



# ANNUAL REPORT 2013




**William T. Grant**  
FOUNDATION

# Contents

- 3** Letter from the President
- 4** Letter from the Chair
- 6** Inequality Is the Problem: Prioritizing Research on Reducing Inequality
- 16** The Forgotten Half: 25 Years of Impact
- 20** Realizing the Potential of Research in Child Welfare
- 28** Bringing It All Together: Research-Practice Partnerships
- 30** 2013 Financial Performance
- 32** Our Research Interests and Programs
- 34** William T. Grant Scholars Program
- 39** Distinguished Fellows
- 41** Youth Service Improvement Grants
- 42** Rocking the Boat
- 43** New York Hall of Science
- 44** Board of Trustees
- 46** Active Grants in 2013
- 56** Foundation Staff
- 59** Reviewers
- 61** Credits





A young man with dark hair and a slight smile, wearing a dark grey hoodie, is peeling a banana. He is looking directly at the camera. The background is slightly blurred, showing what appears to be an outdoor setting with a white structure. The text is overlaid on the right side of the image.

The result of these deliberations is our new initiative to support research to reduce inequality in youth outcomes.



# Letter from the President

I joined the William T. Grant Foundation as president on September 1, 2013. Taking on this role has been a pleasure, thanks to the warm reception I have experienced from Board members, staff, and grantees. But it also comes with a serious responsibility for shepherding the Foundation's resources wisely and deploying them in ways that serve our mission to support research to improve the lives of young people.

During the course of my first year, our Board and staff engaged in a process of considering the key trends and challenges that confront the Foundation at the present time. The result of these deliberations is our new initiative to support research to reduce inequality in youth outcomes. This Annual Report includes an essay in which I explain why, as President Obama has stated, inequality is "the defining challenge of our time," and how the Foundation intends to respond. The Foundation will address youth inequality in many domains, including child welfare, mental health, and criminal justice—as well as in education—which is the main focus of my essay and a long-standing area of work at the Foundation.

Alongside our inequality initiative, the Foundation will continue to support work that helps us understand the use of research evidence in practices and policies for youth. Child welfare is a domain that is ripe for such endeavors, and Program Officer Kim DuMont has contributed an essay to this Annual Report that explains why understanding the use of research evidence will, as she puts it, help "realize the potential of child welfare." As a foundation primarily concerned with research, it is essential for us to understand and ultimately improve the extent to which research evidence actually makes a difference for policy and practice.

From 2003 to 2013, the Foundation supported research to understand and improve the social settings in which young people develop. Although we have retired the social settings initiative, our new focus on inequality builds on the contributions of this research in important ways. For example, our past grantees developed tools that have helped many researchers to better study the effects of place-based interventions. These tools will remain available on our website. Moreover, many of the studies in our social settings portfolio are ultimately concerned with improving conditions for disadvantaged young people, and this provides an important platform for future research on inequality.

My predecessor, Bob Granger, served as president for 10 years. He leaves a powerful legacy of important contributions that the Foundation has offered to the worlds of research, policy, and practice. He also shaped a strong and stable staff who continue to advance the work of the Foundation. On behalf of everyone reading this letter, I thank Bob for his work. He's a tough act to follow, but I'll do my best.

I would also like to thank three individuals who ably served the Foundation for many years, most recently as senior program associates. Ed Seidman, Tom Weisner, and Brian Wilcox have helped mold a generation of research through their efforts, and I know I express the gratitude of many in saying thanks.

I am pleased to welcome new program staff to the Foundation: Vivian Louie, the Thomas Tam Visiting Professor at CUNY and author of *Keeping the Immigrant Bargain: The Costs and Rewards of Success in America* (Russell Sage Foundation 2012), will join us as a full-time program officer, and Carola Suárez-Orozco, a renowned scholar of immigration and education on the UCLA faculty, will join us as a part-time senior program associate. They, along with Vice President for Program Vivian Tseng and Program Officer Kim DuMont, will ably lead our grantmaking in research and fellowships into the future.

As the Foundation opens new areas of research and endeavors to understand how research may be used more widely, our attention has also turned to our communications practices. In the future, we plan to expand our communications beyond the research community to include policymakers, practitioners, and key intermediaries who inform the direction of research and help bring research to policy and practice. I am pleased to introduce Lenore Neier as our communications manager who will implement this fresh approach, starting with the unveiling of our new website. And be sure to follow us on Twitter: @wtgrantfdn.

This is an exciting time for the Foundation and for me, and I look forward to many productive years together.



Adam Gamoran, Ph.D.  
President, William T. Grant Foundation

# Letter from the Chair

Our Foundation, like many others, is structured to exist in perpetuity. Much of the William T. Grant Foundation management is guided by an acknowledgement of its long future life. However, a trademark of the organization has been our flexibility and ability to evolve as the world around us changes. During the past year we welcomed our new president, began the process of defining a new research focus, outlined a new communications strategy, retired two trustees, and welcomed their successors.

In September 2013, Adam Gamoran assumed the presidency of the Foundation. Having lived in Madison, Wisconsin, for many years, Adam and his wife were also making a major lifestyle change. Happily, they both enthusiastically embraced our great city and Adam began a seamless leadership transition. He quickly settled into his new role and initiated a systematic review of the organization and its programs, which was embraced by Foundation staff.

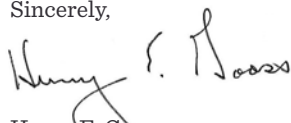
In his three-decade career as a professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison, Adam's longstanding research interest had been inequality in education and youth development. Soon after joining the Foundation, he proposed addressing the question of the programs, policies, and practices that reduce inequality as our new research interest. This not only resonated with many Board and staff members, but had also been one of the Foundation's original mandates: understanding why some young people succeeded and others did not, and discovering ways to help all young people realize their potential. This new focus area succeeds our 10-year emphasis on understanding and improving youth settings. However, our work on settings laid the groundwork for our new initiative and continues to be of interest as a lens through which to study inequality. The Foundation will also continue our initiative on the use of research evidence in social policy and practice.

