

2017

Annual Report

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



Table of Contents

2	Letter from the President
4	Letter from the Chair
6	Our Work
14	Financial Performance in 2017
16	Active Grants in 2017
32	Institutional Challenge Grant Committee
33	Scholars Selection Committee
34	Board of Trustees
36	Foundation Staff
37	Reviewers List

**“Rigor
reflects
a quality
of mind”**



Letter from the President

This year, I tried to make the case that rigor and relevance are complementary aspects of research, rather than qualities that are in opposition to one another. At the Foundation, we believe that research must be *both rigorous and relevant* if it is to make a difference in addressing problems of policy and practice. As my colleague, Senior Vice President of Program Vivian Tseng, and I wrote in a recent essay, “Put simply, the dichotomy of rigor versus relevance is false. There is no inevitable trade-off between producing rigorous research and producing research with relevance for the real world.”

Sometimes, making this case feels like running uphill. After all, researchers are taught, beginning in graduate school, that they should test the theories of their disciplines using cutting edge methods. Theory and methods are, in fact, cornerstones of most research training. But the potential contribution of using such training to respond to real-world problems, especially for social scientists, is often an afterthought.

My colleagues and I have urged universities to rethink how they assess both the quality and social contributions of research. Of course high-quality research is theory-driven and well designed. But investigating questions that align with the needs of policy and practice does not inherently diminish the quality of research—it often enhances it. At the same time, we have argued, research that addresses practical questions can only be truly relevant if it uses rigorous methods. Importantly, for us, “rigor” is not a code word for “quantitative” or “experimental.” Instead, rigor reflects a quality of mind in which questions, data, results, and interpretations are carefully aligned and articulated—whatever the study design.

In 2017, we brought this line of thinking to life in two new grantmaking programs: the Institutional Challenge Grant and Rapid Response Research grants.

The Institutional Challenge Grant calls on universities to develop sustained partnerships with public agencies or non-profit organizations in order to reduce inequality in youth outcomes. In doing so, the university provides research fellows (funded about 2/3 by our grant and 1/3 by the university itself) to carry out a joint research agenda with the partner agency, while also helping to build the capacity of the agency to use research evidence in its decision-making, and shifting its own incentive structure to support and incentivize faculty members to engage in partnership-oriented research. After releasing a call for proposals last spring, we convened a blue-ribbon

selection committee of accomplished experts in research, policy, and practice to judge a vibrant competition. The first winner, Cornell University, has already been announced, and the second competition is already under way.

Our Rapid Response Research grants, the second new initiative launched in 2017, are intended to provide immediate information to public agencies or non-profits that are providing support to vulnerable youth populations. They call on researchers to apply existing findings in response to pressing questions or challenges that confront such policy actors. Instead of a “dissemination plan” that one typically finds at the end of a grant proposal, a Rapid Response Research proposal includes an “engagement plan,” which lays out in detail how the agency will use the findings. Three awards in this staff-directed program were announced in 2017, focusing on securing health and social services for children of undocumented immigrants, integrating Muslim refugee children in schools, and creating safe schools for sexual minority students. Three additional awards have been made in 2018.

The Institutional Challenge grant and the Rapid Response Research grants share two essential features: they blend our dual interests in reducing inequality in youth outcomes and improving the use of research evidence in policy and practice, and they demonstrate the value of rigorous research applied to pressing social problems. They differ, however, in that for the Rapid Response Research grants, the empirical studies already exist, and the challenge is to synthesize and contextualize the evidence for a particular situation, whereas for the Institutional Challenge Grant, new original studies are needed in response to policy challenges.

These new approaches represent innovations in the pursuit of our longtime mission. To be sure, the William T. Grant Foundation will always support field-initiated empirical studies. Our work in 2017, however—particularly the inception of the two new programs—aimed to encourage researchers, and the institutions that employ them, to value research that is oriented toward action and positive change. As we have long argued, we do not expect any single study to be transformative, but we do hope that in the long run, studies will accumulate a body of knowledge to inform policy and practice and ultimately improve the lives of young people in the United States.

Adam Gamoran
President

**“We engage
extensively
with staff
in setting
programmatic
priorities”**

Letter from the Chair

A common challenge facing nonprofit boards is finding the right boundary between delegation and oversight, or, as one of our Trustees has expressed it, determining the board's "altitude." The William T. Grant Foundation is fortunate to be governed by a board whose members have deep and complementary experiences and expertise, both in our program areas and in investing. As a board we engage extensively with staff in setting programmatic priorities but are always mindful of this boundary. We are also introspective, regularly questioning and challenging our own procedures and organizing principles. After the most recent round of self-examination, I was pleased to hear one trustee compliment our board for operating at just the right altitude. In my experience, this is hard to get right.

While this is a credit to our board, it also reflects well on Adam and the Foundation's staff. Their skilled management means the board can spend less time on the more routine aspects of the Foundation. Their eagerness to engage in high level give-and-take with the board as they consider new programs and strategies makes our meetings both collaborative and highly productive.

The Foundation engaged in three strategic decisions relating to our grantmaking during 2017. The first was the launch of the Institutional Challenge Grant program. This program is designed to replace the prior Distinguished Fellows program,

which aimed to strengthen connections between research, policy, and practice by placing participants in new settings, for example researchers in public agencies. While that program successfully increased interactions between these three spheres, its impact was likely limited to the work of individual grant recipients. By contrast, the Institutional Challenge Grant aims to change the incentives within universities themselves in order to foster a far broader field of partnerships with local youth-serving agencies.

The second decision was to allocate funds to support a number of "rapid response" grants. While the bulk of our research awards are intended to contribute to bodies of knowledge that accumulate over the long term, the staff and board decided it was also important to fund efforts to synthesize existing findings in order to have a voice in more immediate challenges and policy discussions that effect youth and families across the nation.

Third, the staff undertook a review of its Youth Service Improvement Grants program, which provides funding to local nonprofits to strengthen their existing programs for young people. This program is structured to allow all Foundation staff to participate in proposal reviews and funding decisions. The review's findings were shared with the board, and their implementation will ensure that the Foundation continues to be a helpful neighbor to our surrounding communities.

Finally, the Foundation's financial resources were buoyed by another good year in the stock market. However, credit is also due to our unusual structure: a small, skilled finance and investment committee meeting over two dozen times a year. We strive to hire a handful of excellent money managers focused on complementary investment areas and believe that patience is the key to superior long-term results.

Russell P. Pennoyer

Chair of the Board of Trustees



Our Work

The William T. Grant Foundation supports high-quality empirical research that is relevant to policies and practices that affect the lives of young people ages 5 to 25 in the United States.

The Foundation pursues its mission by building bodies of useful research within two primary focus areas: reducing inequality in youth outcomes and improving the use of research evidence in decisions that affect youth.

Grant Programs

Focus Areas

Reducing Inequality

In this focus area, we support research to build, test, and increase understanding of approaches to reducing inequality in youth outcomes, particularly on the basis of race, ethnicity, economic standing, or immigrant origin status. We are interested in research on programs, policies, and practices to reduce inequality in academic, social, behavioral, and economic outcomes.

Improving the Use of Research Evidence

In this focus area, we support research to identify, build, and test strategies to ensure that research evidence reaches the hands of decision makers, responds to their needs, and is used in ways that benefit youth. We are particularly interested in improving the use of research by state and local decision makers, mid-level managers, and intermediaries.

The William T. Grant Scholars Program supports 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. To support the Foundation's goal of nurturing a pipeline of diverse researchers, Scholars may also apply for opportunities to develop mentoring relationships with junior researchers of color. In 2017, we awarded 3 Scholars grants and 11 mentoring grants.

Through our **Research Grants** program, we seek to build a body of knowledge that has the potential to inform policies, programs, and practices that can improve the lives of young people. The program targets researchers at all career stages for high-quality empirical projects that fit either of our current focus areas. 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 2017, we awarded 14 research grants: 9 on reducing inequality, and 5 on the use of research evidence.

In 2017 we awarded the final **Distinguished Fellows** award and launched the **Institutional Challenge Grant**. For 13 years the Distinguished Fellows program sought to strengthen connections between research, policy, and practice by placing researchers, policymakers, and practitioners into new working environments that would elicit insights about the uses of research evidence. Launched in 2017, The Institutional Challenge Grant encourages university-based research institutes, schools, and centers to build sustained research-practice partnerships with public agencies or nonprofit organizations in order to reduce inequality in youth outcomes. To do so, research institutions will need to shift their policies and practices to value collaborative research. They will also need to build the capacity of researchers to produce relevant work and the capacity of agency and nonprofit partners to use research.

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 nine organizations with a Youth Service Improvement Grant in 2017. In 2017, we embarked on a review of the program to determine how to strengthen it and provide needed services to NYC youth.

