

Annual Report 2016

Supporting Research to Improve the Lives of Young People

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“At the William T. Grant Foundation, we strive to balance the need for continuity with the benefits of new opportunities by learning from those around us.”

Letter from the President

As president, I have no greater responsibility than to ensure that the Foundation's resources are expended in ways that will yield long-term benefits in line with our mission of supporting research to improve the lives of young people. Executing this responsibility requires me to strike the right balance between continuity and change. No one likes working with a foundation that is constantly changing its priorities, yet a key advantage of a foundation like ours over, say, a government funder, is that we can be relatively nimble and flexible in pursuing opportunities as they arise. How is one to find the right balance?

First, the Foundation has a long tradition of responding to the times by establishing specific focus areas in which to support research. Our focus on research that seeks ways to reduce inequality in youth outcomes is a response to growing inequality and diversity in U.S. society, and to the increasing effects of inequality in this generation on the outcomes of the next generation. Likewise, our focus on improving the use of research evidence in youth-related policy and practice responds to a growing recognition that, even as the quality of research has improved in many social science domains, it still does not play the role it deserves in policy and practice decisions. As a funder of research, we assume that if decision makers were more attentive to research evidence, their decisions would have more favorable consequences for young people. One aim of our grantmaking is to test this assumption.

Second, we learn from our grantees and the work they produce. Our reducing inequality initiative, for example, is built in part on what we learned from grantees funded through our earlier focus on understanding youth social settings. Similarly, six years of experience supporting research on understanding the use of research evidence resulted in a new phase of this focus area, one that calls for researchers to investigate strategies to improve the use of research evidence. And much of 2016 was devoted to taking stock of our Distinguished Fellows program, a 12-year funding effort that was retired and replaced this year by our newest funding stream, the Institutional Challenge Grant. This new program builds on the lessons of the Distinguished Fellows program as well as the body of knowledge produced by research grantees, and challenges research institutions to partner with local public or non-profit agencies to develop

a joint research agenda on reducing youth inequality. The award supports fellowships for mid-career scholars to carry out the research, builds the capacity of the partner agency to use research in its decision making, and shifts the incentive structure of the research institution to value research aimed at helping agencies make good decisions that will ultimately improve youth outcomes. In so doing, the Institutional Challenge Grant brings together our twin interests in reducing inequality and improving the use of research evidence.

Third, we keep up with and contribute to the social science fields in which our work is embedded. The social settings research contributed important methodological advances in areas such as measuring classroom instruction, assessing the quality of after-school programs, and designing cluster-randomized trials, which continue to resonate among our grantees and many others. More recently, we supported the development of publicly available databases on student achievement and school finance, respectively, which are already serving the needs of numerous researchers working on addressing achievement gaps and responding to inequalities in school funding. These kind of capacity-building investments are another way that attentiveness to the needs of the field helps shape our grantmaking priorities.

By learning from our grantees and others, we are able to maintain the William T. Grant Foundation's role as a leader in social science research on youth development that both reflects the needs of those with whom we engage, and provides direction toward future progress.

Adam Gamoran
President



“The Foundation’s Board of Trustees is also an important source of strength—one that has been made more effective in recent years by its increased diversity and its growing spectrum of expertise and perspectives.”

Letter from the Chair

Since returning to the Foundation as Board Chair, I have had the pleasure of taking part in an exciting time in the Foundation's history—one characterized by bold thinking and purposeful action. In 2016, I was proud to lead the Board in its continued stewardship of the Foundation's resources, and also to participate with staff and fellow Trustees in the long-term planning and reflection that informs decisions about how the Foundation can best pursue its mission of supporting research to improve the lives of young people.

In the course of this pursuit, of course, we do not operate in a vacuum. The environments in which research is produced and used—let alone the systems in which young people grow—are not always predictable. Yet an integral part of moving forward and making progress amid constant change is taking stock of where we have been and what we have learned, and applying the gathered insights to respond to the realities of the current moment while also remaining steadfast in our long-term vision.

In 2016, for instance, program staff led a thorough review of the Foundation's Distinguished Fellows program, which, for over a decade, placed researchers, practitioners, and policymakers into one another's working environments, with the goal of bringing these professional communities into closer alignment and identifying factors that could encourage or inhibit research use. This process revealed salient themes and questions that

have shaped our thinking about how best to use our resources and where to focus our efforts. We recently announced the Institutional Challenge Grant program, which will encourage research institutions to prioritize policy- and practice-relevant research by providing up to five years of support for institution-based research-practice partnerships that aim to reduce inequality in youth outcomes.

The insights that enable us to make progress toward our mission would not be possible but for the many talented researchers whom we support across the country, as well as the dedicated program team that sets the Foundation's research agenda and works relentlessly to build capacity in the field and foster engagement around the work we support. The Foundation's Board of Trustees is also an important source of strength—one that has been made more effective in recent years by its increased diversity and its growing spectrum of expertise and perspectives.

In 2016, we welcomed two new Trustees: Mary Pattillo, Professor of Sociology and African American Studies at Northwestern University, who is a noted expert on issues surrounding race, ethnicity, and inequality, and Estelle Richman, the former secretary of the Pennsylvania Department of Public Welfare and former chief operating officer of the U.S. Department of Housing and Urban Development. Two Board members also ended their terms in 2016, and so it is with great thanks and respect that we bid farewell to longtime Trustees Nancy Gonzales and Andrew Porter.

Finally, as Adam writes in his update, in a time of change and new directions, we remain focused on balancing dynamism and continuity. Supporting research, building a body of knowledge, informing policy and practice, and ultimately improving the lives of young people remain at the core of our work. Looking back on 2016 and considering the ways that we've moved forward toward these goals, I am confident that this year and those that lay ahead will mark a time of continued success and vitality for the William T. Grant Foundation.

Russell P. Pennoyer
Chair of the Board of Trustees



Our Work

For more than 80 years, the William T. Grant Foundation has supported research to improve young people's lives. While our focus areas have changed over the decades, our commitment to research has remained the same. We have maintained a flexible approach and adapted our research interests to better understand society's challenges and shape the ways we respond. We seek research that builds stronger theory and empirical evidence, and we intend for the research we support to inform change. 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.

Currently, we are focused on children and youth ages 5 to 25 in the United States. We fund research that builds, tests, or improves: 1) programs, policies, and practices to reduce inequality in youth outcomes, and 2) strategies to improve the use of research evidence in decisions that affect young people.

Work

Since 1982, the **WILLIAM T. GRANT SCHOLARS** program has supported the professional development of promising researchers in the social, behavioral, and health sciences who have received their degree 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. In 2007 the Foundation launched the Mentoring Program, reflecting our commitment to fostering Scholars' professional development as mentors and, at the same time, increasing the pipeline of junior scholars of color.

In 2016, we awarded five Scholars grants and two mentoring grants.

RESEARCH GRANTS target researchers at all career stages for high-quality empirical projects that fit either of our current focus areas: reducing inequality, and improving the use of research evidence. 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, covering two to three years of support, and typically range from \$100,000 to \$600,000 for our reducing inequality focus area, and from \$100,000 to \$1,000,000 for improving the use of research evidence.

In 2016, we funded 17 research studies.



We launched the **DISTINGUISHED FELLOWS PROGRAM** in 2004 to strengthen connections between research, policy, and practice by immersing researchers in policy or practice settings, and, conversely, by embedding policymakers and practitioners in research settings. By awarding fellowships to mid-career, influential individuals, the program aims to strengthen connections among research, practice, and policy. Following a review of the program in 2015-2016, the program will sunset in 2017, and will be replaced by the Institutional Challenge Grant in 2018. By shifting the focus to an institutional level, the Foundation hopes to further its interests in increasing the use and usefulness of research evidence in ways that reduce inequality in youth outcomes.

In 2016, one Distinguished Fellowship was funded.

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 strengthens the capacity of service providers in our local community who are working every day to improve the lives of young people.

We awarded 12 organizations with a Youth Service Improvement Grant in 2016.



Working Across Domains to Reduce Inequality

The research community can play a critical role in identifying, building, and testing responses to inequality in youth outcomes and opportunities. Grantees in our reducing inequality focus area look at inequality along dimensions including race, ethnicity, economic standing, or immigrant origin status, and in a range of systems, including education, child welfare, mental health, and justice. The select group of grants below illustrates some of the work we support in this focus area.

How Can Youth Perspectives Inform Interventions to Reduce Inequality?

MARGARITA ALEGRÍA AND KIARA ALVAREZ,
MASSACHUSETTS GENERAL HOSPITAL

Psychologists Margarita Alegría and Kiara Alvarez want to understand the mechanisms that underlie behavioral health inequality among ethnic and racial minority youth and how they play out in communities. They hypothesize that experiences of minority status, compared to majority status, might increase risk for negative behavioral health outcomes, such as depression, anxiety, and suicidality, via their influence on social interactions and relationships. Using a youth participatory strategy they will determine if feelings of being excluded or not having a sense of belonging in neighborhood contexts can negatively affect racial and ethnic minority youth. And, conversely, how being included can positively affect them. Ultimately, they hope that an analysis of the relationship between the experience of race/ethnicity and neighborhood context will provide insights into needed interventions to reduce these disparities.