Another of Adam's early initiatives has been to focus on enhancing the Foundation's brand and reach, including a refreshed website, a new logo, and the development of a communications strategy. Adam recognized an opportunity to make a greater impact and communicate our research to wider audiences. This means developing a web presence and materials that could be more broadly disseminated—and in language that is more accessible. Our new website will feature dynamic blog posts by grantees and other renowned contributors, and a robust resources section. As part of the newly developed communications strategy, we will use our site, social media, and email communications much more strategically.

Our Board term limits resulted in the retirement of two nine-year trustees, Lisa Hess and Sara McLanahan. Lisa was an important contributor to the success of our endowment investments; Sara was a consistent and objective voice of reason on the program committee and played a key role in our presidential search. Prudence Carter and Scott Evans were welcomed as new members. Prudence, a professor of education and sociology at Stanford University, has considerable research experience on academic achievement disparities and social inequality. Scott, who was most recently executive vice president of TIAA-CREF and president of its asset management subsidiaries, brings a wealth of investment knowledge and experience.

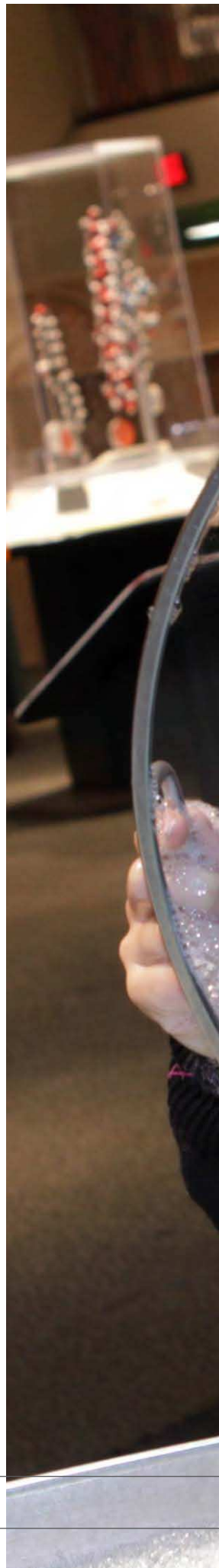
This year should be one characterized by the initial implementation of our new research focus and further innovation which will build upon the Foundation's considerable core strengths.