2017 Highlights

Child Welfare Journal, Special Two-Volume Issue: Improving the Use and Usefulness of Research Evidence

February

Jointly edited by the Child Welfare League of America and the William T. Grant Foundation, this special issue of *Child Welfare* outlines the real-life challenges and negotiations of integrating research with existing policies and practices. Contributors offer analyses and examples of organizational strategies, structures, and alliances that embed research in organizations that promote the well-being of children, youth, and families.

New Funding Opportunity: Institutional Challenge Grant

March

First announced in March, 2017, the Institutional Challenge Grant program encourages university-based research institutes, schools, and centers to build sustained research-practice partnerships with public agencies or nonprofit organizations in order to reduce inequality in youth outcomes. In August, a distinguished group of individuals deeply committed to advancing the work of research-practice partnerships, creating institutional change, and reducing inequality in youth outcomes was named as the Selection Committee. And in September, we welcomed our inaugural round of applications.

Digest Issue 2

April

The second issue of the William T. Grant Foundation Digest featured writing on research rigor and relevance, as well as the potential of a new research agenda for improving the outcomes of English learners under the Every Student Succeeds Act.

Rapid Response Research Grants

August

In 2017, we watched with alarm the harm inflicted on children and youth who are marginalized, underserved, or otherwise disadvantaged because of their race, ethnicity, immigration status, religion, sexual orientation, gender identity, or economic circumstances. Our staff and board developed the Rapid Response Research Grants to leverage research flexibly and nimbly in order to respond to this uncertain and quickly changing context. These one-time awards support swift systematic reviews of existing research to inform timely and significant policy or practice questions aimed at reducing inequality.

Pay it Forward: Guidance for Mentoring Junior Scholars

September

The long-term success of our work depends on the energy, talent, and success of junior scholars, and we view strong mentoring as key supports for them. In September, we updated *Pay It Forward*, a resource for mentors that focuses on four key themes: 1) building and maintaining mentoring relationships, 2) mentoring across difference, 3) supporting career development, and 4) managing conflict within mentoring relationships.

Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness

October

While research-practice partnerships have emerged as a promising means of creating and applying relevant research evidence in settings where young people grow and learn, we've lacked definition in terms of what constitutes an effective partnership and how RPPs, funders, and other stakeholders might gauge and demonstrate such effectiveness. Offering a clear picture of the common goals that cut across diverse types of partnerships, *Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness* outlines the elements that members of existing RPPs have reported are essential to their work.

First Reducing Inequality Grantee Convening

November

From November 12-14, we held our first meeting of grantees pursuing research in our reducing inequality focus area. Plenaries on conceptualizing inequality, moving from understanding to reducing inequality, using big data to test responses to inequality, and informing policy discourse related to reducing inequality were complemented by breakout sessions and individual consultations on topics such as relational approaches to reducing inequality, influencing policy design and implementation, social-psychological interventions, and engaging youth as experts.

Digest Issue 3

December

The third issue of the William T. Grant Foundation Digest featured insights on how research on ability tracking can inform studies to improve the outcomes of English learners, as well as how researchers and school districts can partner to build learning systems based on research evidence.

Awilda Rodriguez's Research Lies at the Intersection of Policy and Practice

Awilda Rodriguez Assistant Professor in the Center for the Study of Higher and Postsecondary Education at University of Michigan

Research has demonstrated that rigorous high school coursework, such as advanced placement courses (AP), can improve high-school students' academic outcomes, including increased likelihood in enrolling in a four-year college, greater rates of college persistence and completion, and preferential treatment by college admissions personnel. As racial and economic gaps exist in AP course-taking, even for high-achieving Black and Latino students, identifying and understanding the mechanisms that either obstruct or promote participation in AP are critical to reducing inequality in youth outcomes.

With her William T. Grant Scholars award, Awilda Rodriguez is investigating whether and how an informational intervention can reduce race- and class-based gaps in AP course-taking for high-school students. Rodriguez is examining why Black, Latino, and low-income students who are eligible to take AP courses do not, and whether providing these students and their families information about AP course eligibility, selection, and benefits can increase participation and ultimately improve their academic outcomes.

Rodriguez has expertise in rigorous high school coursework, college choice, and quantitative analysis. She also has experience with large state and national data sets. The Scholars Award will allow her to build on these skills and stretch her expertise into new areas. She will consult with two mentors to design and execute experimental studies to test policy solutions that could contribute to positive experiences for young people who may be marginalized on account of their ethnicity or economic standing. Ultimately, this work may inform effective policies and interventions that aim to increase Black, Latino, and low-income student participation in Advanced Placement coursework.

Until now, the majority of Rodriguez's research has addressed equitable access to and choice of postsecondary institutions, including race- and class-based gaps in rigorous academic preparation, the high school context in college choice, and the availability of college options. "My program of study centers on both college access and public policy, as I study state and federal policies that reduce inequality for populations traditionally marginalized from higher education, such as Black, Latino, low-income, and first generation students" said Rodriguez. "I have largely pursued these lines of inquiry through secondary data analysis. I am really excited about collecting primary data and conducting a randomized control trial."

For her study, Rodriguez will rely first on both school-level surveys and administrative data to identify eligible participants and student-level surveys to measure non-cognitive factors such as students' academic self-concept—information that is not readily available. Through the surveys and data they hope to measure student interest and knowledge of AP courses among eligible students. School personnel and student surveys will indirectly capture parental interest and influence.

For the second part of her study, she will send targeted information to students who are deemed eligible for AP coursework and their parents about AP eligibility. She will confine her study to districts that are not located in states that currently have policies that notify students about AP. Half of the high schools will be randomly assigned to treatment and the other half to the control group. The team is interested in understanding whether course-taking rates increase for Black, Latino, and low-income students of color as a result of this informational intervention.

Rodriguez will depend on her mentor, Fred Doolittle, to help her hone her skills in designing and executing experimental studies. Susan Dynarski will also mentor Rodriguez in the design of the intervention. Ultimately, gaining this expertise will strengthen Rodriguez's ability to test policy solutions that directly shape college-going for marginalized populations.

Building a Tool to Improve Decisions that Affect Student Outcomes

Fiona Hollands Associate Director and Senior Researcher at the Center for Benefit-Cost Studies of Education at Teachers College, Columbia University

Over the last few years, there has been a push for research and evidence to inform decisions about how young people are educated in the United States. And while decision makers seek to adopt evidence-based programs and practices, there are multiple factors that factor into the process of finding, selecting, and ultimately implementing these strategies. It can be challenging to distill considerations of contexts including and as well as the voices of disparate stakeholders, when making high-stakes decisions with long-term implications. Fiona Hollands and her team are adapting a well-established decision making theory and practice from fields outside of education to create a framework and online tool that makes transparent how research is used in decisions about educational programs and strategies at the state and local level. The methodology is known as Multiattribute Utility Theory (MAUT), a form of Multiple Criteria Decision Making (MCDM). Hollands and colleagues at Columbia University's Teachers College have already developed an online tool that applies the "ingredients" method to estimate resource requirements and costs of implementing educational programs. The new tool, known as "CostOut," will juxtapose utility or "usefulness" of educational programs or strategies against resource requirements in cost-utility analyses to help decision makers choose those that best meet local contexts.

Increasing the value of educational research in decision making is one of the primary goals of the cost-utility framework. The investigators hypothesize that research is more likely to be used when it is embedded in a framework that accommodates a range of considerations. This is accomplished by assessing and then aggregating all consequences of interest together into one framework.

"We believe that a framework that accommodates various considerations, in addition to research evidence, will make it less likely that such evidence is ignored in the face of competing factors," said Hollands.

In the first year of their project, the team worked collaboratively with education decision makers at three school districts, one state department of education, and two schools to identify problem areas, surface possible solution options and relevant stakeholders, establish criteria for evaluating the options, collect relevant evidence, and assess how well each criterion is satisfied by the alternative solution options. In year two, the team will develop and implement an interactive online tool based on the framework developed in year one. They will interview key decision makers and staff members tasked with providing data, research, or other information to support decision making in order to evaluate use of the tool at each site, the role it played in decisions, and its feasibility for future applications.

By developing the cost-utility framework in collaboration with on-the-ground decision makers in the context of real decisions, the team has had an opportunity to observe first-hand the evidence is processed in decision making. Hollands and her team will also have an opportunity to learn whether synthesizing multiple sources of evidence to provide a single overall utility value can help decision makers select the solution option that best satisfies their decision criteria and stakeholder needs.

"We believe that a framework that accommodates various considerations, in addition to research evidence, will make it less likely that such evidence is ignored in the face of competing factors"

Can Summer Youth Employment Programs Reduce Inequality in Youth Outcomes?