Youth will be trained to take photographs to document what they perceive as resources and stressors, as well as their experiences of social exclusion/inclusion and discrimination. Participants will then be interviewed individually about their experiences. Alegría and Alvarez will complement the qualitative analysis with the results from surveys collected from youth participants, which will measure their behavioral risk and protective factors, and screenings of the youth's emotional health.

Using a participatory approach to research, Alegría and Alvarez will hold community forums to build a shared vision of community priorities and identify two communities for the development of an intervention.

"I think that one of the greatest miscalculations that researchers make is the assumption that while we acquire, interpret, and write about the data, others will take our findings and use them" said Alegría. "Very often this is not the case. In this study, we will leverage the diverse perspectives of all stakeholders to develop either policy or practice responses to behavioral health disparities."

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Can Housing Assistance Reduce Inequality Among Youth?

SANDRA NEWMAN,
JOHN HOPKINS UNIVERSITY

Grantee Sandra Newman is comparing child outcomes among families living in assisted housing provided by the federal government with those who are eligible for but do not receive housing assistance. In prior research, Newman demonstrated that living in affordable housing enhances children's cognitive skills at least in part because parents have more resources to spend on children's enrichment activities and services that benefit child development. The findings from this study will demonstrate whether federally assisted housing policy can be used to reduce inequalities among youth and young adults. Public housing, government subsidies for residence in privately owned housing, and housing vouchers are all intended to make housing affordable for low-income families.

Newman's study is the first to use a nationally representative sample to investigate whether differences in individual youth outcomes can be explained by housing affordability. Newman and her colleague, Scott Holupka, will draw on data from the Panel Study of Income Dynamics (PSID), the PSID Child Development Supplement (CDS), and the PSID-Assisted Housing Database to analyze outcomes of children who live in assisted housing and children whose families are eligible for but do not receive such assistance. The team will also examine whether children and youth living in assisted housing have better outcomes because they get to live in neighborhoods with more resources. The team will investigate diverse outcomes, including cognitive and non-cognitive skills, health, and later income. "The study will provide new evidence on whether assisted housing levels the playing field for youth and young adults by making housing more affordable for families," said Newman.

The findings from this study will demonstrate whether federally assisted housing policy can be used to reduce inequalities among youth and young adults

The Unequal Intergenerational Consequences of Paternal Incarceration: Considering Sensitive Periods, Resiliency, and Mechanisms

KRISTIN TURNEY,
UNIVERSITY OF CALIFORNIA, IRVINE

A growing body of evidence suggests that paternal incarceration has a detrimental effect on the well-being of children and adolescents. To fully understand inter-generational consequences of paternal incarceration during childhood and adolescence and to design effective interventions, William T. Grant Scholar Kristin Turney is examining when paternal incarceration is most consequential, which children are most affected by paternal incarceration, and how it matters for children's well-being.

In this mixed-methods study, Turney will first draw on longitudinal in-depth interviews with 120 families (including incarcerated fathers, mothers, and children) to document the complex and dynamic consequences of paternal incarceration for children. She will then draw on data from the Fragile Families and Child Wellbeing Study and Early Childhood Longitudinal Study-Kindergarten Cohort: 2010-2011. Quantitative methods will be used to estimate the consequences of paternal incarceration on the academic, behavioral, and social wellbeing of children and adolescents. Her results will clarify the complex ways that paternal incarceration contributes to the transmission of inequality across generations and how these inequalities can be diminished.

"Minority and economically disadvantaged children are disproportionately represented among children of incarcerated fathers, and are therefore generally disadvantaged in their academic, behavioral, and social wellbeing even before their fathers are incarcerated," said Turney. "This means that the deleterious consequences of paternal incarceration may widen inequalities between children, and it is my hope that this project will shed light on effective ways for reducing these inequalities."

Turney's results will clarify the complex ways that paternal incarceration contributes to the transmission of inequality across generations and how these inequalities can be diminished

Connecting Research, Practice, and Policy

Effective use of research evidence by decision makers and practitioners can contribute to improved outcomes for young people. But the use of research evidence is a complex and nuanced process. For the past nine years, the Foundation has been building a body of knowledge about how factors such as relationships, experiences, goals, professional cultures, and political contexts influence whether and how research is used. More recently, the Foundation has called for studies to promote routine and constructive uses of research, to produce relevant research, and to investigate under what conditions the use of high-quality research improves decision making and youth outcomes. The descriptions below build on lessons from that work and highlight two recent grants.

Recommendation to the Commission on Evidence-based Policymaking

The bipartisan Commission on Evidence-based Policymaking, jointly sponsored by Speaker Paul Ryan and Senator Patty Murray, was signed into law by President Obama in the spring of 2016. In May 2016, the William T. Grant Foundation and the Forum for Youth Investment submitted recommendations to the Commission based on insights gathered through a learning community that the Foundation convened over a three-year period. The learning community was composed of civil service leaders at federal agencies that conduct and sponsor research across a range of domains including education, justice, labor, health and human services, and others. Adam Gamoran later followed up on the recommendations with oral and written testimony to the Commission.

The charge to the Commission and the discussions in our learning community were closely aligned: find ways to make better use of data that the government collects to make smarter policy decisions, while protecting the privacy of personal information. In our recommendations, we urged the federal government to go beyond sharing and linking administrative data sets. Although this work is valuable, a broader interpretation of the Commission's charge suggests that it could also consider how the federal government can use data to create the evidence required for smart policy decisions, as well as how to create the infrastructure to support the use of evidence in policymaking. In brief, we called on the Commission to:

- Focus on how data will be used to create evidence in research and evaluation,
- think broadly about the types of studies that will use linked administrative data,
- recommend support for partnerships between researchers and policymakers, and
- recommend ways to strengthen the federal infrastructure for turning data into evidence.

As Adam Gamoran and Thaddeus Ferber of the Forum argued in a recent blog post in *The Hill*, “the Commission on Evidence-based Policymaking is an opportunity that doesn’t come every year, and may not come again. Let’s make the most of it.”



Mixed-Methods Study of Organizational Supports used by Private Child Welfare Agencies to Facilitate Evidence Use

EMMELINE CHUANG, UNIVERSITY OF CALIFORNIA, LOS ANGELES (UCLA)

Federal mandates often require the use of research evidence by agencies and practitioners in the education, justice, mental health, and child welfare systems. Yet critical gaps exist between research, decision making, and youth outcomes. With her 2016 research grant, Emmeline Chuang will investigate what are the most effective strategies for promoting research use by child welfare agencies as they develop plans to promote child safety and well-being.

The study aims to reveal the types of investments child welfare agencies make to facilitate access to and use of research evidence. There is variation in the extent to which child welfare leaders use research, but little is known about what factors promote research use. The team will identify supports within the agency that facilitate or hinder research use, such as data systems, staff positions and training, and norms and expectations that prioritize research use. They will also investigate other factors that may matter, such as formal ties to external knowledge brokers, funding sources, and accreditation.

This mixed-methods study will occur in two phases. In Phase 1, quantitative survey data will be collected from managers of 448 private child welfare agencies in six states to identify current organizational supports, attitudes towards evidence based practices, and the use of research evidence. Phase 2 will involve twelve in-depth case studies. Within each agency, the team will conduct key informant interviews and review of agency documents to understand each agency's strategic priorities, motivation for investing in organizational supports to use research evidence, and facilitators and barriers to using research evidence. This study will broaden this knowledge base and reveal the specific ways identified supports affect the use of research evidence by staff at different levels of the agency.

The study aims to reveal the types of investments child welfare agencies make to facilitate access to and use of research evidence.

The Education Doctorate: A Promising Strategy to Promote Smart Use of Research Evidence?

WILLIAM FIRESTONE, RUTGERS,
STATE UNIVERSITY OF NEW JERSEY,
JILL A. PERRY, CARNEGIE PROJECT ON
THE EDUCATION DOCTORATE (CPED),
UNIVERSITY OF PITTSBURGH

The studies that we have funded in our use of research evidence portfolio have pointed to the importance of brokers in connecting those who produce research evidence and those who put it into practice. Within school districts, internal brokers such as district leaders and managers can play an important role in facilitating the use of research. An open question concerns what strategies might bolster brokers' skills and capacity to find research, assess its quality, and incorporate it into ongoing improvement efforts. The education doctorate may offer such an approach and help promote the use of research evidence in schools, districts, and institutions of higher education. However, we do not yet know how Ed.D. programs help graduates develop these skills.

In their study, William Firestone and Jill Perry will study a new initiative by the Carnegie Project on the Education Doctorate (CPED) to reform the education doctorate and cultivate "scholarly practitioners" who use research and applied theories as tools for change. Because CPED's approach to Ed.D. programs is still new, there will be considerable variation in how different schools of education operationalize the reform effort. This lack of uniformity provides fertile ground for studying key practices CPED-influenced programs use to teach their students to appraise and use research evidence; how these practices are understood and enacted by their program leaders, faculty, and students; and in what ways the program alumni report using research evidence.