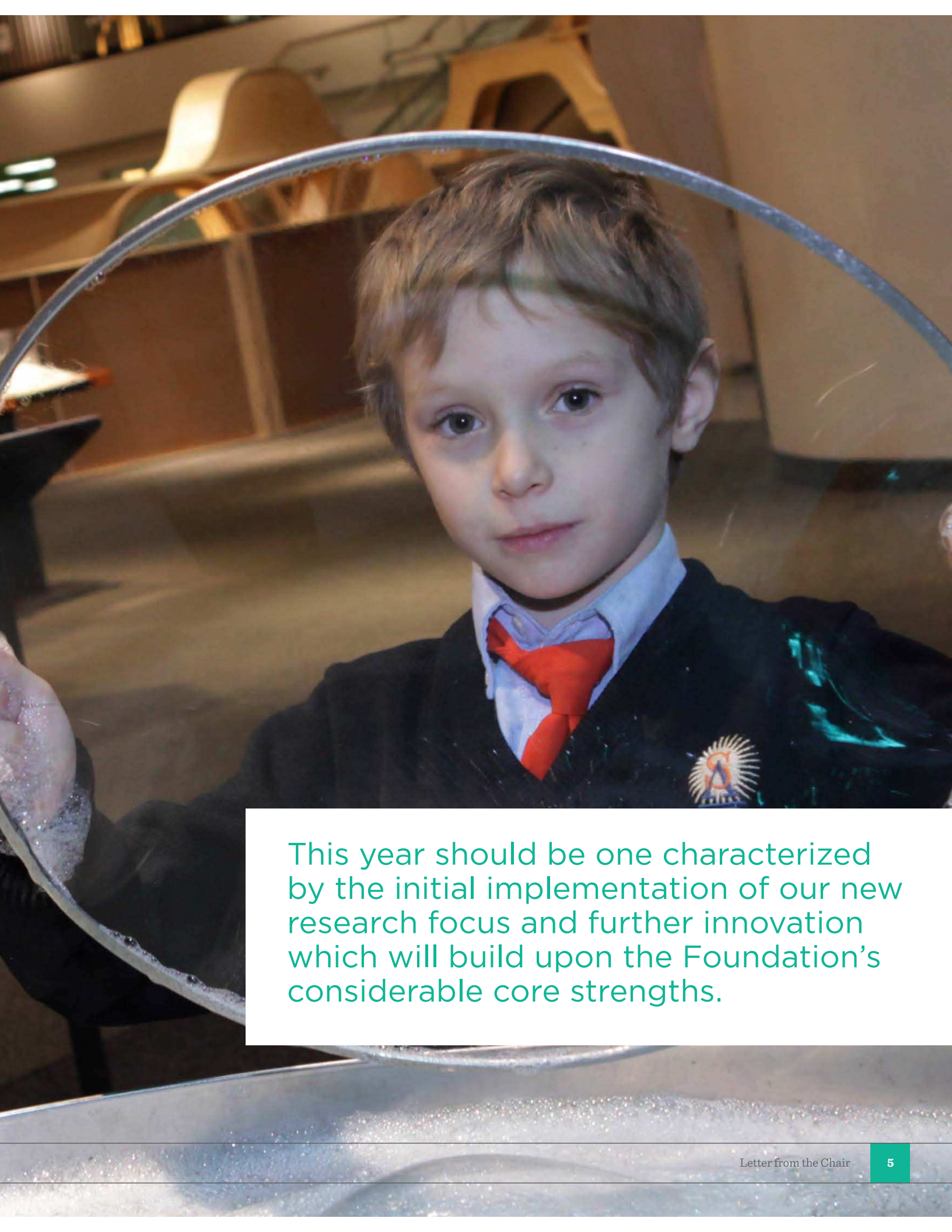
Sincerely,



Henry E. Gooss

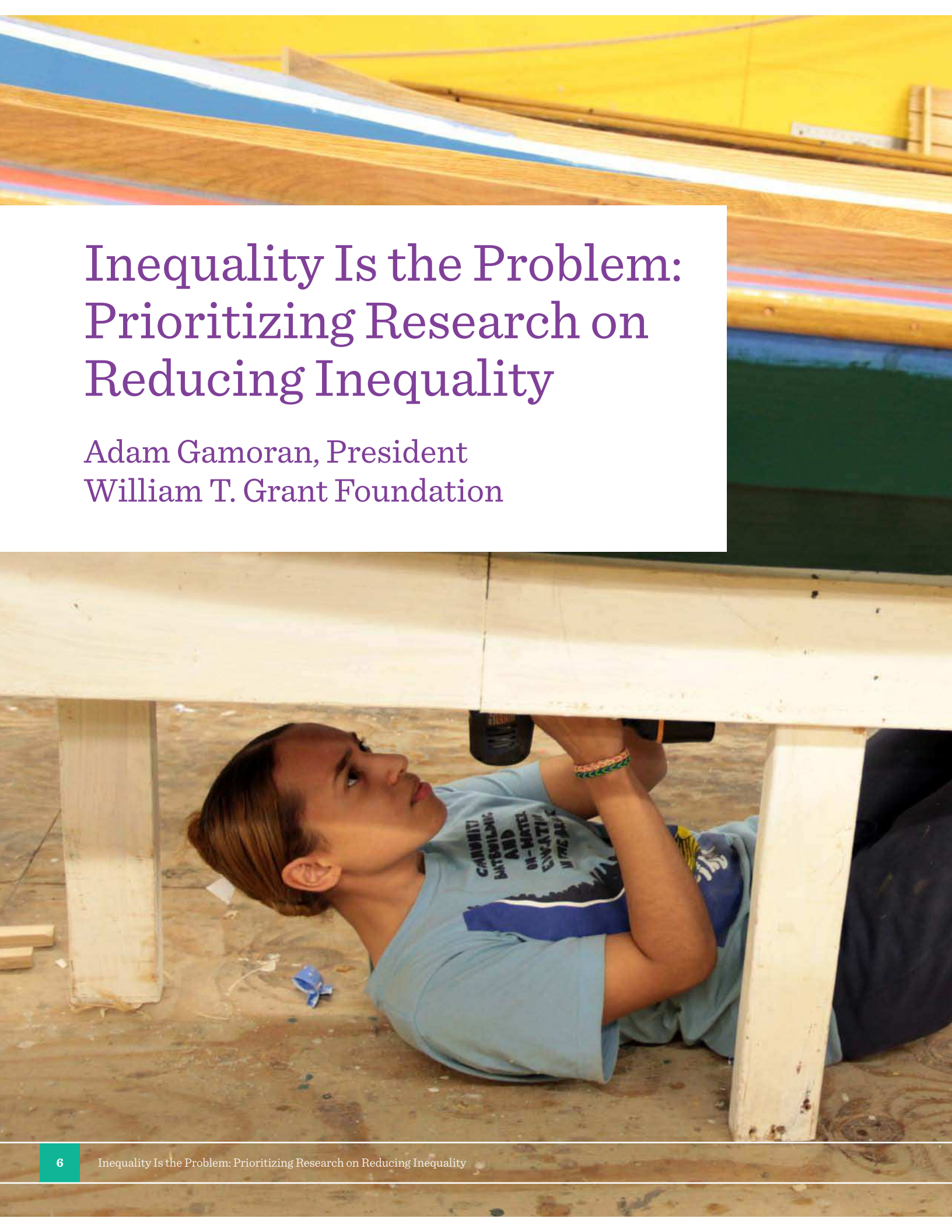
*Chair, William T. Grant Foundation*





This year should be one characterized by the initial implementation of our new research focus and further innovation which will build upon the Foundation's considerable core strengths.



A young person with brown hair tied back is lying on their back on a wooden floor, working on a large wooden structure. They are wearing a light blue t-shirt with a graphic that says "CARBONIT! CUTTING AND ON-WATER ENVIATIF IN THE AREA". They are holding a black power drill. The structure they are working on has horizontal wooden planks with blue and red paint stripes. The background is a yellow wall.

# Inequality Is the Problem: Prioritizing Research on Reducing Inequality

Adam Gamoran, President  
William T. Grant Foundation



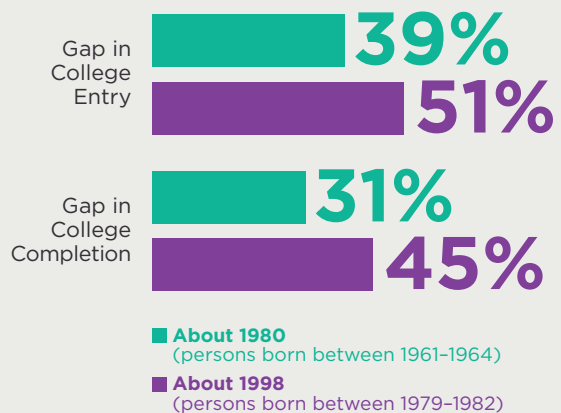
“Once a Leader, U.S. Lags in College Degrees.” So rang out a recent headline in the *New York Times* (Lewin 2010). In the 1980s, young people in the United States were more likely to attend and complete college than those in any other nation, but that record has long since been eclipsed. By 2008, 15 other countries had higher proportions of persons between the ages of 25 and 34 with college degrees (Organization for Economic Development and Cooperation [OECD] 2010).

What lies behind these numbers? Is this a story of a stalled society—or of unequal progress across the nation? Further investigation reveals that whereas, on average, 41 percent of U.S. 25- to 34-year-olds hold associate or bachelor’s degrees, rates of degree completion are much lower in many states. For example, New Mexico, West Virginia, Louisiana, and Arkansas have rates below 30 percent, far behind on the global scale (Lee and Rawls 2010). Meanwhile Massachusetts, at 54.4 percent, would have ranked fourth in the world rankings.