Alicia Sasser Modestino Associate Professor with appointments in the School of Public Policy and Urban Affairs and the Department of Economics at Northeastern University

Policymakers in cities across the U.S. have increasingly turned to summer youth employment programs (SYEPs) to provide early work experiences to inner-city, low-income youth who typically face multiple obstacles in obtaining work experience, with the goal of improving their long-term behavioral, economic, and academic outcomes. Despite the potential of SYEPs to enhance youth outcomes, rigorous evaluations of such programs are limited and have produced mixed results: the literature shows encouraging results in reductions in crime and improved school attendance, but a lack of convincing evidence in effects on employment and wages. Furthermore, the existing research has lacked information on the mechanisms driving improved outcomes of SYEPs, as well as evidence as to whether they are more effective for some groups than others.

Alicia Modestino and her team are studying the impact of early work experience provided by the Boston SYEP on youth employment, education, and criminal justice outcomes over three years following participation. Among the questions are: Which of the short-term program impacts on job readiness, post-secondary aspirations, and community engagement that occur over the summer are associated with improvements in these longer-term outcomes? Does the intervention differentially benefit youth based on economic standing, court-involvement, or low academic performance prior to the intervention? The goal of the work is to better understand what factors lead to impacts, for whom the benefits are the greatest, and how these elements can be applied consistently across the four organizations that the City of Boston contracts with to implement the program. In addition, the study will capitalize on the unique design of the Boston SYEP to assess the added value of its distinct program features. These include a career readiness curriculum, a high share of private versus public (sponsored) jobs, and the ability to participate for more than one summer.

To assess program outcomes, the team is taking a mixed-methods approach within a embedded randomized controlled trial. The sample involves roughly 12,000 young people ages 14-24 who apply to the Boston SYEP. Each year, the city of Boston receives more SYEP applications than the number of jobs available, and randomly assigns spots by lottery, with random assignment repeated each summer. This design allows the team to estimate the effect of initial assignment to the program and the impact of subsequent exposures.

The evaluation will rely on a combination of pre- and post-program survey data, as well as administrative data on criminal justice, school, and employment records that cover up to one year before and several years after the intervention for both treatments and controls. Modestino and the team will link self-reported short-term program impacts from the survey responses, such as job readiness skills, college aspirations, and community engagement, with longer-term outcomes, such as employment, school, and criminal activity, using administrative data. The team will also make use of interviews, focus groups, and participatory research methods, such as examining photographs taken by youth to enhance their understanding of individual experiences.

This work will have immediate real-world applications. The findings will give policymakers insight into a broader set of short-term program effects while also providing a look inside the “black box” as to how SYEPs affect youth in the long-run. Ultimately, the research will help guide practitioners as they look to enhance their programming, as well as inform policymakers seeking to expand opportunity for all youth.

“Our research will also provide an ongoing foundation for data collection, measuring impacts, and identifying actionable and timely recommendations in partnership with the Boston Mayor’s Office of Workforce Development. Armed with this knowledge, decision makers will better understand how and for whom program impacts are achieved so that limited SYEP funds can serve as many youth as possible as part of a broader city-wide effort to reduce inequality among City residents.”

“This work will have immediate real-world applications... the research will help guide practitioners as they look to enhance their programming, as well as inform policymakers seeking to expand opportunity for all youth.”

Driving policy change through rigorous research: An education policymaker and a researcher team up to improve research relevance

Robert Kim Former Deputy Assistant Secretary, U.S. Department of Education (2011-2016)

Robert Kim spent a decade as an education policy practitioner in Washington, DC—first as a senior policy analyst at the National Education Association and then as a deputy assistant secretary in the Office for Civil Rights at the U.S. Department of Education. Kim is widely recognized for his legal and policy efforts on civil rights and equity in education and served as a key staff liaison to the Equity and Excellence Commission, which produced a national report on fostering education equity and improved school finance policies.

While Kim was well versed with school finance policy, his knowledge of research was primarily from the perspective of a policy practitioner. Through the Distinguished Fellows program, Kim hoped to deepen his knowledge of research on education finance and gain hands-on experience with the mechanics of the research process. His objective was to work closely with a top researcher and expert in the area of school finance in order to become a better consumer of that research as an education policymaker—with the ultimate goal of advancing federal and state laws and policies designed to increase equitable access to educational resources and opportunities for students of color and low-income students. That is how Kim came to work under the mentorship of another William T. Grant Foundation grantee, Bruce Baker, for one of the Foundation's final Distinguished Fellows awards.

Baker, a professor in the Graduate School of Education at Rutgers University, received his research award, "Indicators of Educational Inequality in U.S. States 1993-2011," in 2014. The goal of the study was to develop a series of indicators based on broadly available data and standardized methods for tracking inequality in state elementary and secondary education systems over the past 20 years. He linked the indicators of funding to variability in teacher compensation, class size, and other schooling conditions typically regarded as highly sensitive to funding. Baker also developed student outcome measures to assess the feasibility of testing whether state level changes in funding adequacy and equity are associated with student outcomes. Baker conducted his research in collaboration with the Education Law Center at Rutgers.

Kim and Baker began working together in August of 2017. Since that time, Kim has increased his knowledge of the school finance research landscape and has conducted a field study of several dozen policymakers, advocates, and journalists in multiple states to determine what research, data, and indicators related to school finance—and what methods of fostering engagement around that information—are most effective in driving policy change. He has also immersed himself as a researcher. For example, he supported Baker and two other researchers in the publication of *The Real Shame of the Nation: The Causes and Consequences of Interstate Inequity in Public School Investments*, which is the first study to develop a national cost model to calculate the funding required in every state to enable students at different poverty levels to achieve a fixed achievement outcome.

In 2018, Kim expects to publish findings from his study, and will work with Baker and the Education Law Center to improve the responsiveness of school finance research to the needs of policymakers and the public. "One of the unexpected discoveries I've made during the Distinguished Fellowship is how similar the goals of education researchers and policymakers really are," said Kim. "Both are searching for a better understanding of the needs of children, teachers, and school systems. But how they go about that inquiry is very different. If researchers and policymakers at every level of government could develop stronger and more consistent channels of communication, the benefit to both communities and to the public would be astonishing."

"Education researchers and policymakers are searching for a better understanding of the needs of children, teachers, and school systems. But how they go about that inquiry is very different."

The Arab-American Family Support Center Tackles Toxic Stress and Youth Trauma

The Arab-American Family Support Center (AAFSC) was established in 1994 to address the unique needs of the Arab-American community. The Center provides a variety of programs, services, and activities, including: English as a Second Language and literacy classes; citizenship courses; legal assistance; after-school, summer, and weekend programs for young people; violence prevention and intervention programs; and access to free or low-cost health care. In their youth services, AAFSC offers homework help and an array of cultural programs aimed at empowering Arab, Middle Eastern, Muslim, and South Asian (AMEMSA) youth and developing their pride in their backgrounds. In their nearly 25 years of service, AAFSC has expanded to eight sites across the five boroughs of New York City, providing culturally and linguistically sensitive programming to children and families from the AMEMSA immigrant communities across New York City.

Many of the children and families who seek services at AAFSC are coping with various forms of trauma resulting from experiences such as migration, resettlement, witnessing war and conflict, or the everyday challenges that many low-income individuals across New York City face. Muslim immigrants have been subjected to a particularly toxic climate in recent years. The Center reports that, in school, on public transit, and sometimes simply walking down the street, Arab-American Muslim youth, as well as youth who are perceived as Muslim and/or Arab, face verbal harassment and bullying. This places these youth at a higher risk of toxic stress, which poses a significant impediment to healthy development. Toxic stress can lead to behavioral health problems and negatively impact how youth learn, process information, and perform in school. AAFSC approached the Foundation last year with a proposal to create safer, more supportive, and effective youth programming strategies to address the needs of its participants: a trauma-sensitive school-based tool kit that can be adapted to the afterschool setting. The tool kit provides training for staff in culturally-specific support that addresses the unique experiences and mental health needs of AMEMSA youth.

“The current discourse, which can be interpreted as scapegoating recent immigrants and refugees, creates significant challenges for our organization and the youth that we serve,” said President and CEO Rawaa Nancy Albilal. “We need to be as sensitive as possible to understand how our youth are experiencing stress and social rejection.”

With their grant, AAFSC has implemented the core considerations of trauma-informed care in their learning environments. With the help of AAFSC’s new curriculum, students will be introduced to tools for building resilience and social-emotional skills that help them cope with and manage future toxic stress and trauma. A unique aspect of the toolkit is the emphasis on student choice, voice, and self-advocacy. The curriculum will help establish positive and culturally responsive policies and practices; instill in students feelings of physical, social, and emotional safety; and foster a shared understanding among staff about the impact of trauma and adversity on students.