The mixed-methods, multiple case study design will include four doctoral programs of varying size, location, and faculty research activity, which have shown some evidence of success promoting research use among their graduates. Documents will be collected; students' learning opportunities will be observed; and program leaders, faculty, current students, and alumni will be interviewed and surveyed. Findings from the study will shed light on how to prepare education leaders and middle managers to critically appraise and use research.

Within school districts, internal brokers such as district leaders and managers can play an important role in facilitating the use of research.

Making an Impact

The Foundation intends for the research we support to have practical implications. While we don't expect that any one study will create change, the research should contribute to a body of useful knowledge for improving programs, policies, and practices to support young people. The following two books grew out of research supported by research grants and William T. Grant Scholars Awards.

Coming of Age in the Other America

STEFANIE DELUCA, JOHN HOPKINS UNIVERSITY;
SUSAN CLAMPET-LUNDQUIST,
SAINT JOSEPHS UNIVERSITY;
KATHRYN EDIN, JOHN HOPKINS UNIVERSITY

Former grantees Stefanie DeLuca, and Kathryn Edin, and Susan Clampet-Lundquist explore the effects of neighborhoods and housing policy on poor families and children in their 2016 book *Coming of Age in the Other America*.

The authors interviewed 150 Black men and women who were born to parents who lived in public housing in the late-1980s and early-1990s. They found that factors such as neighborhood violence and family trauma inhibited school completion and the attainment of middle-class jobs, and that weak labor markets and second-rate postsecondary educational institutions burden some young adults with debt and inhibit career progress. But the authors also found that those youth who had been able to move to better neighborhoods completed high school and enrolled in college at much higher rates than their parents. Kids who found a hobby or passion, such as music, art, or a dream job, went even further.

DeLuca has a long history of studying residential mobility. Her 2008 William T. Grant Scholars award examined the positive and negative effects of moving on young people and how it affects their educational success, delinquency, and health. The book also grew out of a series of research grants that were awarded to Kathryn Edin, Susan Clampet-Lundquist, and Stefanie DeLuca.



Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream

SARA GOLDRICK-RAB, TEMPLE UNIVERSITY

As a William T. Grant Scholar, Sara Goldrick-Rab set out to investigate how financial aid affects the lives of low-income college students. She also examined how living conditions and relationships affected students' daily decisions, emotional experiences, and sleep patterns, and estimated how those effects relate to college completion.

In 2016, Goldrick-Rab published *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. The book is based on an intensive, longitudinal study of six Pell grant students, and draws on a study of 3,000 young adults who entered public colleges and universities in Wisconsin in 2008 with the support of federal aid and Pell Grants. Half the students in the study left college without a degree, while less than 20 percent finished within five years. Goldrick-Rab attributes these outcomes in part to the many costs involved in attending college above and beyond tuition, including transportation, housing, food, books, supplies, clothing/laundry, as well as the need among some students to hold down a job while in school, and the losses some families experience when a child goes to college, including income, daycare, etc.

Goldrick-Rab describes potential policy responses to the challenges facing low-income college students, but she acknowledges that, in order to lower the cost barriers to higher education, we must look beyond education policy.



Investing In Tools

A key approach in our efforts to support impactful research is to invest in the development of tools that enhance the work of many researchers engaged in a common enterprise.

HELPING STATES AND LOCAL EDUCATION AGENCIES NAVIGATE THE EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the Elementary and Secondary Education Act. Under ESSA, significant responsibility falls on states and districts to effectively use research evidence in their decisions around school improvement. In partnership with the Annie E. Casey and Overdeck Family Foundations, the William T. Grant Foundation funded the Florida Center for Reading Research to develop a pair of guides to help states and districts harness evidence to develop their school improvement plans.

The guides for identifying evidence-based interventions for school improvement were designed to help state and local education agencies and school leaders conduct self-studies to identify evidence-based interventions that are most relevant and appropriate based on the needs of their lowest performing schools. The guides are valuable tools for facilitating the self-study process, and the accompanying “quick-start” guides provide an overview of the process to supplement the tools that allow leaders and decision makers to begin right away.



THE STANFORD DATA ARCHIVE AND A GRANTS PROGRAM TO SUPPORT

Early-Career Researchers Studying Educational Inequality
In 2016, we awarded former William T. Grant Scholar Sean Reardon a special initiative grant to support the construction of a powerful data archive that enables researchers to observe patterns of educational inequality and develop high-quality studies to identify strategies that respond to gaps in achievement and student outcomes.

The Stanford Data Archive, developed by Reardon and colleagues at the Stanford University Center for Education Policy Analysis, connects all standardized test results reported by states since 2008, gathered from the National Center for Education Statistics, with various data sets on school and neighborhood demographics, civil rights data on suspension, disability, and retention, as well as data on teacher experience, school finance and policy, charter school enrollments, English-language learners, and more.

To tap into the potential of the archive, we collaborated with our friends at the Russell Sage Foundation to sponsor a research grants competition to support a diverse cadre of early-career scholars. Through this opportunity, researchers have been encouraged to take up the call to access the archive, investigate important questions that are inclined toward informing real-life decisions about how we address challenges in schools and communities, and provide their unique perspective and expertise in developing effective responses.

The Stanford Data Archive, developed by Reardon and colleagues at the Stanford University Center for Education Policy Analysis, connects all standardized test results reported by states since 2008, gathered from the National Center for Education Statistics

Improving Youth Services in New York City

Our Youth Service Improvement Grants give back to the Foundation's local community and support the organizations that are working to improve the lives of the young people through school day, after school, and weekend programs for young people ages 5-25 in community-based organizations in the five boroughs.

Legal Outreach

RAISING THE BAR SINCE 1983

That there is an achievement gap between poor urban and minority students and young people from higher socioeconomic backgrounds has been well documented. But that achievement gap may, in part, be propelled by what the organization Legal Outreach coins the “outlook” gap. The outlook gap refers to the lack of exposure to careers and professional opportunities that can affect students’ pursuit of higher education. In response, Legal Outreach has created a program that addresses both.

Each year, the organization recruits 120 or more ninth graders from underserved communities into a five-week summer Law and Justice Institute (LJI) held at law schools across the city. Approximately 70% of the students who attend LJI go on to attend Legal Outreach’s four- year college preparatory program, known as College Bound. One hundred percent of College Bound participants graduate high school in four years, 99 percent matriculate to four-year colleges, and 80 percent graduate college in four years and over 90% in five.

Where Legal Outreach has been less successful is in the recruitment of Black and Latino males. Of the 120 slots for the LJI, less than 25 percent are young Black and Latino young men. In 2016, Legal Outreach turned to the William T. Grant Foundation for a Youth Service Improvement Grant (YSIG) to support recruitment activities. Their two-pronged strategy includes a new in-class recruitment strategy that will potentially motivate prospective students. Second, they will establish a pre LJI program that will draw upon boys’ love of sports. This new program will be known as the Sports, Business and Law Clinic (SBLC).

Executive Director James O’Neal said, “The hope is that SBLC will inspire participants to think about long-term rather than short-term goals, help them understand the importance of education in obtaining one of the jobs to which they are exposed, allow them to form bonds with like-minded young men from around the city, and enable them to get to know both Legal Outreach staff and students. We believe at the conclusion of the three-day SBLC, the participating male students will be more inclined to apply to the LJI.”



Legal Outreach has created a program that addresses students’ lack of exposure to careers and professional opportunities.

Financial Performance in 2016

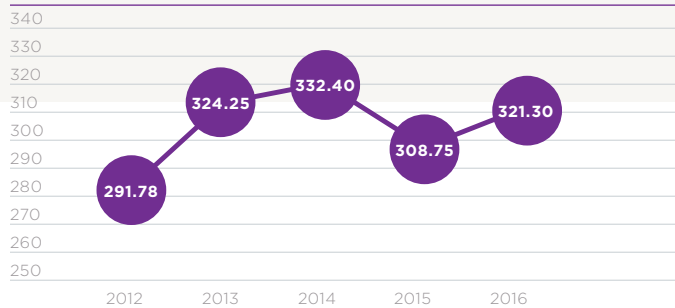
The Endowment had solid performance during 2016, returning 12.4%. Over the past five years, the annual return has been 9.5%, and over the past 10 years 6.7%. After grants and expenses, total assets increased by \$12.5 million during 2016, erasing approximately 50% of the prior year's decline.

After all spending, the Endowment rose by 10.1% from 2012 through 2016. The strong returns in 2013, 2014, and 2016 more than offset the negative performance experienced in 2015.

Diversification of asset classes is a key pillar of the Foundation's investment strategy that has proved valuable. While all of our sectors performed well during 2016, we are particularly encouraged with the contribution made by private equity.