The disparities are not just geographic. While persons from economically advantaged backgrounds have always gone to college at higher rates than their less-privileged peers, these gaps have expanded since the 1980s (Lee and Rawls 2010). Whereas the difference in college entry between students in the top and bottom income quartiles was 39 percentage points around 1980, it was 51 percentage points by about 1998 (see Figure 1, adapted from Bailey and Dynarski 2011). And differences in college entry between white and Asian students on the one hand and African American and Hispanic students on the other have also widened in recent years (Carnevale and Strohl 2010).

Inequality in education and other domains of life stands in the way of economic and civic progress in the United States. It forestalls social mobility and economic productivity and impairs social cohesion. As a result, national and international leaders—from

**Figure 1. Changes Over Time in College Entry and Completion by Family Income: Differences in Percentage Points between the Top and Bottom Income Quartiles.**



Source: Adapted from Bailey and Dynarski (2011), Figure 6.2, p. 120.

big-city mayors to Pope Francis—recognize that, as President Obama (2013) put it, inequality is “the defining challenge of our time.”

Although inequality is pervasive, it can be addressed. One way to reduce inequality over time is to lessen the effects of inequality in one generation on the outcomes of the next. If we can help children from low-income families succeed in school, for example, we may be able to improve their job prospects in the future. Today, we have some good ideas about how to meet this challenge, but there is much more to learn. Hence, the William T. Grant Foundation recently

announced a new initiative to support research on programs, policies, and practices that reduce inequality in youth outcomes in the academic, social, behavioral, and economic realms.

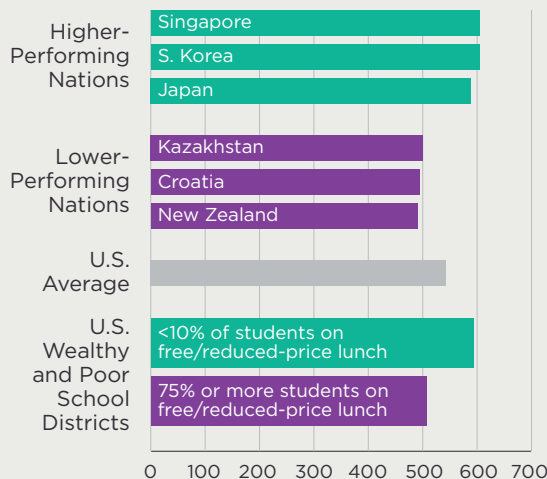
Our interest in inequality extends to many areas of youth development, reflecting disparities in arenas beyond education such as mental health, criminal justice, and workforce development (Alegria, Vallas, and Pumariega 2010; Fader, Kurlychek, and Morgan 2014; Schwartz, Ferguson, and Symonds 2010). This essay uses educational inequality to highlight new ways of thinking about inequality, key leverage points for reducing inequality, and the potential for research to develop more effective responses to inequality.

## Growing Achievement Inequality

As with college enrollment, international comparisons of academic achievement often miss the main story. Most headlines focus on the mediocre performance of U.S. students (e.g., Layton and Brown 2012), but this emphasis fails to detect the key problem: test scores in the United States are too unequal. Compared to other countries, the dispersion of achievement in the United States is exceptionally wide, and it is tied to differences in students' economic, racial, and ethnic backgrounds.

Examples of wide disparities are easily discernable if one probes beneath the averages. For instance, on the 2011 Trends in Mathematics and Science Study (TIMSS), a survey of mathematics and science performance in 55 nations, U.S. fourth graders ranked near the middle in mathematics, comparable to many northern European nations but far below international leaders such as Singapore, S. Korea, and Japan (Provasnik et al. 2012). Yet when the U.S. sample is restricted to school districts with fewer than 10 percent of students on free and reduced-priced lunch—that is, districts with fewer poor students—average scores were equal to those of the top-scoring countries. At

**Figure 2. Mathematics Test Scores in Selected High- and Low-Performing Nations and in Rich and Poor School Districts in the United States: Fourth Grade Scores on the 2011 Trends in Mathematics and Science Study**



Source: Adapted from Provasnik et al. (2012) Tables 3 and 8, pages 10 and

the same time, in school districts with 75 percent or more of students on free and reduced-priced lunch—those with the highest concentrations of economically disadvantaged students—average scores were much lower, comparable to lower-performing countries such as Kazakhstan, Croatia, and New Zealand (see Figure 2).

Differences in academic outcomes by socioeconomic origins, as well as by race, ethnicity, and immigration status, have long been recognized. *Equality of Educational Opportunity*, a 1966 landmark study of more than 600,000 young people in schools across the United States, established this point definitively, demonstrating that differences in academic outcomes were more closely tied to students' family backgrounds than to the schools they attend (Coleman et al. 1966). These findings have been replicated repeatedly over the past five decades (Gamoran and Long 2007). The recent rise in test-based accountability across the United States has highlighted another dimension of inequality: differences among states. By linking the National



Assessment of Educational Progress (NAEP, a test administered to a sample of students across the nation) to international benchmarks, researchers at the National Center for Education Statistics (NCES) revealed that state performance levels ranged from those that nearly equaled the world's highest performing nations (e.g., Massachusetts, Vermont, Minnesota, New Jersey, and New Hampshire) to those with scores well below the U.S. average and lower than nearly any other western nation (e.g., Mississippi and Alabama) (NCES 2013; see also Hanushek, Peterson, and Woessmann 2012).

Achievement differences by income levels have become particularly pronounced in the United States at the present time. As Reardon (2011) has shown, the achievement gap between children from families at the 10th and 90th income percentiles has increased over the last 50 years, and it is now double the size of the black-white achievement gap. Indeed, family income is now as important as parents' education in predicting children's school success. In a recent international study of literacy, socioeconomic differences in performance were greater in the United States than in any other nation (OECD 2013).