“When the curriculum for the toolkit is done, we will be able to make continuous improvements in terms of programming and professional development for staff, and this will ultimately benefit the youth who we serve,” said Albilal. “The ways in which we interact with and respond to our program participants will be informed by their familial and cultural background and experiences. This is so important, because if trauma is ignored, it can lead to other issues.”

Endowment

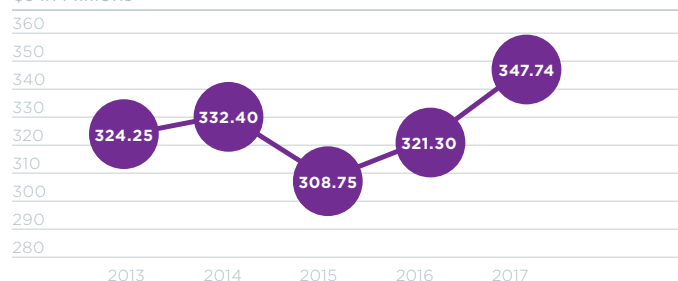
The Endowment plays a critical role in the Foundation's ability to fulfill its mission. The Foundation's long-term investment objective is to obtain returns that will allow the Foundation to continue its role as a grantmaker in perpetuity. In 2017, the endowment had solid performance, returning 14.8%. Over the past five years the average annual return has been 10.2%, and over the past ten years 6.9%. After grants and expenses, total assets increased by \$26.4 million during 2017.

While all asset classes in the portfolio had positive returns in 2017, the highest return of 27.5% came from International Equity, which encompasses 23% of the Endowment portfolio. The U.S. Equity investments, which hold 51% of portfolio funds, also had a significant return of 14.3%.

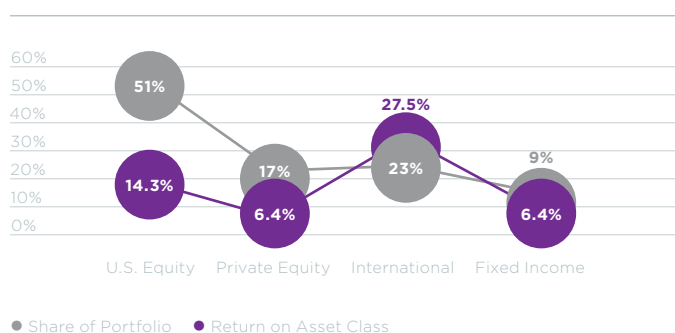
Overall, the distribution targets by asset class remained close to the prior year's distribution, with a slight increase in U.S. Equity and International Equity. Cash and cash equivalent amounted to 1% of the portfolio versus 2% in 2016.

Assets At Year End

\$s in Millions



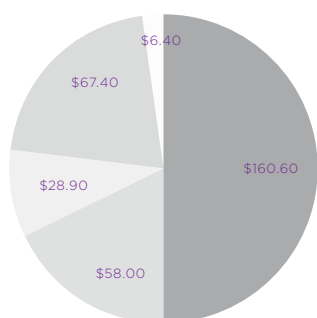
2017



2016 Portfolio Totals \$321.3 Million

\$s in Millions

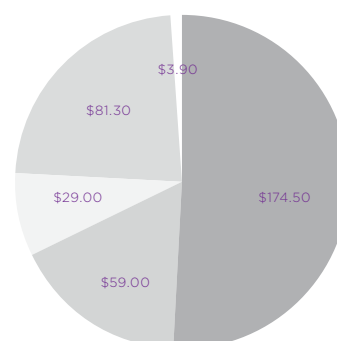
- U.S. Equity 50%
- Private Equity 18%
- Fixed Income 9%
- International Equity 21%
- Cash 2%



2017 Portfolio Totals \$347.7 Million

\$s in Millions

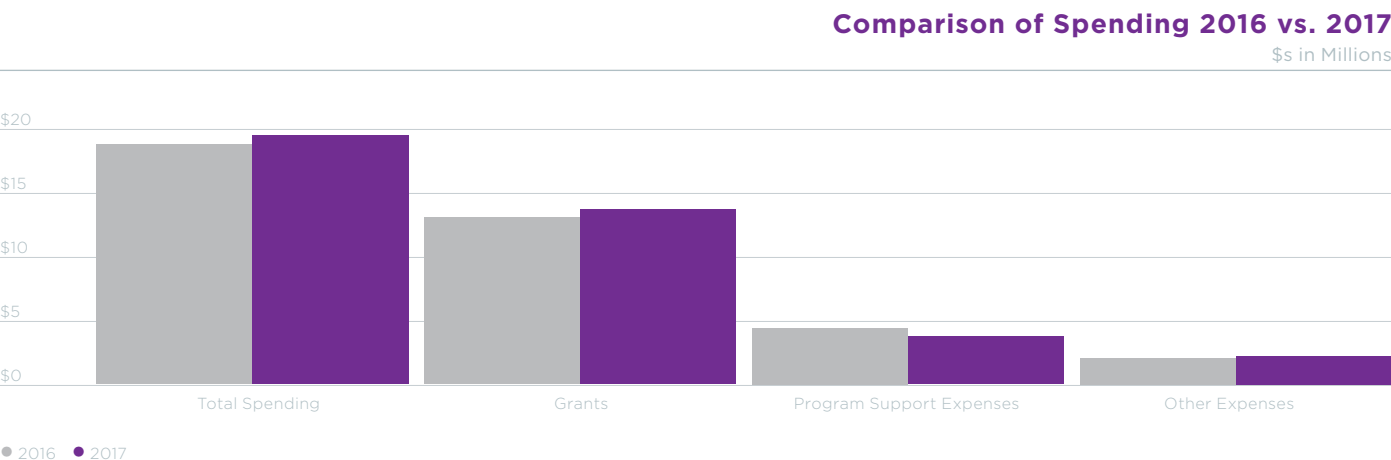
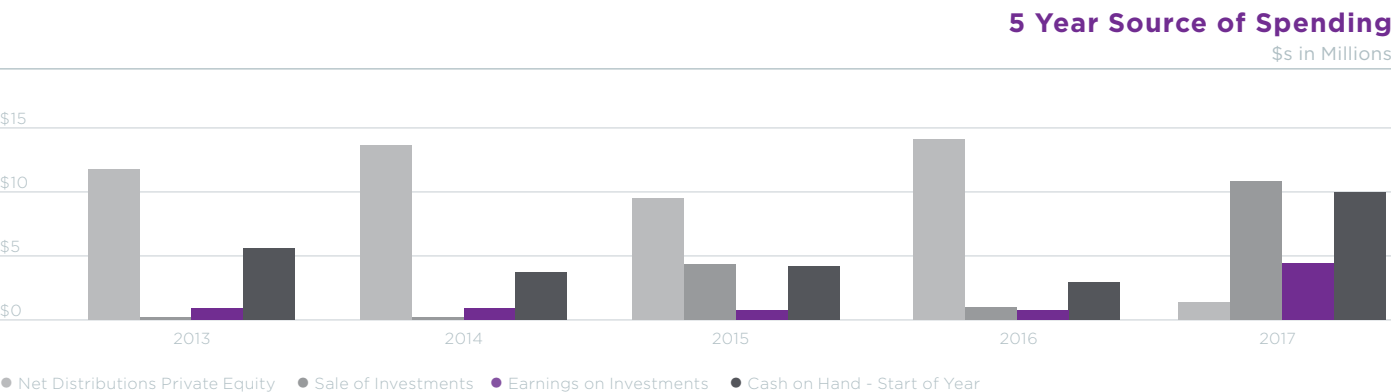
- U.S. Equity 51%
- Private Equity 17%
- Fixed Income 8%
- International Equity 23%
- Cash 1%



Five Year Source of Spending

Distributions from the private equity investments in the portfolio continued to be significant. There were a considerable number of capital calls during the year, however, and the endowment experienced a lower net distribution from private equity in 2017.

The Foundation’s goal is to spend most of its money in grants, and it has been able to increase its grants spending each year for the last five years. In 2017, 88% of Foundation spending was on Grants and Program Support. Operations, Governance, and Investment expenses accounted for 12% of the overall expenses for the fiscal year.