Assets At Year End

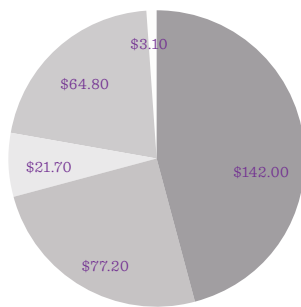
\$s in Millions



2015 Portfolio Totals \$308.8 Million

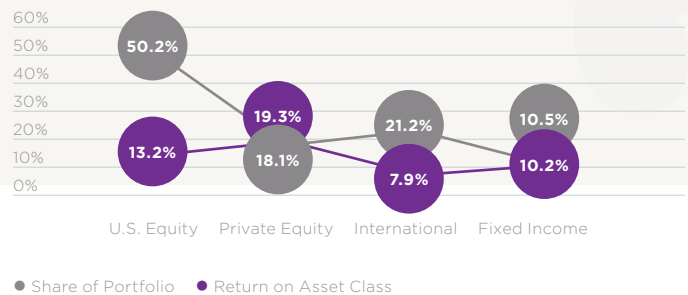
\$s in Millions

- U.S. Equity **46%**
- Private Equity **25%**
- Fixed Income **7%**
- International Equity **21%**
- Cash **1%**



Diversification targets by asset class remained close to the prior year's distribution, with a slight increase in U.S. equity and fixed income. Cash and cash equivalent amounted to 2% of the portfolio versus 1% in 2015.

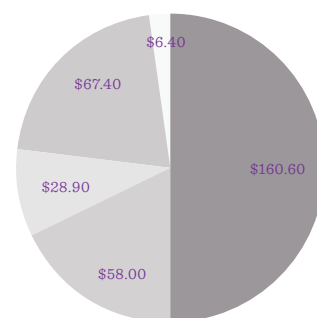
2016



2016 Portfolio Totals \$321.3 Million

\$s in Millions

- U.S. Equity **50%**
- Private Equity **18%**
- Fixed Income **9%**
- International Equity **21%**
- Cash **2%**

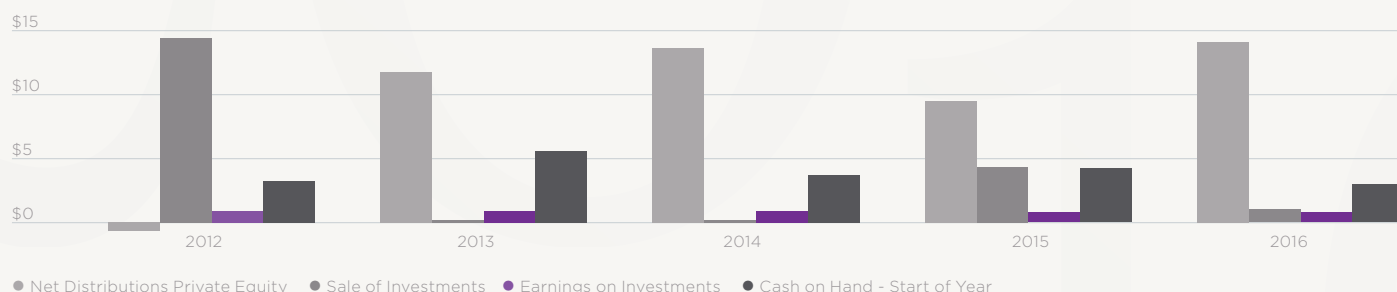


Where We Sourced Our Spending

The Foundation was established to continue in perpetuity. Net distributions from the private equity investments in the portfolio continue to source most of spending. Although the source of funds varies year to year, in 2016 74% comes from private equity. The only exception to this during the last five years was in 2012 when most of the spending derived from liquidation of investments.

5 Year Source of Spending

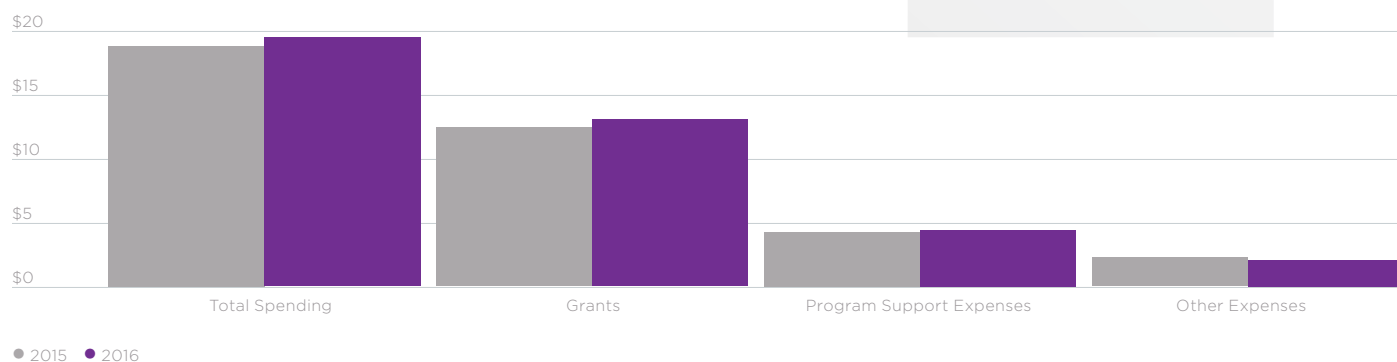
\$s in Millions



The Foundation has increased its grants spending by approximately 14% during the last 5 years. Compared to 2015, the Foundation increased its spending on grants and program support and slightly decreased spending on other expenses in 2016.

Comparison of Spending 2015 vs. 2016

\$s in Millions



Grants Awarded or Current in

2016

Research Grants

Reducing Inequality

Understanding the Experience of Majority and Minority Status through Photovoice

Margarita Alegría
Massachusetts General Hospital
Kiara Alvarez
Harvard University
\$549,518, 2016–2019

The Connection Project: A Social Intervention to Reduce Drivers of Disparity for Disadvantaged Youth

Joseph Allen
University of Virginia
Karen Guskin
Wyman Center
\$709,611, 2016–2019

The Racial Marriage Gap and Student Achievement: A New Look at an Old Conundrum

Elizabeth Ananat
Anna Gassman-Pines
Christina Gibson-Davis
Duke University
\$229,922, 2016–2018

Indicators of Educational Inequality in U.S. States 1993 - 2011

Bruce Baker
Rutgers, the State University of New Jersey
\$257,039, 2015–2016

Changing School Settings as a Result of Desegregation: Evidence from Randomized Trials

Peter Bergman
Columbia University
\$24,984, 2015–2017

Disadvantaged Students and High School Counselors: Institutional Barriers to Academic and College Advising

William Carbonaro
Mary Kate Blake
University of Notre Dame
\$24,974, 2016–2017

APT Validation Study III: Reducing Cultural Bias in Youth Program Quality Observations

Linda Charmaraman
Wellesley College
\$25,000, 2016–2017

The Educational Opportunity Monitoring Project Archive: Joint Small Grants Competition

Leana Chatrath
Russell Sage Foundation
\$100,000, 2015–2017

Developing Indicators of Educational Equity

Constance Citro
Judith Koenig
National Academy of Sciences
\$100,000, 2015–2017

Mechanisms of Change in a Coping Skills-based Prevention Program for Adolescents in Low-income Urban Neighborhoods

Angela Clarke
West Chester University
\$23,200, 2015–2017

Understanding the Relationship between Extended Foster Care and Transitions to Adulthood from Care

Mark Courtney
Harold Pollack
University of Chicago
\$282,462, 2015–2018

Reducing Inequality: What American Scholarship Can Learn from the European Experience

Thomas DiPrete
Columbia University
\$218,071, 2014–2016



Subsidized Housing and Children's School Outcomes: Evidence from Housing Lotteries

Ingrid Ellen

New York University

Jeanne Brooks-Gunn

Columbia University

Elyzabeth Gaumer

New York City Department of Housing Preservation & Development

\$400,000, 2016–2019

Building Grit

Lauren Eskreis-Winkler

Angela Duckworth

University of Pennsylvania

\$124,435, 2016–2017

Understanding the Determinants and Consequences of Social Networks Among Immigrant Children and Adolescents

Jason Fletcher

Jenna Nobles

University of Wisconsin-Madison

Stephen Ross

University of Connecticut

\$312,715, 2015–2017

Understanding the Diversity and Equity of a New Generation of Controlled School Choice Policies

Erica Frankenberg

Pennsylvania State University

\$24,863, 2015–2016

Understanding Teacher Quality Gaps: How Did They Form, and How Can We Close Them?