## Consequences of Inequality

The United States lags behind the top-scoring nations at every performance level, so the mediocre performance of U.S. schoolchildren does not merely reflect low scores at the bottom of our achievement distribution (Hanushek, Peterson, and Woessmann 2010). Yet it is the prevalence of low performers—more than the dearth of high performers—that is most problematic for economic progress and civil society. Among nations tested, the United States leads the world in the number of low-achieving students and in the number of high performers (Petrilli and Scull 2011). This occurs in part because the population of the United States is large, and in part because the degree of inequality is high. In other words, even though our high-achieving students

tend to score lower than the highest achievers of the top-performing nations, we still have an extraordinarily large number of high achievers. As a result, the markers of elite accomplishment in U.S. society are likely to persist. For example, we produce more Nobel Prize winners than any other nation (Bruner 2011; Stephens 2013) and we establish almost as many patents each year as all other nations combined (U.S. Patent and Trademark Office 2012). The U.S. system of higher education continues to be the envy of the world as evidenced by continuing waves of international student enrollment (Project Atlas 2013) and our scientific infrastructure is unparalleled (National Science Board 2012). The prospects for sustained economic and scientific leadership are strong, despite the pressures of international competition (National Research Council 2007).

Meanwhile, students who do not achieve even a basic level of academic performance, or do not complete at least a high school education, are limited in their capacity to contribute to the U.S. economy (Goldin and Katz 2010). Thus, even though our students' average scores fall below those of their counterparts in the highest-performing nations at every achievement level, it is the prevalence of low achievers rather than the shortfall of high achievers that gives greatest cause for alarm. As Belfeld and Levin (2012, p. 2) explained, “purely from an economic perspective—leaving aside important questions of social equity—opportunity is being lost on a large scale.”

The drag on economic progress is not the only reason to be concerned about unequal school performance. Educational inequality is also socially divisive, for at least three reasons. First, as sociologists have long recognized (e.g., Durkheim [1925] 1973; Parsons 1959; Dreeben 1968), schooling provides a common socializing experience that forges bonds despite differences in origins. When young people from different backgrounds experience different levels or types of education, schooling cannot instill shared values throughout the U.S. population. Second,

schooling can create social networks that cross the boundaries of families and communities, and these networks help knit the fabric of American society (Putnam 2000; Stiglitz 2012). Third, of course, educational outcomes predict future economic outcomes, so as education becomes increasingly stratified by social origins, the prospects for social mobility across generations are diminished (OECD 2011; Corak 2012).

While it is widely agreed that inequality is a problem, economists continue to debate how bad the consequences are and what degree of inequality is necessary to motivate performance (e.g., Mankiw 2013; Solow 2014). The society-wide consequences of inequality are difficult to pin down. International comparisons show correspondences between, for example, high levels of income inequality and low levels of social mobility, but the causal links between these conditions are open to debate. At

the individual level, however, there is no question that young people who are born into economic and social disadvantage have fewer opportunities for advancement and lower educational and occupational achievements in adulthood.

## Social Policy Research Can Help

At the William T. Grant Foundation, we are convinced that social science research on youth development can play an important role in addressing the challenge of inequality. We think that the degree of inequality and its effects on youth outcomes are both amenable to changes in policies, the introduction of new programs, and implementation of gap-closing practices, and moreover that high-quality research can identify approaches that help reduce disparities. Our approach to inequality is distinctive in that it combines the following elements:

- We invest in **research** that addresses inequality.
- We focus on **young people** ages 5–25.
- Although we recognize that no single study will lead to major changes, we intend that the studies we fund will culminate in **approaches that work to reduce inequality**—hence our attention to programs, policies, and practices.
- We have a long tradition of supporting **tools** that prove useful to a wide range of researchers.
- Our portfolio is broadly **interdisciplinary**, drawing on ideas and tools from sociology, psychology, and beyond.

As a private foundation, we have a unique opportunity to help build a body of evidence that can contribute to meeting the challenge of inequality. Moreover by focusing simultaneously on the use of research evidence as our other main interest, we can support the emergence of knowledge about how evidence on programs, policies, and practices that reduce inequality may lead to action.

### Efforts to reduce inequality in youth outcomes come in at least three forms:

- **“Programs”** are coordinated sets of activities designed to achieve specific aims in youth development.
- **“Policies”** are broader initiatives intended to promote success through the allocation of resources or regulation of activities. Policies may be located at the federal, state, local, or organizational level.
- **“Practices”** consist of the materials and activities through which youth development is enabled (e.g., coaching, mentoring, parenting, peer interactions, teaching). Practices involve direct interaction with youth (though not necessarily in person, as technology affords direct interaction from anywhere).



## SOCIAL POLICY AND INEQUALITY

The year 2014 marks the 50th anniversary of President Lyndon Johnson's War on Poverty, and the news is filled with analyses of this national effort. Clearly, the War on Poverty has not been "won." About 15 percent of Americans are under the poverty level, including nearly 22 percent of children. This includes especially high rates among African American children (37.5 percent) and Hispanic children (33 percent) (U.S. Census Bureau 2013, CLASP 2013). Yet poverty would be even more widespread had social policies not emerged to fight off its grip. Policies such as social security, food stamps, school lunches, the earned income tax credit, housing assistance, and unemployment insurance have held back the throes of poverty to a meaningful degree even as fiscal crises have gripped the country (Bailey and Danziger 2013). These initiatives have provided an economic floor for some—but clearly not all—Americans struggling to make ends meet. Far less has been done to limit inequality on the other end of the spectrum, as income levels among the top 20 percent of earners have continued to rise, largely unimpeded by tax policies or other approaches. Nonetheless, the success of anti-poverty programs shows that inequality can be mitigated by social policy. Similarly, federal policies that eliminated overt discrimination in areas such as housing and education reduced inequities based on race, although much more is needed in this area as well. For example, racial gaps in school performance declined markedly during the 1970s and 1980s. At least in part, this was likely due to policies such as school desegregation and class size reduction (Gamoran 2001), but the remaining gaps have been largely persistent (Magnuson and Waldfogel 2008).