Grants Awarded
or Current in

2017

Research Grants

Reducing Inequality

Developing Indicators of Educational Equity

Constance Citro
Judith Koenig
National Academy of Sciences
\$100,000, 2015-2018

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

Michael Lovenheim
Cornell University
Rodney Andrews
University of Texas at Dallas
Scott Imberman
Michigan State University
\$277,993, 2015-2017

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

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

Reducing Inequality In Between-Neighborhood Disparity Through Youth Civic Empowerment and Participation

Peter Levine
Kei Kawashima-Ginsberg
Tufts University
\$125,000, 2015-2018

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

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

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

Mark Courtney
Harold Pollack
University of Chicago
\$282,462, 2015-2019

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, 2015-2018

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, 2015-2017
\$290,239, 2017-2018

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

Dan Goldhaber
Roddy Theobald
American Institutes for Research
\$460,433, 2015-2018

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

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

Angela Clarke
West Chester University
\$23,200, 2015-2019

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

Amy Halberstadt
North Carolina State University
Pamela Garner
George Mason University
Sherick Hughes
University of North Carolina at Chapel Hill
\$349,980, 2016-2018

Can Housing Assistance Reduce Inequality Among Youth?

Sandra Newman
C. Scott Holupka
Johns Hopkins University
\$384,424, 2016-2018

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

Ingrid Ellen
New York University
Elyzabeth Gaumer
NYC Dept. of Housing Preservation & Development
Jeanne Brooks-Gunn
Columbia University
\$400,000, 2016-2019

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

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

Joseph Allen
University of Virginia
Christopher Hafen
Northern Virginia Community College
Karen Guskin
Wyman Center
\$709,611, 2016-2019

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

Focused Classroom Coaching and Widespread Racial Equity in School Discipline

Anne Gregory
Rutgers, the State University of New Jersey
Amori Mikami
University of British Columbia
Christopher Hafen
Northern Virginia Community College
Erik Ruzek
Joseph Allen
University of Virginia
\$180,000, 2016-2018

Building Grit

Lauren Eskreis-Winkler
Angela Duckworth
University of Pennsylvania
\$124,435, 2016-2018

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

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

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

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

David Knight
University of Texas at El Paso
\$24,983, 2016-2017

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

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

Understanding the Experience of Majority and Minority Status through Photovoice

Margarita Alegria
Massachusetts General Hospital
Kiara Alvarez
Harvard University
\$549,518, 2016-2019

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

David Harding
Heather Harris
University of California, Berkeley
\$25,000, 2016-2017

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

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

Patrick Tolan
Lauren Molloy Elreda
Joanna Williams
University of Virginia
\$375,000, 2016-2018

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

Linda Charmaraman
Wellesley College
\$25,000, 2016-2018

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

Daniel Miller
Boston University School of Social Work
Lenna Nepomnyaschy
School of Social Work, Rutgers, The State University of NJ
Maureen Waller
Cornell University
\$450,000, 2017-2019

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

Kenji Hakuta
Stanford University
\$25,000, 2017-2017

Cultures of Care: Exploring Inequalities in Mental Health Services Among Mexican American Youth

Rebecca Seligman
Rebecca Ford-Paz
Northwestern University
\$102,361, 2017-2019

Improving Experiences and Outcomes of Immigrant Youth: An Examination of the Internationals Network for Public Schools

Hua-Yu Sebastian Cherng
Adriana Villavicencio
New York University
Reva Jaffe-Walter
Montclair State University
\$588,189, 2017-2020

When Can Money Close Achievement Gaps? School Funding and Class Inequality of Educational Achievement

Emily Rauscher
The University of Kansas Center for Research, Inc.
\$25,000, 2017-2018

Talking Justice: Identifying Interactional Practices to Improve the Quality of Police-Civilian Encounters

Nikki Jones
University of California, Berkeley
Geoffrey Raymond
University of California, Santa Barbara
\$404,101, 2017-2020

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

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

A Multi-Year Evaluation of the Boston Youth Summer Employment Program and Features to Reduce Inequality Across Groups

Alicia Modestino
Northeastern University
Trinh Nguyen
Boston Mayor's Office of Workforce Development
\$280,714, 2017-2020

Higher Education and Inequality: What Can We Really Do?

Sandy Baum
The Urban Institute
\$25,000, 2017-2018

Putting Immigration & Education in Conversation Everyday: Supporting Immigrant Students in a Changing Policy Environment

Rebecca Lowenhaupt
Boston College
Ariana Mangual Figueroa
Rutgers, the State University of New Jersey
Dafney Dabach
University of Washington
Roberto Gonzales
Harvard Graduate School of Education
\$50,000, 2017-2018

Immigration Status and Higher Education: Evidence from a Large Urban University

Amy Hsin
Holly Reed
Queens College, City University of New York
Sofya Aptekar
University of Massachusetts, Boston
Thomas DiPrete
Columbia University
\$600,000, 2017-2020

Course Corrections: Assessing the Value of Prison-Based Education for Incarcerated Youth in Washington State

Dan Goldhaber
University of Washington
James Cowan
American Institutes for Research
\$526,782, 2017-2020

Understanding the Role of Social Media in Perpetuating Racial Inequality in Higher Education

Noelle Hurd
Sophie Trawalter
University of Virginia
\$49,936, 2017-2018

Which Low-Income Students Beat the Odds to Get College Success and Payoffs, and What Advice do Counselors Give Them?

James Rosenbaum
Northwestern University
\$25,000, 2017-2018

To What Extent do Kindergarten Entry Assessments and Policies Reflect Best Practices for Assessing English Learners?

Debra Ackerman
Educational Testing Service
\$24,698, 2017-2018

Reducing Child Poverty

Natacha Blain
National Academy of Sciences
\$200,000, 2017-2019

The University System of Georgia's African-American Male Initiative Evaluation

Lashawn Richburg-Hayes
Insight Policy Research
Crystal Byndloss
Fred C. Doolittle
MDRC
\$599,112, 2017-2020

Connected Scholars: A Mixed Methods Investigation of a Social Capital Intervention for First-Generation College Students

Sarah Schwartz
Suffolk University
Jean Rhodes
University of Massachusetts, Boston
Renee Spencer
Boston University
\$582,150, 2018-2020

Can Food Scholarships Reduce Inequality by Improving College Persistence Among Community College Students?

Daphne Hernandez

Daniel O'Connor

University of Houston

Sara Goldrick-Rab

Temple University

\$557,691, 2018-2020

Reducing Youth Mental Health Inequalities through Peer Practices: A Daily Diary Study of Ethnic/Racial Peer Interactions

Yijie Wang

Michigan State University

\$50,000, 2018-2019

Can Reducing Disparities in Parental Health Behaviors Reduce Disparities Among Children? Evidence from Dental Visits

Brandy Lipton

San Diego State University

\$42,916, 2018-2018

Understanding Youth Social Settings

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

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

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

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

Nancy Deutsch

University of Virginia

\$596,465, 2013-2017

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

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

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

Thomas Keller

Bowen McBeath

Carla Herrera

Portland State University

Renee Spencer

Boston University

\$604,949, 2013-2018



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

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

Girls, Early Adversity and Maturation Study

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

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

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

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

Thomas Dee
Stanford University
Brian Jacob
University of Michigan
Steven Hemelt
University of North Carolina at Chapel Hill
\$298,252, 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, 2014-2018

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

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, 2014-2018

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, 2014-2018

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

David Hachen
Jennifer Flashman
University of Notre Dame
Megan Andrew
RAND Corporation
\$571,629, 2015-2017
\$50,000, 2017-2018

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

Cynthia Lewis
Cassandra Scharber
University of Minnesota, Twin Cities
\$599,905, 2015-2018

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

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

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, 2015-2019

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, 2015-2018



Use of Research Evidence

Networks, Organizational Culture, and Limited Differences: Examining the Use of Research

Jerald Herting
Taryn Lindhorst
University of Washington
\$158,496, 2011-2012
\$7,655, 2012-2012
\$548,078, 2012-2019

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

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

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

Ronald Bayer
David Johns
Constance Nathanson
Gerald Oppenheimer
Bhaven Sampat
Columbia University
Alan Fleischman
Albert Einstein College of Medicine
Columbia University
Sandro Galea
Boston University School of Public Health
Daniel Fox
Milbank Memorial Fund
\$549,226, 2014-2017

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
Karen Miksch
University of Minnesota
Liliana Garces
University of Texas at Austin
\$398,752, 2014-2016
\$24,760, 2016-2017

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

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

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, 2015-2018

Investigating How Research-Practice Partnerships Build the "Absorptive Capacity" of Districts to Use Research Knowledge

Joshua Glazer
Matt Shirrell
George Washington University
\$549,412, 2015-2019

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, 2015-2018

Fostering Research Use in School Districts Through External Partnerships: The Role of District Capacity

Cynthia Coburn
Northwestern University
Anna-Ruth Allen
University of Colorado Boulder
James Spillane
Northwestern University
Megan Hopkins
UCSD
\$543,284, 2015-2018

Integrating Theoretic and Empirical Findings of Research Evidence Use: A Healthcare Systems Engineering Approach

Thomas Mackie
Rutgers, the State University of New Jersey
Christopher Sheldrick
Tufts University School of Medicine
James Benneyan
Northeastern University
Laurel Leslie
Tufts Medical Center
\$549,509, 2015-2019