Dan Goldhaber

Roddy Theobald

American Institutes for Research

\$460,433, 2015–2017

Focused Classroom Coaching and Widespread Racial Equity in School Discipline

Anne Gregory

Rutgers, the State University of New Jersey

Joseph Allen

Erik Ruzek

University of Virginia

Christopher Hafen

Northern Virginia Community College

Amori Mikami

University of British Columbia

\$180,000, 2016–2018

Research to Advance Federal Policy for English Language Learners: A Workshop Proposal

Kenji Hakuta

Stanford University

\$25,000, 2017–2017

The Color of Emotion: Teachers' Racialized Interpretations of Children's Emotion and Student Outcomes

Amy Halberstadt

North Carolina State University

Sherick Hughes

University of North Carolina at Chapel Hill

Pamela Garner

George Mason University

\$349,980, 2016–2017

Post-Prison Parole Supervision, the Transition to Adulthood, and Inequality

David Harding

Heather Harris

University of California, Berkeley

\$25,000, 2016–2017

Improving the Effectiveness of Digital Educational Tools in Increasing Student Achievement and Reducing Achievement Gaps

Carolyn Heinrich

Vanderbilt University

Annalee Good

University of Wisconsin, Madison

\$597,569, 2016–2019

Closing the Achievement Gap for Long-Term and Late-Arriving English Learners

Laura Hill

Public Policy Institute of California

Julian Betts

University of California, San Diego

\$584,478, 2016–2019

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

JoAnn Hsueh

MDRC

E. Mark Cummings

University of Notre Dame

\$550,000, 2010–2016

Making Community Colleges Engines for Social Mobility: A Century Foundation Working Group on Financial Resources

Richard Kahlenberg

The Century Foundation

\$345,000, 2016–2019

Reducing Inequality in the Distribution of Qualified Teachers and Principals? District Funding and Educator Quality Gaps

David Knight

The University of Texas at El Paso

\$24,983, 2016–2017

Reducing Inequality in Between-Neighborhood Disparity through Youth Civic Empowerment and Participation

Peter Levine

Kei Kawashima-Ginsberg

Tufts University

\$125,000, 2015–2017

Does Attending an Elite University Help Low-Income Students? Evidence from Texas

Michael Lovenheim

Cornell University

Scott Imberman

Michigan State University

Rodney Andrews

University of Texas at Dallas

\$277,993, 2015–2017

Increasing the Reach of Promising Dropout Prevention Programs: Examining the Tradeoffs between Scale and Effectiveness

Jens Ludwig

Kelly Hallberg

University of Chicago

Jonathan Guryan

Northwestern University

\$530,507, 2016–2019

Fathers and Low-Income Children's Academic and Behavioral Outcomes: The Role of Social and Economic Policies

Daniel Miller
Boston University
Maureen Waller
Cornell University
Lenna Nepomnyaschy
Rutgers, the State University of New Jersey
\$450,000, 2017–2019

Can Housing Assistance Reduce Inequality Among Youth?

Sandra Newman
C. Scott Holupka
Johns Hopkins University
\$384,424, 2016–2017

Informational Texts in Family Literacy Practices: Supporting Comprehension Strategies with Immigrant Parents and Students

Silvia Noguera-Liu
University of Colorado Boulder
\$24,948, 2015–2017

Recasting the Challenges of Classroom Management: Strengthening Capacity of Teacher-Student Interactions to Engage Diverse Learners

Robert Pianta
Jason Downer
University of Virginia
\$24,994, 2014–2016

Education Opportunity Monitoring Project (EOMP)

Sean Reardon
Stanford University
\$349,979, 2016–2018

How Black Youth Utilize Engagement and Activism to Challenge Social Inequalities on PWI Campuses

Richard Reddick
Veronica Jones
University of Texas at Austin
\$25,000, 2015–2017

Position and Power: Relational and Resource Inequality in America

Richard Reeves
The Brookings Institution
\$25,000, 2016–2017

Under Construction: Rise, Spread, & Consequences of Common Core State Standards Initiative in the U.S. Education Sector

Brian Rowan
David Cohen
University of Michigan
Sean Reardon
Stanford University
Susan Moffitt
Brown University
\$600,000, 2016–2019

Paradoxes and Inequities in Special Education and the Law

Adai Tefera
Virginia Commonwealth University
Alfredo Artiles
Arizona State University
Pedro Noguera
University of California, Los Angeles
Catherine Voulgarides
New York University
\$22,867, 2015–2016

Reducing Inequalities through Student Networks: Social Network Influences on Academic Engagement and Achievement

Patrick Tolan
Joanna Williams
University of Virginia
\$375,000, 2016–2018

Youth Organizing Trajectories: Critical Consciousness, Developmental Competencies, and School Engagement

Rosann Tung
Sara McAlister
Brown University
Matthew Diemer
Michigan State University
\$600,000, 2017–2020

System/Policy Determinants of Inequalities in Child Welfare: The Case of Running Away From Foster Care

Fred Wulczyn
Amy Dworsky
Chapin Hall at the University of Chicago
\$268,453, 2016–2018

Understanding For Whom and Under What Conditions Growth Mindset Interventions Reduce Educational Inequalities: A Nationally-Representative Experiment

David Yeager
Chandra Muller
Robert Crosnoe
University of Texas at Austin
\$290,239, 2015–2016
\$290,239, 2016–2017

Use of Research Evidence

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

Ronald Bayer
Daniel Fox
David Johns
Constance Nathanson
Bhaven Sampat
Columbia University
Alan Fleischman
Albert Einstein College of Medicine
Sandro Galea
Boston University
Gerald Oppenheimer
Brooklyn College
\$549,226, 2014–2017

Trust in Research, Trust in Relationships: How State Legislators Acquire and Use Research in Deliberation

Karen Bogenschneider
Robert Asen
University of Wisconsin-Madison
\$435,281, 2015–2017

Research Use by Federal Policymakers on Student and School Success

Prudence Carter
University of California, Berkeley
Linda Darling-Hammond
Stanford University
\$596,258, 2012–2016

Mixed-methods Study of Organizational Supports used by Private Child Welfare Agencies to Facilitate Evidence Use
Emmeline Chuang
University of California, Los Angeles
Bowen McBeath
Portland State University
Crystal Collins-Camargo
University of Louisville
\$363,711, 2016–2018

Fostering Research Use in School Districts Through External Partnerships: The Role of District Capacity
Cynthia Coburn
James Spillane
Northwestern University
Megan Hopkins
Pennsylvania State University
Anna-Ruth Allen
University of Colorado Boulder
\$543,284, 2015–2017

The Education Doctorate: A Promising Strategy to Promote Smart Use of Research Evidence?
William Firestone
Rutgers, the State University of New Jersey
Jill Perry
University of Pittsburgh
\$511,360, 2017–2019

Investigating How Research-Practice Partnerships Build the “Absorptive Capacity” of Districts to Use Research Knowledge
Joshua Glazer
Marian Robinson
The George Washington University
\$549,412, 2015–2018

Networks, Organizational Culture, and Limited Differences: Examining the Use of Research
Jerald Herting
Taryn Lindhorst
University of Washington
\$158,496, 2011–2012
\$555,733, 2012–2018

Integrating Theoretic and Empirical Findings of Research Evidence Use: A Healthcare Systems Engineering Approach
Thomas Mackie
Rutgers, the State University of New Jersey
James Benneyan
Northeastern University
Laurel Leslie
Tufts Medical Center
Christopher Sheldrick
Tufts University
\$549,509, 2015–2018

Amici and the Courts: A Case Study of the Research Use Process of Intermediary Actors
Patricia Marin
Michigan State University
Catherine Horn
University of Houston
Liliana Garces
Pennsylvania State University
Karen Miksch
University of Minnesota
\$398,752, 2014–2017
\$24,760, 2016–2017

Bridging the Divide Between the Impact and Improvement Science Communities
Rebecca Maynard
University of Pennsylvania
\$25,000, 2017–2017

Co-creating the Conditions to Sustain the Use of Research Evidence in Public Child Welfare
Allison Metz
University of North Carolina at Chapel Hill
\$25,000, 2015–2017

Healthy Start: Children as Targets for Preventing Disease in Adult Life
Constance Nathanson
Peter Messeri
John Santelli
James Colgrove
Columbia University
\$528,239, 2012–2016

Intermediaries’ Role in Transferring Research Evidence from “Producers” to “Consumers”: The Case of School-Based Programs
Jennifer Neal
Zachary Neal
Michigan State University
\$540,126, 2014–2018

The Distinct Role of Intermediary Organizations in Fostering Research Utilization for State College Completion Policy
Erik Ness
James Hearn
University of Georgia
\$350,000, 2013–2017

Financing the Policy Discourse: How Advocacy Research Funded by Private Foundations Shapes the Debate on Teacher Quality
Sarah Reckhow
Michigan State University
Megan Tompkins-Stange
University of Michigan
\$277,895, 2015–2017

Comparative Effectiveness of Narratives to Promote Provider Adoption of Evidence Related to Antipsychotics Use for High-Risk Youth
David Rubin
Children’s Hospital of Philadelphia
Zachary Meisel
University of Pennsylvania
\$598,892, 2014–2017

Intermediary Organizations and Education Policy: A Mixed-Methods Study of the Political Contexts of Research Utilization
Janelle Scott
University of California, Berkeley
Elizabeth DeBray
University of Georgia
Christopher Lubienski
Indiana University
\$443,944, 2015–2017

Does a successful RCT yield successful policy? Class size reduction in Tennessee after Project STAR
Paul von Hippel
University of Texas at Austin
\$25,000, 2016–2017