No less dramatic and perhaps even more lasting are programs, policies, and practices that reduce the *effects* of unequal circumstances on the opportunities and outcomes of the next generation. High-quality early education programs give children from poor families and families of color a boost (e.g., NICHD Early Child Care Research Network and Duncan 2003), although these benefits may

be lost as children advance in school (Puma et al. 2012), probably because these children attend lower quality schools (Lee and Loeb 1995). Programs that promote healthier parenting also elevate children's chances as they enter school (Kitzman et al. 2010). Family-school engagement programs aid children's socioemotional functioning by reducing family stress and helping parents and children feel more comfortable in school (Gamoran et al. 2012). Classroom instructional practices that combine higher-order skills with a supportive climate elevate the performance of low-achieving students (Crosnoe et al. 2010). Small classes in the early elementary grades not only enhance the learning of all students, but help reduce gaps by giving an extra boost to students of color. This is either because class size reduction especially benefits such students—as was the case in Tennessee (Finn and Achilles 1999)—or because it is a policy that can be targeted toward schools with high concentrations of low-income minority students, as was initially the case in Wisconsin (Molnar et al. 1999). Other statewide efforts to reduce class size have not fared as well, apparently because they were not accompanied by sufficient resources such as space and high-quality teachers (Milesi and Gamoran 2006). Meanwhile, several programs funded under the U.S. Department of Education's Investing in Innovation (i3) initiative are now bearing fruit (Sparks 2013). These include prominent efforts such as Teach for America, Knowledge Is Power Program (KIPP) Academies, the comprehensive school reform program Success for All, and the one-on-one tutoring program Reading Recovery.

Among older youth, activities undertaken to enhance students' beliefs in their abilities to succeed are moving from the laboratory to the classroom. There is increasing evidence that these practices can reduce racial and ethnic achievement gaps (Walton and Cohen 2011; Hanselman et al. 2014). As more and more young people complete high school, policies are beginning to confront the challenge of access to postsecondary education, where gaps between socioeconomic, racial, and

ethnic groups are wide. Need-based financial aid (Harris and Goldrick-Rab 2011), assistance with financial aid forms (Bettinger et al. 2012), and information about applying to college (Turner and Hoxby 2013) have supported college enrollment or retention of low-income students.

These are but a few examples of programs, policies, and practices that have demonstrated benefits for youth. They illustrate that the constraints of disadvantage are not unbreakable. What strategies might we pursue to increase the extent and coherence of successful programs and ultimately reduce the effects of inequality on young people's prospects?

### RESEARCH ON EFFORTS TO REDUCE INEQUALITY AND THE EFFECTS OF INEQUALITY ON CHILDREN AND YOUTH

Each initiative cited above was supported by a long process of experimentation and evaluation. Similar efforts are needed to increase the number and scope of programs, policies, and practices that reduce disparities in young peoples' outcomes.

With all these examples of success, why does inequality remain so high, and why are its effects growing? At least two reasons are paramount for the persistence of inequality and its effects. First, although effective responses have emerged, they are modest compared to the scope of the problem. No single program or policy will close the achievement gap or eliminate outcome disparities in mental or physical health, education, juvenile justice, or social mobility. Rather it will take a constellation of efforts to achieve discernable progress. Second, programs take time to yield impact. The benefits of evidence-based school reform, for example, often do not emerge until a reform has been in place for three to five years (Borman et al. 2003; Bryk et al. 2011), and the effects of high-quality child care may not reveal themselves for a decade or longer (Schweinhart et al. 2005).

Whereas the programs discussed above are supported by credible evidence, many other plausible programs have fallen short of their

intended outcomes. Moreover, even when average effects are promising, implementation decisions do not rest so much on effectiveness, but on what works for whom and when. For example, Weiss, Bloom, and Brock (2013) explained that the effectiveness of a program may depend on a variety of contextual conditions, such as the availability of similar programs. Likewise, Hanselman et al. (2014) demonstrated that an intervention designed to mitigate "stereotype threat" (the internalized sense that members of one's own social group tend to perform poorly on a high-stakes task) may be more effective in a high-threat context, such as a school with a wide achievement gap. This sort of nuance is important for identifying programs and policies that may reduce inequality in particular contexts, but it also increases the challenge for research studies that must examine multiple contexts.

## Conclusions

The salience of inequality in the United States is widely recognized, and voices from many spheres are calling for efforts to combat inequality. Prior research and development demonstrates that social policies can reduce inequality and its effects on young people, yet the current level of inequality shows that past efforts have left us with wide disparities. Substantial new efforts are needed to identify approaches that will reduce inequality in youth outcomes so that a generation from now, both the degree of inequality in society and the effects of inequality on outcomes for youth will have diminished.

Through our new research initiative, the William T. Grant Foundation has pledged to play a role in this effort. We recognize that no single study will bring about change. Our hope, however, is that knowledge will eventually accumulate from many studies—those we support and those supported by others—which will point the way to real solutions to our pressing problems. We will continue to draw attention to inequality in young people's academic, social, behavioral, and economic outcomes. We have



commissioned five papers to address key issues: the first will set an agenda for research on social inequality and the others will examine inequalities through the lenses of immigration and education, mental health, criminal justice, and workforce development. The papers will be released on our website and discussed through other venues. Our site will also host a blog that will include ongoing reports and commentaries about the challenges of and responses to inequality. And of course, we invite researchers to look to us for funding to build, understand, and assess promising approaches to reducing inequality. In these ways, we hope our work will make a meaningful contribution to meeting this “defining challenge of our time.”

## Acknowledgements

Portions of this essay draw on the author’s Spencer Foundation Lecture to the Association for Public Policy and Management, November, 2013. The author is grateful to Ellen Bracken for research assistance, Mary Heglar for editing, and Vivian Tseng and Kim DuMont for constructive feedback.

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# THE FORGOTTEN HALF: 25 YEARS OF IMPACT

*The plight of the “forgotten half,” never easy, has become alarming. This nation may face a future divided not along the lines of race or geography, but rather of education.*

On November 24, 1986, at the Plaza Hotel in Washington, D.C., the William T. Grant Foundation celebrated its 50th anniversary by announcing the launch of its Commission on Youth and America's Future. Through this \$1.4 million investment, the Foundation hoped to gain greater insight into the challenges facing youth at the time and to identify programs with the potential to alleviate their problems. The Commission was designed to “consolidate and evaluate relevant information from a wide variety of sources, and make recommendations for constructive alterations of present public and private initiatives, and...point to new directions for research in this area,” said then-President Robert Haggerty.