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

Intermediary Organizations and Education Policy: A Mixed-Methods Study of the Political Contexts of Research Utilization

Janelle Scott
University of California, Berkeley
Christopher Lubienski
Indiana University
Elizabeth DeBray
University of Georgia
\$443,944, 2015-2018

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, 2016-2018

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

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

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

Bridging the Divide Between the Impact and Improvement Science Communities
Rebecca Maynard
University of Pennsylvania
\$25,000, 2017-2018

Issues in Evidence Based Policy Making in U.S.
Ron Haskins
The Brookings Institution
\$5,000, 2017-2017

Coordinated Knowledge Systems: Connecting Evidence to Action to Engage Students in School-Based Mental Health
Bruce Chorpita
University of California, Los Angeles
Kimberly Becker
University of South Carolina
\$1,159,897, 2017-2021

A Cost-Utility Framework to Facilitate Evidence-Based Decision-Making in Schools
Fiona Hollands
Henry Levin
Teachers College, Columbia University
\$839,616, 2017-2019

Community Academic Partnership for Translational Use of Research Evidence (CAPTURE) in Policy and Practice
Gregory Aarons
Danielle Fettes
Amy Green
University of California, San Diego
Cathleen Willging
Pacific Institute for Research and Evaluation (PIRE)
\$948,079, 2018-2022

Rapid Response Research Grants

Evidence-based Interventions for Adolescent Opioid Use Disorder—What Might Work for High-Risk Ohio Counties?
Lisa Clemans-Cope
The Urban Institute
\$91,512.00, 2018-2019

Thriving after Surviving: Strategies for Improving Muslim Refugee Student Outcomes
Jen'nan Read
Duke University
\$63,000.00, 2018-2018

Stories and Numbers: Creating Safe Schools for LGBT Youth in Texas
Stephen Russell
University of Texas at Austin
\$99,806, 2018-2018

Science-Based Policy and Practice to Protect Five Million American Youth in a Time of Crisis
Hirokazu Yoshikawa
Ajay Chaudry
New York University
\$91,870, 2017-2018

William T. Grant Distinguished Fellows

Addressing the Needs of Children Exposed to Violence by Integrating Practice, Policy and Research
Megan Bair-Merritt
Boston Medical Center
\$169,025, 2014-2017

The Makerspace Movement: Sites of Possibilities for Equitable Opportunities to Engage STEM among Underrepresented Youth
Angela Calabrese Barton
Michigan State University
\$199,512, 2016-2017

Improving Child Health through Data-Driven Policy and Planning in Housing and Community Development
Megan Sandel
Boston Medical Center
\$175,000, 2016-2018

Leveraging School Finance Research to Increase Education Equity and Opportunity for All Students
Robert Kim
Rutgers, the State University of New Jersey
\$200,000, 2017-2019

Race and Social Justice in Youth Mentoring
Bernadette Sanchez
DePaul University
\$142,298, 2017-2019

William T. Grant Scholars

Class of 2016

Social Settings as a Context for Neurobiological Sensitivity in Adolescence

Amanda Guyer

Regents of the University of California, Davis

\$350,000, 2011-2017

Class of 2017

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

Tuppert Yates

Regents of the University of California, Riverside

\$350,000, 2012-2017

Executive Functions and Biological Sensitivity in Classroom Settings

Jelena Obradovic

Stanford University

\$350,000, 2012-2017

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

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

Monica Tsethlikai

Arizona State University

\$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

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

David Deming

Harvard Graduate School of Education

\$350,000, 2013-2018

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

Phillip Hammack

Regents of the University of California, Santa Cruz

\$350,000, 2013-2018

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

Adriana Galvan

Regents of the University of California, Los Angeles

\$350,000, 2013-2018

Neighborhood Social Capital and Oral Health for Publicly-Insured Adolescents

Donald Chi

University of Washington

\$350,000, 2013-2018



Class of 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

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

Toward a Sociological, Contextual Perspective on Psychological Interventions
David Yeager
University of Texas at Austin
\$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

Children in Limbo: A Transactional Model of Foster Care Placement Instability
Michael MacKenzie
Rutgers University
\$350,000, 2014-2019

Class of 2020

Adolescent Well-Being in an Era of Family Complexity
Laura Tach
Cornell 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

Transiciones: Examining the Latino Transition to College in Support of Academic Equality
Leah Doane
Arizona State 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

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

Class of 2021

Understanding the American Child Welfare System
Matthew Desmond
Princeton 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

Supporting Young Students' Special Needs in New Immigrant Destinations
Jacob Hibel
Regents of the University of California, Davis
\$350,000, 2016-2021

How Does Institutional Context Matter? Shaping Success for Disadvantaged College Students
Laura Hamilton
Regents of the University of California, Merced
\$350,000, 2016-2021

The Unequal Intergenerational Consequences of Paternal Incarceration: Considering Sensitive Periods, Resiliency, and Mechanisms
Kristin Turney
Regents of the University of California, Irvine
\$350,000, 2016-2021

Class of 2022

Unequally 'Hispanic': Intersectional Inequalities and Resiliency among Indigenous 'Hispanic' Youth
Seth Holmes
Regents of the University of California, Berkeley
\$350,000, 2017-2022

Preventing unintended repeat births to Hispanic adolescents
Julie Maslowsky
University of Texas at Austin
\$350,000, 2017-2022

Can an informational intervention reduce race- and class-based gaps in AP course-taking?
Awilda Rodriguez
University of Michigan
\$350,000, 2017-2022



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

Mentoring and Career Development: 2014 Chi and Cruz

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

Mentoring and Career Development: 2014 Galvan and Goldenberg

Adriana Galvan
Diane Goldenberg
Regents of the University of California, Los Angeles
\$60,000, 2014-2017

Mentoring and Career Development: 2015 Hurd and Griffith

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

Mentoring and Career Development: 2015 Benner and Minor

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

Mentoring and Career Development: 2016 Tach and Amorim

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

Mentoring and Career Development: 2016 MacKenzie and Gale

Michael MacKenzie
Adrian Gale
Rutgers University
\$97,500, 2016-2018

Mentoring and Career Development: 2016 White and Pasco

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

Mentoring and Career Development: 2017 Hamilton and Lerma

Laura Hamilton
Veronica Lerma
Regents of the University of California, Merced
\$60,000, 2017-2019

Mentoring and Career Development: Turney and Muñiz

Kristin Turney
Janet Muniz
Regents of the University of California, Irvine
\$59,988, 2017-2019

Mentoring and Career Development: 2017 Tuck and Wemigwase

Eve Tuck
Sandi Wemigwase
University of Toronto
\$60,000, 2017-2019

Mentoring and Career Development: 2017 Yeager and Netter

David Yeager
Melanie Netter
University of Texas at Austin
\$59,999, 2017-2019



Capacity-building and Communications Grants

Building Capacity and Bridging Research, Practice, and Policy

Thaddeus Ferber

The Forum for Youth Investment

\$484,800, 2014-2015

\$289,295, 2015-2017

Fighting for Reliable Evidence: The Next Challenge

Judith Gueron

MDRC

\$17,250, 2013-2017

Cross-Agency Learning Community on Federal

Investments in Research and Evaluation

Thaddeus Ferber

The Forum for Youth Investment

\$25,000, 2016-2017

Evidence and Policy Meeting

Elizabeth Farley-Ripple

University of Delaware

\$25,000, 2015-2018

New to the Beat 2.0 Sponsorship

Caroline Hendrie

Education Writers Association

\$20,000, 2016-2017

Journal of Research Use

Elizabeth Farley-Ripple

University of Delaware

\$2,500, 2015-2017

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

Carmen Valdez

American Psychological Association

\$15,219, 2015-2017

ESSA Navigator

Steve Fleischman

Education Northwest

\$25,000, 2016-2017

Building State and Local Capacity for Evidence-Based Policy-Making: How Can the Federal Government Help?