Research Evidence Use by Private Child Welfare Agencies

Fred Wulczyn
Chapin Hall at the University of Chicago
Lawrence Palinkas
University of Southern California
\$214,729, 2013–2017

*Tracking Policymakers' Acquisition and Use of Research Evidence
Regarding Childhood Obesity in the News Media*

Itzhak Yanovitzky
Matthew Weber
Rutgers, the State University of New Jersey
\$457,862, 2016–2017

Youth Social Settings

*The Dynamics of Peer Influence and Student Decision Making In An Era
of School Choice*

Megan Andrew
Jennifer Flashman
University of Notre Dame
\$571,629, 2015–2017

Girls, Early Adversity and Maturation Study

Renee Boynton-Jarrett
Boston University
\$25,000, 2014–2017

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

Catherine Bradshaw
Debra Furr-Holden
Philip Leaf
Johns Hopkins University
\$750,000, 2011–2016

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

Christopher Browning
Catherine Calder
Elizabeth Cooksey
Ohio State University
Mei-Po Kwan
University of Illinois at Urbana-Champaign
\$599,952, 2012–2017

*Toward Improving Settings Serving Youth with Emotional Disturbances:
Measuring Social Processes in Special Education*

Christina Cipriano
University of Massachusetts Dartmouth
Marc Brackett
Peter Salovey
Yale University
\$336,198, 2011–2013
\$495,725, 2013–2017

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

Harris Cooper
Duke University
\$56,955, 2013
\$336,036, 2013–2016

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

Thomas Dee
Stanford University
Steven Hemelt
University of North Carolina at Chapel Hill
Brian Jacob
University of Michigan
\$298,252, 2014–2017

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

Nancy Deutsch
University of Virginia
\$596,465, 2013–2017

*How Beginning Elementary Teachers' Social Networks Affect Ambitious
Math Instruction in the Current Evaluation Climate*

Ken Frank
Kristen Bieda
Michigan State University
Serena Salloum
Ball State University
Peter Youngs
University of Virginia
\$599,996, 2014–2018

*The Middle School Classroom Language Environment: Interactions
Among Teachers and Youth and Effects on Literacy*

Perla Gamez
Loyola University Chicago
Nonie Lesaux
Harvard University
\$239,172, 2015–2017

Income Instability, Family Processes, and Youth Development

Lisa Gennetian
Pamela Morris
New York University
Heather Hill
University of Washington
\$299,997, 2013–2016

*Constructing Affordability: How Institutional and Relational Contexts
Affect Retention of Undergraduates from Low-Income Families*

Sara Goldrick-Rab
Nancy Kendall
University of Wisconsin-Madison
\$600,000, 2014–2016

*Advancing Research on Youth Settings by Exploring Program Quality and
Outcomes for Runaway/Homeless Youth*

Marya Gwadz
Charles Cleland
New York University
James Bolas
Margo Hirsch
Empire State Coalition for Youth and Family Services
\$593,480, 2014–2017

*Mentor Families: Setting-Level Component to Improve Mentoring
Outcomes for At-Risk Youth*

Shelley Haddock
Kimberly Henry
Rachel Lucas-Thompson
Lise Youngblade
Colorado State University
Lindsey Weiler
University of Minnesota
\$599,784, 2015–2018

Networks of Teachers Affect Children in Transition (Project NTACT)

Jill Hamm
University of North Carolina at Chapel Hill
Soo-Yong Byun
Pennsylvania State University
\$529,432, 2012–2016

Leveling the Playing Field for High School Choice through Decision Supports: A Randomized Intervention Study

Jennifer Jennings
Sean Corcoran
New York University
Carolyn Sattin-Bajaj
Seton Hall University
Sarah Cohodes
Harvard University
\$447,671, 2015–2018

Changing Youth Programs and Settings: An Experimental Evaluation of the Quality Mentoring Systems Initiative

Thomas Keller
Carla Herrera
Bowen McBeath
Portland State University
Renee Spencer
Boston University
\$604,949, 2013–2018

Influences of Classroom-level Social Settings on Language and Content Learning in Linguistically Diverse Classrooms

Amanda Kibler
Lauren Molloy
Nancy Deutsch
University of Virginia
\$580,002, 2014–2017

Out With the Old, In With the New: When Are Principal Successions Successful?

Katherine Klein
University of Pennsylvania
N. Andrew Cohen
The George Washington University
\$592,110, 2013–2019

Development of Self-Direction in Youth-Program-Family Interaction Systems: Latino and Non-Latino Adolescents

Reed Larson
Marcela Raffaelli
University of Illinois at Urbana-Champaign
\$640,034, 2010–2013
\$699,806, 2013–2017

Bright Stars: Technology-Mediated Settings for Urban Youth as Pathways for Engaged Learning

Cynthia Lewis
Cassandra Scharber
University of Minnesota, Twin Cities
\$599,905, 2015–2017

A Meta-Analytic Exploration of Variability in the Effects of Youth Programs

Mark Lipsey
Sandra Wilson
Vanderbilt University
Joseph Durlak
Loyola University Chicago
\$297,825, 2012–2014
\$198,260, 2014–2015
\$24,938, 2015–2016

Testing the Efficacy of Mindfulness Training for Teachers on Improving Classroom Settings for Early Adolescents

Andrew Mashburn
Ellen Skinner
Portland State University
Robert Roeser
Pennsylvania State University
\$450,000, 2014–2017

The Role of the Family Setting in Young Adult Outcomes during Economically Turbulent Times

Sandra Newman
C. Scott Holupka
Johns Hopkins University
\$395,823, 2012–2016

Complex Equations: Algebra Instruction in the Common Core Era

Morgan Polikoff
University of Southern California
Thurston Domina
University of North Carolina at Chapel Hill
\$503,612, 2014–2017

Learning from Variation In Program Effects: Methods, Tools, and Insights from Recent Multi-site Trials

Stephen Raudenbush
University of Chicago
Veronica Wald
NORC at the University of Chicago
\$516,306, 2014–2017

Solving the Dropout Crisis? Evaluating the Impact of Rising Ninth Grade On-track Rates in Chicago

Melissa Roderick
Camille Farrington
University of Chicago
\$330,796, 2013–2016

Distal Factors and Proximal Settings as Predictors of Latino Adolescents' Activities: Insights from Mixed Methods

Sandra Simpkins
University of California, Irvine
Cecilia Menjivar
Arizona State University
\$386,382, 2013–2017

Do Physical School Settings Influence Student Success?

Kevin Stange
Isaac McFarlin
University of Michigan
Francisco (Paco) Martorell
RAND Corporation
\$25,000, 2014–2016

Archiving Data from a 70-Year Longitudinal Study of Human Development

Robert Waldinger
Massachusetts General Hospital
\$90,996, 2010–2011
\$24,956, 2012–2016

William T. Grant Scholars

Class of 2016

The Impact of School and Classroom Environments on Youth Mental Health: Moderation by Genetic Polymorphisms

Joshua Brown
Fordham University
\$350,000, 2011–2016

Social Settings as a Context for Neurobiological Sensitivity in Adolescence

Amanda Guyer
University of California, Davis
\$350,000, 2011–2016

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

Bic Ngo
University of Minnesota, Twin Cities
\$350,000, 2011–2016

Promoting Tolerant School Settings: A Social Networks Field Experimental Intervention

Elizabeth Paluck
Princeton University
\$350,000, 2011–2016

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

Dallas Swendeman
University of California, Los Angeles
\$350,000, 2011–2016



Class of 2017

Interconnected Contexts: The Interplay between Genetics and Social Settings in Youth Development

Jason Fletcher
University of Wisconsin-Madison
\$350,000, 2012–2017

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

Micere Keels
University of Chicago
\$350,000, 2012–2017

Pockets of Peace: Investigating Urban Neighborhoods Resilient to Adolescent Violence

Tamara Leech
Indiana University-Purdue University Indianapolis
\$350,000, 2012–2017

Executive Functions and Biological Sensitivity in Classroom Settings

Jelena Obradovic
Stanford University
\$350,000, 2012–2017

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

Monica Tsethlikai
Arizona State University
\$350,000, 2012–2017

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

Tuppett Yates
University of California, Riverside
\$350,000, 2012–2017



Class of 2018

Adolescents and the Social Contexts of American Schools

Aprile Benner
University of Texas at Austin
\$350,000, 2013–2018

Neighborhood Social Capital and Oral Health for Publicly-Insured Adolescents

Donald Chi
University of Washington
\$350,000, 2013–2018

The Long-Run Influence of School Accountability: Impacts, Mechanisms and Policy Implications

David Deming
Harvard University
\$350,000, 2013–2018

Predictors and Outcomes of Insufficient Sleep in Disadvantaged Youth: A Study of Family Settings and Neurobiological Development