With members including luminaries like Theodore Hesburgh, William Julius Wilson, Harold Howe II, and Hillary Rodham Clinton, the Commission embarked on a 26-month endeavor to paint a clearer picture of contemporary youth in the United States. The Commissioners held hearings across the country, initiated review papers, and issued reports. In January 1988, they released their interim report, ***The Forgotten Half: Non-College Youth in America***. This was followed by their final report, ***The Forgotten Half: Pathways to Success for America's Youth and Young Families***, in November of the same year. In 2013, we marked the 25th anniversary of this groundbreaking report.





***The Forgotten Half*** revealed a generation of America's youth that was largely misunderstood—and unsupported. The Commission focused on a particularly vulnerable portion of this generation: the 20 million young men and women who did not continue to college, who may or may not have attained a high school diploma. They found that, in the wake of deindustrialization, these youth were met with shrinking opportunities for advancement. They often wound up in a cycle of under- and unemployment that became increasingly difficult to break as time went by. What's worse was that while the nation provided a significant sum to subsidize college-bound youth, there was little to no support for non-college-bound youth. They were, by and large, forgotten. "They are on their own in the search for work," the report said. "This is neither right nor fair."

***The Commission is concerned that a large fraction of them are finding it harder than ever to swim against the economic tide that is flowing against them. They are seeking jobs they cannot find. Their work, increasingly only on a part-time basis, earns too little to support themselves or a family. They are floundering in their efforts to find a place for themselves. And some are losing hope that they have much of a future.***

***—The Forgotten Half: Non-College Youth in America***

The Commission urged the nation to fill this gap, evoking not only the nation's moral responsibility but its economic self-interest. "A kindlier society would support the Forgotten Half; a more gentle society would encourage them," the report warned. "A pragmatic nation would acknowledge that its





very future depends on them.” The Commission made concrete recommendations to aid these young men and women, including enhancing the quality of youth-adult relationships, expanding community support for all young people, extending and improving employment and training opportunities, and improving education and job training policies.

Never content to simply publish a report, the Foundation kept the Commission staffed to disseminate findings, identify solutions, and work toward their implementation. Between 1987 and 1993, the Foundation published three dozen background papers and follow-up documents. “It was visionary,” said Sam Halperin, director of the Commission.

These efforts paid off, as ***The Forgotten Half*** became one of the most influential reports on youth and opportunity of the past half-century. Upon release, it garnered significant press coverage, from the ***New York Times*** and ***Washington Post*** to the ***Orlando Sentinel***. It continues to be cited in scholarly articles. Recently, it was mentioned prominently in the Harvard Graduate School of Education’s ***2011 Pathways to Prosperity Report***, as well as the influential ***Shriver Report***. “The term ‘The Forgotten Half’ has entered the policy, research, and media vernacular,” Halperin wrote 10 years later. “This addition to America’s collective vernacular has enriched our ability to understand and value all young people and to consider new directions that will benefit not just youth but society in general.”

As an outgrowth of the William T. Grant Commission on Youth and America’s Future, Halperin launched the American Youth Policy Forum with the express purpose of strengthening connections across research, practice, and policy. The Forum still operates in Washington, D.C. today and maintains a strong relationship with the Foundation. Through this organization and with funding from the William T. Grant Foundation and others, Dr. Halperin issued ***The Forgotten Half Revisited*** in 1998. This 10-year retrospective took careful stock of the nation’s progress toward the 1988 recommendations.

The overarching conclusion was that there was still work to do. The report noted progress toward increased educational aspirations and attainment. Still, in 1996, it found that nearly half (48.2 percent) of all adults had not gone to college. On the other hand, despite a strengthening economy, the report's authors determined that youth in the job market in 1997 were actually worse off than they had been in 1989. Their opportunities and earning potential had declined even further.

As Halperin wrote in the introduction to ***The Forgotten Half Revisited***, “This 10-year review—a reality check on where we are and where we’re going—is offered with humility befitting the magnitude of the task ahead.” That task remains. With its new research initiative on inequality, the William T. Grant Foundation is picking up the mantle yet again.



# Realizing the Potential of Research in Child Welfare

Kim DuMont, Program Officer  
William T. Grant Foundation





In 2009 the William T. Grant Foundation launched an initiative to better understand the use of research evidence in policy and practice as it relates to youth. Our grantees have examined the use of research evidence across a number of systems, from the federal policy context to the local level. This essay discusses our interest in the use of research within the child welfare system. The essay has two goals: (1) to stimulate interest in understanding the use and impact of research evidence in child welfare and (2) to offer promising strategies for tackling this challenge.

Research evidence has the potential to contribute to child welfare policy and practice, but we know little about its use and impact. We need stronger theories about how decision-makers engage with research evidence. We need studies that explore who uses research, when and why it is called upon, and how it is shared. We also need to understand how child welfare decision-makers integrate research with other types of evidence. In addition, we need to examine attempts to improve the use of research and to understand what is required to create organizational cultures that routinely consider relevant research evidence. A deeper understanding of how research evidence is acquired, interpreted, and used can advance its production and uptake within the child welfare system. Ultimately, this may benefit youth.

## It Is Important to Understand Research Evidence Use in Child Welfare

The child welfare system is critical to the development of vulnerable children. In 2011, 6.2 million children across the United States were referred to Child Protective Services, and more than 1 million children received services following the initial response or investigation (U.S. Department

of Human Services 2011). The system delivers a range of services to promote the well-being of youth, including in-home family preservation, foster care, residential treatment, mental health and substance abuse treatment, and assistance with housing, employment, and benefits. The organizations delivering services involve multiple governing bodies, different structures and incentives, internal and external stakeholders, and a range of decision-making processes. This system is complex and varies considerably across states and locales. This presents a challenge to understanding how research evidence is used. There is a diversity of key decision-makers, with differing needs and capacities for accessing and interpreting research, and varying ways in which research evidence might be used.