Michele Jolin

America Achieves

\$25,000, 2016-2017

Building Support for the Hedges Lecture Series

Rob Greenwald

Society for Research on Educational Effectiveness

\$25,000, 2016-2017

Learning about Research Evidence Use in Education and Child Welfare Policymaking

Loretta Goodwin

American Youth Policy Forum

\$199,979, 2015-2017

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

Education Funder Strategy Group

Terri Shuck

National Public Education Support Fund

\$25,000, 2016-2017

Building Capacity and Bridging Research, Practice and Policy

Thaddeus Ferber

The Forum for Youth Investment

\$321,732, 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

Strengthening Connections Between Education

Research and Practice in New York City

James Kemple

New York University

\$150,000, 2014-2018

Society for Research in Child Development, Congressional Fellowship Grant

Lonnie Sherrod

Society for Research in Child Development

\$137,199, 2016-2017

The Robert P. Patterson, Jr. Mentoring Program

Robin Steinberg

Bronx Defenders

\$25,000, 2016-2017

Research-Practice Partnerships and ESSA Implementation: Convening and Resource Development

William Penuel

University of Colorado Boulder

\$24,995, 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

Social and Emotional Learning

Ulrich Boser
Center for American Progress
\$250,000, 2016-2018

Humanitarianism and Mass Migration

Marcelo Suarez-Orozco
Regents of the University of California, Los Angeles
\$25,000, 2016-2017

Rapid Response Fund

Kent McGuire
Southern Education Foundation
\$50,000, 2016-2017

The Harvard Grant Study Documentary

Jeremy Cohan
New York Foundation for the Arts (for Artmakers)
\$25,000, 2016-2017

Leading with Evidence: Connecting Child Welfare Practice with Research

Suzanne Barnard
The Annie E Casey Foundation
\$50,000, 2017-2017

Qualitative Consulting Service Supporting Mixed Methods Research, WT Grant Scholars Program & Selected Current Grant

Eli Lieber
Regents of the University of California, Los Angeles
\$99,295, 2017-2017
\$20,667, 2017-2018

Reducing Inequality Initiative - Grantee Meeting & Support

Kristin Romens
MANY
\$159,779, 2017-2017

New York City Fund for Girls and Young Women of Color

Patricia Eng
New York Women's Foundation
\$25,000, 2017-2017
\$25,000, 2017-2018

Travel Awards to the RC28 Columbia Meeting for Underrepresented Student Populations

Thomas DiPrete
Columbia University
\$11,500, 2017-2018



Future of Children: "Reducing Justice System Inequality"

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

Building Capacity and Bridging Research, Practice and Policy

Alicia Wilson-Ahlstrom
The Forum for Youth Investment
\$325,000, 2017-2018

Investigating Researcher-Practitioner Collaboration in Real-life Problems of Practice with English Learners

Susan Pimentel
StandardsWork, Inc.
\$120,000, 2017-2019

NYC Behavioral Design Center: Launch Phase

Anthony Barrows
Behavioral Ideas Lab, inc. (DBA ideas42)
\$25,000, 2017-2018

Evidence in Education Lab: State Education Fellowship

Michele Jolin
Results for America
\$50,000, 2017-2018

Undergraduate Scholars Program

Lisa Crockett
Society for Research on Adolescence
\$22,975, 2017-2018

Convening of Child Welfare Research Experts

Julie Collins
Child Welfare League of America
\$34,886, 2018-2018

National Education Research-Practice Partnerships Network

Ruth Turley
Rice University
\$300,0500, 2015-2018
\$12,500, 2018-2018

Our Kids Broadcast & Media Project hosted by Robert Putnam

Harry Wiland
Media Policy Center Foundation of CA
\$100,000, 2016-2018
\$100,000, 2018-2019



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

Spectrum of Services
Lindsay Gruber
TapFound, Inc.
\$25,000, 2017-2018

*Evidence-Based Policymaking Initiative:
Establishing a Culture of Evidence*
Nicholas Hart
Bipartisan Policy Center
\$150,000, 2017-2018

*Helping Districts Create Fair and Equitable
School Choice Matching Systems*
Ulrich Boser
Center for American Progress
\$50,000, 2017-2018

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

Community Foundation Opportunity Network
Yulya Spantchak
New Hampshire Charitable Foundation
\$5,000, 2017-2018

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

Support for the Committee on Law and Justice Leadership Activities
Kathi Grasso
National Academy of Sciences
\$300,000, 2018-2019

*Society for Research in Child Development
Congressional Fellowship Program*
Martha Zaslow
Society for Research in Child Development
\$285,538, 2017-2019

Young Adult Justice Learning Community
Bruce Western
The Trustees of Columbia University in the City of New York
\$443,438, 2016-2019

NPR's Coverage of Disadvantaged Children, Youth and Families
Lorraine Ross
National Public Radio
\$300,000, 2017-2019

Learning about Research Evidence Use in Education
Loretta Goodwin
American Youth Policy Forum
\$299,964, 2017-2020

Psychology Summer Institute for Early Career Researchers
Andrew Dailey
American Psychological Association
\$74,937, 2017-2020

The New York City Reducing Inequality Network (NYC-RIN)
Patrick Sharkey
New York University
\$50,000, 2017-2020

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

*School Performance Measurement in California's
CORE School Districts: A Policy Analysis*
Thomas Toch
Georgetown University
\$25,000, 2016-2017

*The Educational Opportunity Monitoring Project
Archive: Joint Small Grants Competition*
Leana Chatrath
Russell Sage Foundation
\$100,000, 2015-2018

Education Opportunity Monitoring Project (EOMP)
Sean Reardon
Stanford University
\$349,979, 2016-2018



Youth Service Improvement Grants

Hour Tutoring Program

Tesa Fitzgerald
Hour Children
\$25,000, 2015-2017

Equalizing Quality of Youth Services For Vulnerable Populations

Khadijah Silver
Resilience Advocacy Project
\$25,000, 2016-2017

Improving Curriculum, Improving Outcomes

Erika Halstead
Minds Matter of New York City
\$25,000, 2016-2017

Youth Services Capacity Building

Susan Matloff-Nieves
Lincoln Square Neighborhood Center
\$25,000, 2016-2017

Increasing High School Graduation Rates for At-Risk Youth through Improved Portfolio Development Supports

Michael Roberts
Comprehensive Development, Inc.
\$25,000, 2016-2017

Youth Services Staff Training Program

Vivian Carter
Women's Housing and Economic Development Corporation
\$25,000, 2016-2017

Teach the Teaching Artists

Lawrence Zucker
Town Hall Foundation
\$25,000, 2016-2017

Employment and Education Services for High-need Young Adults in Red Hook, Brooklyn

Jill Eisenhard
Red Hook Initiative
\$25,000, 2016-2017

Fiver Middle School Curriculum Improvement

Christie Ko
Fiver Children's Foundation
\$25,000, 2016-2017

Law and Justice Institute Recruitment Project

James O'Neal
Legal Outreach, Inc.
\$25,000, 2016-2017

Curricular Framework for Creative Writing Programs

Amy Swauger
Teachers & Writers Collaborative
\$25,000, 2016-2017

Growing Green Leadership at Added Value Farms

Saara Nafici
Added Value & Herban Solutions Inc
\$25,000, 2016-2017

AAFSC's Toolkit of Trauma-Sensitive Classroom Strategies

Hannah McIntire
Arab-American Family Support Center
\$25,000, 2017-2018

Program Improvements: Equity and Inclusion Training, Curriculum, and Communication

Jessica Pliska
The Opportunity Network
\$25,000, 2017-2018

YCPT Curriculum Development Project

Bomsinae Kim
Korean American Family Service Center
\$25,000, 2017-2018

Bridge Curricula

Eileen Lyons
Fresh Youth Initiatives
\$25,000, 2017-2018

ScriptEd Workforce Skills Development Curriculum

Maurya Couvares
ScriptEd, Inc.
\$25,000, 2016-2018

A Scaffolded Growth Mindset Curriculum and Staff Training at MASA

Aracelis Lucero
Masa-MexEd Inc
\$25,000, 2017-2018

LinkNYC + College Awareness Curriculum

Eileen Doyle
Young Audiences New York
\$25,000, 2017-2018

Trauma-Informed Care at Sylvia's Place

Rev. Elder Pat Bumgardner
MCCNY Charities, Inc.
\$25,000, 2017-2018

Community Producers Program Caseworker

Stephanie Pilla
Maysles Institute
\$25,000, 2017-2018

Learning to Teach for Success

Lori Sherman
The Center for Arts Education
\$25,000, 2017-2018



Institutional Challenge Grant Selection Committee

Elaine Allensworth

Lewis-Sebring Director of the
Consortium on School Research
University of Chicago

Marc Atkins

Professor of Psychiatry and Psychology and
Director of the Institute for Juvenile Research
University of Illinois at Chicago

Allison Blake

Former Commissioner
New Jersey Department of Children and Families

Adam Gamoran

President, William T. Grant Foundation

Michael Gottfredson

Professor, Criminology, Law & Society
University of California Irvine

Ritu Khanna

Chief of Research, Planning, and Assessment
San Francisco Unified School District

Sumie Okazaki

Professor of Counseling Psychology
New York University

Pedro Reyes

Ashbel Smith Professor of Education Policy
University of Texas at Austin

Estelle B. Richman

Former Chief Operating Officer
U.S. Department of Housing and Urban Development

Robert Sellers

Vice Provost for Equity and Inclusion, Chief
Diversity Officer, and Charles D. Moody Collegiate
Professor of Psychology and Education
University of Michigan

Standing, L to R: Allison Blake, Marc Atkins, Michael Gottfredson,
Estelle Richman, Sumi Okazaki
Seated, L to R: Elaine Allensworth, Maria Cancion, Adam Gamoran,
Pedro Reyes, Ritu Khanna
Not pictured: Robert Sellers



Scholars Selection Committee



Standing, L to R: Lawrence Palinkas, Sandra Graham, Richard J. Murnane, Margaret R. Burchinal, Elizabeth Birr Moje, Linda M. Burton
Seated, L to R: Susan M. Kegeles, Adam Gamoran, Margarita Alegría, Edith Chen
Not pictured: Jane Waldfogel

Margarita Alegría, Ph.D.