Adriana Galvan
University of California, Los Angeles
\$350,000, 2013–2018

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

Phillip Hammack
University of California, Santa Cruz
\$350,000, 2013–2018

Class of 2019

Critical Contexts for the Formation of Natural Mentoring Relationships among Economically Disadvantaged African American Adolescents: A Focus on Families and Neighborhoods

Noelle Hurd
University of Virginia
\$350,000, 2014–2019

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

Michael MacKenzie
Rutgers, the State University of New Jersey
\$350,000, 2014–2019

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

Rebecca White
Arizona State University
\$350,000, 2014–2019

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

Joanna Williams
University of Virginia
\$350,000, 2014–2019

Toward a Sociological, Contextual Perspective on Psychological Interventions

David Yeager
University of Texas at Austin
\$350,000, 2014–2019



Class of 2020

Transiciones: Examining the Latino Transition to College in Support of Academic Equality

Leah Doane
Arizona State University
\$350,000, 2015–2020

Teacher Effects on Students' Non-Cognitive Competencies: A Study of Impacts, Instruction, and Improvement

Matthew Kraft
Brown University
\$350,000, 2015–2020

Using Unified School Enrollment Systems to Improve Access to Effective Schools and for Research and Evaluation

Parag Pathak
Massachusetts Institute of Technology
\$350,000, 2015–2020

Adolescent Well-Being in an Era of Family Complexity

Laura Tach
Cornell University
\$350,000, 2015–2020

Deferred Action and Postsecondary Outcomes: The Role of Migrant Youth Settings in Effective and Equitable Policy

Eve Tuck
University of Toronto
\$350,000, 2015–2020



Class of 2021

When the State Takes Your Children: How the Child Protective Services System Changes Young Parents

Matthew Desmond
Harvard University
\$350,000, 2016–2021

Healthy Pathways towards Academic Achievement and Social Mobility for Low-SES Youth

Mesmin Destin
Northwestern University
\$350,000, 2016–2021

How Does Institutional Context Matter? Shaping Success for Disadvantaged College Students

Laura Hamilton
University of California, Merced
\$350,000, 2016–2021

Supporting Young Students' Special Needs in New Immigrant Destinations

Jacob Hibel
University of California, Davis
\$350,000, 2016–2021

The Unequal Intergenerational Consequences of Paternal Incarceration: Considering Sensitive Periods, Resiliency, and Mechanisms

Kristin Turney
University of California, Irvine
\$350,000, 2016–2021



Grants to William T. Grant Scholars to Mentor Junior Researchers of Color

Mentoring and Career Development

Aprile Benner
Kelly Minor
University of Texas at Austin
\$85,000, 2015–2017

Mentoring and Career Development

Donald Chi
Stephanie Cruz
University of Washington
\$60,000, 2014–2017

Mentoring and Career Development

Adriana Galván
Diane Goldenberg
University of California, Los Angeles
\$60,000, 2014–2017

Mentoring and Career Development

Noelle Hurd
Aisha Griffith
University of Virginia
\$85,000, 2015–2017

Mentoring and Career Development

Tamara Leech
Amy Irby-Shasanmi
Indiana University-Purdue University Indianapolis
\$85,000, 2014–2016

Mentoring and Career Development

Michael MacKenzie
Adrian Gale
Rutgers, the State University of New Jersey
\$97,500, 2016–2018

Mentoring and Career Development

Laura Tach
Mariana Fernandes da Cunha
Loureiro Amorim
Cornell University
\$60,000, 2016–2018

Mentoring and Career Development

Rebecca White
Michelle Pasco
Arizona State University
\$60,000, 2016–2018

Capacity-building and Communications Grants

Social and Emotional Learning

Ulrich Boser
Center for American Progress
\$250,000, 2016–2017

Building Capacity and Bridging Research, Practice, and Policy

Thaddeus Ferber
Alicia Wilson-Ahlstrom
The Forum for Youth Investment
\$289,295, 2015–2016
\$321,732, 2016–2017

Learning about Research Evidence Use in Education and Child Welfare Policymaking

Loretta Goodwin
American Youth Policy Forum
\$199,979, 2015–2017

Strengthening Connections Between Education Research and Practice in New York City

James Kemple
New York University
\$150,000, 2014–2017

Qualitative Consulting Service for Supporting Mixed-Methods Research and Workshops

Eli Lieber
University of California, Los Angeles
\$118,496, 2014–2016

Future of Children: “Reducing Justice System Inequality”

Sara McLanahan
Princeton University
\$100,000, 2016–2018

NPR’s Coverage of Children, Youth and Families, and the Issues Confronting the Disadvantaged

Lorraine Ross
National Public Radio
\$275,000, 2015–2017

SRCD Congressional Fellowship Program

Lonnie Sherrod
Martha Zaslow
Society for Research in Child Development
\$137,199, 2016–2017

National Education Research-Practice Partnerships Network

Ruth Turley
Rice University
\$300,000, 2015–2018

Young Adult Justice Learning Community

Bruce Western
Harvard University
\$443,438, 2016–2019

Our Kids Broadcast & Media Project hosted by Robert Putnam

Harry Wiland
Media Policy Center Foundation of CA
\$100,000, 2016–2018

Youth Service Improvement Grants

Dean Leadership Program
Chitra Aiyar
Sadie Nash Leadership Project
\$25,000, 2015–2016

Strengthening the Career Readiness of Teens through Improvement of the Capacity of the Fellows Program
Gregg Bethel
Pencil, Inc.
\$25,000, 2015–2016

Youth Services Staff Training Program
Nancy Biberman
Women's Housing and Economic Development Corporation
Sofia Oviedo
\$25,000, 2016–2017

Girls and Boys Projects Training and Implementation
Nicole Cicogna
Hartley House, Inc.
\$25,000, 2015–2016

STEM Initiative of Figure Skating in Harlem
Sharon Cohen
Figure Skating in Harlem
\$25,000, 2015–2016

Professional Development & Training Materials for Youth Teaching Artists
Noah Cornman
SAY: The Stuttering Association for the Young
\$25,000, 2015–2016

ScriptEd Workforce Skills Development Curriculum
Maurya Couvares
ScriptEd, Inc.
\$25,000, 2016–2018

Employment and Education Services for High-need Young Adults in Red Hook, Brooklyn
Jill Eisenhard
Red Hook Initiative
\$25,000, 2016–2017

Hour Tutoring Program
Tesa Fitzgerald
Hour Children
\$25,000, 2015–2017

ABLE Staff Training
Elizabeth Gaynes
The Osborne Association
\$25,000, 2014–2016

Improving Curriculum, Improving Outcomes
Erika Halstead
Minds Matter of New York City
\$25,000, 2016–2017

Ravenswood College Access Program Intensive Track
Christopher Hanway
Jacob A. Riis Neighborhood Settlement House
\$25,000, 2015–2016

Fiver Middle School Curriculum Improvement
Christie Ko
Fiver Children's Foundation
\$25,000, 2016–2017

Project WIDE: Workplace Internship Development & Education
Hong Lee
Chinatown Manpower Project
\$25,000, 2015–2016

Youth Services Capacity Building
Susan Matloff-Nieves
Lincoln Square Neighborhood Center
\$25,000, 2016–2017

Improvements for Wave Hill's Empowerment Programs for Teens: Forest Project and Woodland Ecology Research Mentorship.
Karen Meyerhoff
Wave Hill Incorporated
\$25,000, 2015–2016

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

Growing Green Leadership at Added Value Farms
Saara Nafici
Added Value & Herban Solutions Inc
\$25,000, 2016–2017

Outreach & Enrollment Improvement Project
Maya Nussbaum
Girls Write Now
\$25,000, 2015–2016

Law and Justice Institute Recruitment Project
James O'Neal
Legal Outreach, Inc.
\$25,000, 2016–2017

Building Blocks Training Videos
Ana Reyes
I Challenge Myself
\$25,000, 2015–2016

Equalizing Quality of Youth Services For Vulnerable Populations
Brooke Richie-Babbage
Resilience Advocacy Project
\$25,000, 2016–2017

WDP Special Education Initiative
Tom Ridgely
Waterwell Productions
\$25,000, 2015–2016

Increasing High School Graduation Rates for At-Risk Youth through Improved Portfolio Development Supports
Michael Roberts
Comprehensive Development, Inc.
\$25,000, 2016–2017

Epic Remix/NEXT Service Improvement Program
Ron Russell
Epic Theatre Center, Inc.
\$25,000, 2015–2016

Curricular Framework for Creative Writing Programs
Amy Swauger
Teachers & Writers Collaborative
\$25,000, 2016–2017

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

Teach the Teaching Artists
Lawrence Zucker
Town Hall Foundation
\$25,000, 2016–2017

Other Grants

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

Leading with Evidence: Connecting Child Welfare Practice with Research
Suzanne Barnard
The Annie E. Casey Foundation
\$50,000, 2017–2017

Support for the Samuel Halperin Lecture and Youth Public Service Award
Betsy Brand
American Youth Policy Forum
\$25,000, 2015–2019

Support for the Carnegie Foundation Summit for Improvement in Education
Anthony Bryk
Penny Carver
Carnegie Foundation for the Advancement of Teaching
\$5,000, 2015–2016

