (www.tanyabraganti.com)

Other Photos — Raymond Mares (info@abqphotographer.com)

The photographs in this Annual Report were taken at:

Bottom Line, a program funded by the Foundation through the Youth Service Improvement Grants program, and the 2014 William T. Grant Scholars Retreat in Albuquerque, New Mexico.



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