Chief of the Disparities Research Unit
Massachusetts General Hospital
Professor in the Department of Psychiatry,
Harvard Medical School

Margaret R. Burchinal, Ph.D.

Senior Scientist and Director,
Data Management and Analysis Center
FPG Child Development Institute
University of North Carolina
Adjunct Professor, Department of Education
University of California, Irvine

Linda M. Burton, Ph.D.

Dean of Social Sciences
James D. 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

Sandra Graham, Ph.D.

Professor and Presidential Chair in Diversity
Department of Education
University of California, Los Angeles

Susan M. Kegeles, Ph.D.

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

Elizabeth Birr Moje, Ph.D.

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

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

Jane Waldfogel, Ph.D.

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

Board of Trustees

Andrés A. Alonso, Ph.D. 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, Ph.D. 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, Ph.D. is Dean and Professor of the Graduate School of Education at the University of California, Berkeley. She is the author of two books and co-editor of a widely received volume on education and opportunity gaps. She received her PhD in sociology from Columbia University.

Greg Duncan, Ph.D. 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, C.F.A. 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, Ph.D. (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.

Kenji Hakuta, Ph.D. is the Lee L. Jacks Professor of Education (Emeritus) at Stanford University. He is a psycholinguist who has worked extensively in the education of second language learners and bilingualism.

Mary Pattillo, Ph.D. 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.

Russell Pennoyer (Chair) 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, M.B.A. is the president of Sire Management Corporation, which manages several multi-manager investment partnerships. Before founding The Sire Group in 1991, he led a successful career in investment banking at Kleinwort Benson North America, Inc. and Morgan Stanley & Co. From 1987–2008, he was also a visiting professor at the Darden School of Business at the University of Virginia. 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.

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.

Mark Soler, J.D. is the Executive Director of the Center for Children's Law and Policy (CCLP) in Washington, DC. Prior to founding CCLP in 2006, he was the Senior Staff Attorney, Executive Director, and then President of the Youth Law Center. He received his J.D. from Yale Law School.

Noah Walley, J.D. 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, L to R: Prudence L. Carter, Noah Walley, Greg Duncan, Andrés A. Alonso, Mary Pattillo
Seated, L to R: Adam Gamoran, Estelle B. Richman, Margaret R. Burchinal, Kenji Hakuta
Not pictured: Scott Evans, Russell Pennoyer, Judson Reis, Mark Soler

Foundation Staff

Rosanna Aybar

Vice President, Finance and Administration
(as of April 2017)

Sharon Brewster

Grants Coordinator, Discretionary Grants

Gabrielle Diharce

Office Administrator

Kimberly DuMont

Senior Program Officer

Cristina Fernandez

Research Assistant

Joseph Ferra

Senior Accountant

Adam Gamoran

President

Billy Hunter

Content Editor

James Lui

Coordinator, Human Resources and Administration

Vivian Louie

Program Officer

Deborah McGinn

Vice President, Finance and Administration
(through April 2017)

Lenore Neier

Manager, Communications

Ruth G. Nolan

Assistant to the President and Board of Trustees

Sandy Owen

Receptionist/Administrative Assistant

Nancy Rivera-Torres

Grants Coordinator, Major Grants

Linda Rosano

Director of Information Technology

McPhail Simon

Staff Accountant II
(through February 2017)

Timothy M. Smeeding

Senior Program Associate

Carola Suárez-Orozco

Senior Program Associate

Vivian Tseng

Senior Vice President, Program

Irene A. Williams

Grants Coordinator, William T. Grant Scholars

Julie Wong

Director, Grantmaking Operations
(through October 2017)



Standing, L to R: Ruth G. Nolan, Gabrielle Diharce, Rosanna Aybar, Cristina Fernandez, Vivian Louie, Timothy Smeeding, Nancy Rivera-Torres, Kim DuMont, Julie Wong, Joseph Ferra
Seated, L to R: Lenore Neier, Sandy Owen, Adam Gamoran, Vivian Tseng, Linda Rosano
Not pictured: Sharon Brewster, Billy Hunter, James Lui, Deborah McGinn, Carola Suárez-Orozco, McPhail Simon, Irene A. Williams

Reviewers List

Leslie Abbey
Mary Acri
Margarita Alegria
Joseph Allen
Elaine Allensworth
Clare Anderson
Francisca Antman
Lesley Bartlett
Jodi Berger Cardoso
Hector Cordero-Guzman
Rosalyn Bertram
Julian Betts
Kisha Bird
Irene Bloemraad
Karen Bogenschneider
Stephen Borgatti
Jessika Bottiani
Catherine Bradshaw
Joshua Brown
Stephanie Bryson
Pamela Buckley
Maria Cancian
Benjamin Castleman
Jonathan Caulkins
Ajay Chaudry
Jorge Chavez
Emmeline Chuang
Paul Cobb
Julie Collins
Mark Courtney
Gloria Crisp
Robert Crosnoe
Cathy Crouch
Bradley Curs
Sara Czaja
Anthony D'Augelli
Shaundra Daily
Alan Daly
Nickki Dawes
David Deming
John Diamond
Thurston Domina

Rachel Dunifon
Kathryn Edin
Susan Essock
George Farkas
Elizabeth Farley-Ripple
Thomas Farmer
Caitlin Farrell
Cynthia Feliciano
Michael Feuer
Nilda Flores-Gonzalez
Laurie Ford
Ken Frank
Erica Frankenberg
Erin Furtak
Joshua Glazer
Phillip Goff
Lauren Goldenberg
Sarah Gollust
Avi Green
Jennifer Greene
Anne Gregory
Nancy Guerra
Shenyang Guo
Shelley Haddock
Amy Halberstadt
Kelly Hallberg
Darrick Hamilton
Jill Hamm
David Harding
Frank Harris III
Anna Haskins
Ron Haskins
Carolyn Heinrich
Jerald Herting
Laura Hill
Meredith Honig
Megan Hopkins
Stacey Horn
Huriya Jabbar
Nikki Jones
Laura Justice
Jaana Juvonen

Kei Kawashima-Ginsberg
Robert Kim
David Kirk
Michael Krezmien
Aaron Kupchik
Cynthia Lamy
Debra Lancaster
Sara Langworthy
John Laub
Okhee Lee
Tamara Leech
Daniel Leeds
Nonie Lesaux
Peter Levine
Catherine Lewis
Cynthia Lewis
R. L'Heureux Lewis-McCoy
Gigi Luk
Katherine Magnuson
Carlas McCauley
Monica McDermott
Michele McLaughlin
Zachary Meisel
Kate Menken
Norma Ming
Alicia Modestino
Donald Moynihan
Chandra Muller
Allison Payne
Laura Perna
Krista Perreira
Penelope Peterson
Donald Peurach
Luis Ponjuan
Byron Powell
Richard Puddy
Steven Rapael
Cybele Raver
Michael Rebell
Wendy Reinke
Robert Roeser
Josipa Roksa

Brian Rowan
Deborah Rubien
Danielle Rudes
Jennifer Russell
Rachel Sadlon
Lisa Schelbe
Vincent Schiraldi
Rebecca Seligman
Linda Serra Hagedorn
Hilary Shager
Sujie Shin
Jennifer Silva
Patricia Simon
Selcuk Sirin
Philip Sirinides
Russell Skiba
Shannon Snapp
Michael Sorum
Jessaca Spybrook
Matthew Stagner
Carla Stevens
James Stone
Lauren Supplee
Susan Swearer
David Takeuchi
Karen Thompson
Will Tyson
Gary Vanlandingham
Nitya Venkateswaran
Martha Wadsworth
Jane Waldfogel
Ming-Te Wang
M. Stephen Weatherford
Christina Weiland
Sarah Whitton
Barbara Wolfe
Rosalind Wright
Fred Wulczyn
Yong Zhao
James Ziliak



570 Lexington Avenue, 18th Floor, New York, New York 10022-6837
212.752.0071 www.wtgrantfoundation.org