Studying Implementation: Is It Time to Talk about Standards?
Jeanne Century
University of Chicago
Catherine Darrow
Abt Associates
\$24,983, 2015–2016

The Harvard Grant Study Documentary
Jeremy Cohan
Emily MacKenzie
New York Foundation for the Arts (for Artmakers)
\$25,000, 2015–2016
\$25,000, 2016–2017

Evidence and Policy Meeting
Elizabeth Farley-Ripple
University of Delaware
\$25,000, 2015–2017

Journal of Research Use
Elizabeth Farley-Ripple
University of Delaware
Daniel Laitsch
Simon Fraser University
\$2,500, 2015–2017

Cross-Agency Learning Community on Federal Investments in Research and Evaluation
Thaddeus Ferber
The Forum for Youth Investment
\$25,000, 2016–2017

ESSA Navigator
Steve Fleischman
Education Northwest
\$25,000, 2016–2017

#RealCollege: A National Convening of Food and Housing Insecurity Among Undergraduates
Sara Goldrick-Rab
University of Wisconsin-Madison
\$24,869, 2016–2016

Building Support for the Hedges Lecture Series
Rob Greenwald
Society for Research on Educational Effectiveness
\$25,000, 2016–2017

Fighting for Reliable Evidence: The Next Challenge
Judith Gueron
MDRC
\$17,250, 2013–2017

Spectrum of Services Program Delivery
Liz Hamburg
The Taproot Foundation
\$25,000, 2015–2016

New to the Beat 2.0 Sponsorship
Caroline Hendrie
Education Writers Association
\$20,000, 2016–2017

Connecting Journalists With Education Research
Caroline Hendrie
Education Writers Association
\$50,000, 2017–2018

Assessing the Effectiveness of Research Practice Partnerships at the District Level
Erin Henrick
Paul Cobb
Vanderbilt University
\$25,000, 2015–2017

Self-study Guide for Implementing Evidence Based Practices for School Turnaround/Improvement
John Hughes
Florida State University
\$25,000, 2016–2016

Building State and Local Capacity for Evidence-Based Policy-Making: How Can the Federal Government Help?
Michele Jolin
America Achieves
\$25,000, 2016–2017

2017-2018 Summit on Improvement in Education
Paul LeMahieu
Carnegie Foundation for the Advancement of Teaching
\$10,000, 2016–2018

Advancing Public Scholarship in Education Research at the 2016 AERA Annual Meeting
Felice Levine
American Educational Research Association
Jeannie Oakes
University of California, Los Angeles
\$50,000, 2015–2016

Rapid Response Fund
Kent McGuire
Southern Education Foundation
\$50,000, 2016–2017

Research-Practice Partnerships and ESSA Implementation: Convening and Resource Development
William Penuel
University of Colorado Boulder
Bronwyn Bevan
University of Washington
\$24,995, 2016–2017

State Education Agencies (SEAs) Incorporating Evidence-Based Practice in School Improvement Plans
Carrie Phillips
Council of Chief State School Officers
\$25,000, 2016–2017

Transforming Police Interactions with Youth of Color
Miriam Rollin
David Kass
Council for a Strong America
\$25,000, 2015–2016

Society for Research on Adolescence Young Scholars Program
John Schulenberg
Society for Research on Adolescence
Rosalie Corona
Virginia Commonwealth University
Jeffrey Cookston
San Francisco State University
\$23,000, 2015–2016

Education Funder Strategy Group
Terri Shuck
National Public Education Support Fund
\$25,000, 2016–2017

*8th Annual Meeting on the
Science of Dissemination &
Implementation*

Lisa Simpson
AcademyHealth
\$25,000, 2015–2016

*The Robert P. Patterson, Jr.
Mentoring Program*

Robin Steinberg
Bronx Defenders
\$25,000, 2016–2017

*Research-Practice Engagement:
Case Studies in New York City
and State*

David Steiner
Ashley Berner
Johns Hopkins University
\$23,748, 2015–2016

*Humanitarianism and Mass
Migration*

Marcelo Suárez-Orozco
University of California, Los
Angeles
\$25,000, 2016–2017

*A Proposal to Study the
Feasibility of a CCSO Research
“Hub”*

Susan Taylor
Council of Chief State School
Officers
Stephen Bowen
Emory University
\$25,000, 2015–2016

*School Performance
Measurement in California’s
CORE School Districts: A Policy
Analysis*

Thomas Toch
Georgetown University
\$25,000, 2016–2017

*Addressing Mental Health
Disparities in Children and
Youth: A Practitioner Reference
Guide*

Carmen Valdez
Lauren Caldwell
American Psychological
Association
\$15,219, 2015–2017

*URBAN Research Collaborative
for Action and Equity in
Education: A Conference Proposal*

Mark Warren
University of Massachusetts,
Boston
Michelle Fine
The Graduate Center, CUNY
\$25,000, 2014–2016

*Developing Research-Based
Strategies to Reduce Inequality
and Improve Outcomes for Young
Adults in the Justice System*

Josh Weber
The Council of State
Governments
\$25,000, 2016–2017

*Educating and Engaging State
Legislative Leaders on K-12
Education Policy*

Ross Wiener
Danielle Gonzales
Aspen Institute
\$25,000, 2015–2016



William T. Grant Scholars Selection Committee



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Seated: Susan M. Kegeles, Edith Chen, Margarita Alegria, Adam Gamoran, Jane Waldfogel

Elizabeth Birr Moje, Ph.D. (chair)

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

Margarita Alegría, Ph.D.

Chief of the Disparities Unit
Massachusetts General Hospital
Professor of Psychology
Harvard University

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Dean of Social Sciences
James B. Duke Professor of Sociology
Duke University

Edith Chen, Ph.D.

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

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Department of Psychology
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
Founding 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

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Andrés A. Alonso

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

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 L. Carter

Prudence L. Carter is a professor of education and (by courtesy) sociology at Stanford University and Faculty Director of the John W. Gardner Center for Youth and Their Communities. Prior to joining Stanford, Dr. Carter was an associate professor of sociology at Harvard University. She earned a doctorate in sociology from Columbia University.

Greg Duncan

Greg Duncan is Distinguished Professor, School of Education at the University of California, Irvine. 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.

Scott Evans

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.

Adam Gamoran (president)

Adam Gamoran joined the William T. Grant Foundation as President in 2013. Previously, he was the John D. MacArthur Chair in Sociology and Educational Policy Studies at the University of Wisconsin-Madison. He received his doctorate in education from the University of Chicago.

Nancy Gonzales

Nancy Gonzales is an ASU Foundation Professor of Psychology (Clinical) and co-director of the Principal Research Core at the Prevention Research Center of Arizona State University. Her research focuses on the influence of culture, neighborhood, and other contextual factors on adolescent mental health and the development of culturally sensitive prevention and promotion strategies for high risk youth. Dr. Gonzales earned her Ph.D. in psychology from the University of Washington. (End of term, October, 2016)

Mary Pattillo

Mary Pattillo is the Harold Washington Professor of Sociology and African American Studies at Northwestern University. She is the author of two award-winning books that explore the topics of youth, families, politics, housing, crime, and education in African American neighborhoods in Chicago. She received her PhD in Sociology from the University of Chicago.

Andrew C. Porter

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. (end of term, December, 2016)

Russell Pennoyer (chair)

Russell Pennoyer is a senior advisor to Brittany Capital Group, Inc. a broker-dealer based in New York. He was previously the president of Benedetto, Gartland & Co., Inc. He received an A.B. from Harvard College and J.D. from Columbia Law School.

Judson Reis

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 was a visiting professor at the Darden School of Business at the University of Virginia from 1987 through 2008. He earned his M.B.A. at Harvard Business School.

Estelle B. Richman

In more than 30 years of public service, Estelle B. Richman has held key roles at the local, state, and federal levels. After serving as managing director for the City of Philadelphia, she served for seven years as secretary of the Pennsylvania Department of Public Welfare, before serving as chief operating officer of the

U.S. Department of Housing and Urban Development during the administration of President Barack Obama. In prior roles, Ms. Richman was Philadelphia's commissioner of public health and deputy commissioner for mental health, mental retardation, and substance abuse services. She holds a master's degree from Cleveland State University as well as honorary doctorates from Alvernia University and Drexel University.

Noah Walley

Noah Walley leads Investor Growth Capital's technology investment effort in North America and prior to 2003 was a partner at Morgan Stanley's Venture Capital group. Noah has been active in venture capital since 1994 and prior to that worked for McKinsey & Company. He holds a J.D. from Stanford Law School and earned M.A. and B.A. degrees from Oxford University.



Standing, left to right: Nancy Gonzales, Andrés A. Alonso, Greg Duncan, Russell Pennoyer, Scott Evans, Noah Walley, Mary Pattillo,
Seated, left to right: Adam Gamoran, Prudence L. Carter, Judson Reis, Estelle B. Richman
Not pictured: Margaret R. Burchinal, Andrew C. Porter

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