### HIGH STAKES

We need studies to identify the structures and conditions that productively leverage research evidence. Strategies for allocating resources, conducting assessments, and delivering services to promote child safety, stable living situations for children and youth, and healthier families involve high stakes. These decisions can affect both short-term and long-term outcomes for youth. Ineffective risk assessments may prolong threats to a child's safety or result in unnecessary disruptions to a child's living situation or schooling. Similarly, ineffective prevention strategies or misapplied interventions can result in wasted resources with few, if any, benefits to the child. Left unattended, risk and existing problems

may exacerbate. Research exists to guide screenings and investigations, but this evidence often fails to reach the hands of decision-makers, to answer their most pressing questions, and to move into practice.

## UNREALIZED POTENTIAL

Research has the potential to sharpen decision-makers' understanding of the issues, provide strong assessment tools, inform principles of practice, and generate evidence about the effectiveness of programs, policies, and practices (Littell and Shlonsky 2010).

While research evidence holds promise, there is room for improvement. Policymakers and practitioners do not always use available research evidence (Aarons and Palinkas 2007; Horwitz et al. 2014; Nelson, Roberts, Maederer, Wertheimer, Johnson 1987; Wang, Saldana, Brown, Chamberlain 2010). Validated screening tools and risk assessments are overlooked (Johnson et al. 2008). There is also a long tradition within child welfare of moving from one reform or program to another—even when research evidence exists to support the existing practice (Aarons and Palinkas 2007; Littell and Shlonsky 2010). Researchers also overlook questions that are salient to policy and practice. I spoke with five individuals who lead agencies that form the backbone of the child welfare system and they requested more research evidence about the costs and resources required to implement a program, practices to promote the healthy development of older youth, and scalable strategies to effectively avert entry into the child welfare system.

## Promising Directions for Studying the Use of Research in Child Welfare

What can be done to generate research evidence that is more useful and better utilized? At the William T. Grant Foundation, we think studying the use of research evidence in policy and practice is an important first step. We need to understand (1) the users of research, (2) their motivations and uses of research evidence, (3) their decision-making context, and (4) the strategies and conditions that lead to

informed uses of research. Stronger theories about these areas will result in research evidence that better informs the programs, policies, and practices affecting youth.

## UNDERSTANDING RESEARCH USERS' PERSPECTIVES

To create research evidence that is more aligned with issues and questions of policy and practice, we need to understand decision-makers' needs.

*In my 30 years as an administrator of child welfare organizations, never has a researcher asked me my thoughts about the critical issues in child welfare. Mostly they ask me about what data they can access and what programs they can study to answer their research questions. I have not seen an interest in listening to what we need.*

That was the start of a conversation I recently had with a leader of an agency that serves more than 40,000 children. The comment was prompted by my interest in how leaders engaged with research, their thoughts about obstacles to research use, and understanding some of the critical issues facing the child welfare system where research might be useful. The sentiment highlights a striking disconnect between the users of research and its producers. This disconnection hampers productive uses of research, and calls for studies that inform strategies to strengthen connections between research and policy and practice (Tseng 2013). Given the complexities of the child welfare system, we need studies to generate systematic knowledge about what drives differences in the use of research across users and their contexts.

The leaders I spoke with suggested that understanding differences in uses of research evidence requires rethinking the starting point of research and listening to users' needs. Studying the people who draw on research to inform programs, policy, and practice is critical. Legislators and child welfare administrators influence how research is valued within an organization and the structures that support its use (Palinkas et al. 2011). Administrators and mid-level managers make decisions that influence what

assessments, protocols, programs, and practices are used and how they are implemented. We welcome projects that contribute to our understanding of what decision-makers want to know and how they engage with research to meet their goals.

The child welfare agency administrators I spoke with wanted stronger theory about why programs work, who benefits, and under what conditions they work best. They were less interested in knowing which out-of-home placement worked best for youth (e.g., kinship care, adoption, or foster care) and more interested in the specific supports needed to promote beneficial out-of-home placements—regardless of their form. Despite improvements in available methods, there is a lag in researchers' efforts to move beyond the question of whether an intervention works. More studies regarding the mechanisms of programs and the conditions that promote successful outcomes are needed. Leaders also expressed a keen interest in the steps required to translate existing research evidence into effective policy and practice.

## **UNDERSTANDING HOW DECISION-MAKERS ENGAGE WITH RESEARCH**

In addition to understanding what policymakers in child welfare want to know, we also need to understand decision-makers' motivations to use research evidence, and their applications of research. A number of conceptual frameworks exist to help capture the uses of research. Research evidence is used in a variety of ways, ranging from direct uses that drive decision-making to more conceptual or indirect uses that inform how policymakers and practitioners think about problems and potential solutions (Nutley, Walter, and Davies 2007). At other times, research evidence is used to justify pre-existing agendas or to challenge existing or emerging policies and practices (Nutley, Walter, and Davies 2007). There are also instances when research is encouraged or mandated for use. State agencies have promoted the use of research to inform practice for children who have experienced trauma (Lindhorst and Herting 2013) and federal agencies have mandated the use of research-tested home visiting and teen pregnancy programs (Haskins and Margolis 2014; Orzag 2009). The system has also called for the

creation of research evidence on previously untested programs and practices (Haskins and Margolis 2014). We do not know the impact of these policies on the uptake of research evidence, how it is melded with current programs and practices, or the effects of research use on the delivery of services and on youth.

A stronger understanding of these motivations and applications may help researchers anticipate emerging questions and improve the utility and uptake of research. The William T. Grant Foundation is particularly interested in instances when decision-makers engage with research to promote high-quality services and strong outcomes for youth. For example, if packaged for easy access and in response to users' interests, syntheses can improve understanding of differences that appear across different studies, groups, and locations as well as reveal consensus in findings (Littell and Shlonksy 2010). In turn, this information can be used to guide the selection of programs, develop hypotheses about how to better deliver services, and help decision-makers make sense of volumes of sometimes conflicting information.

## **STUDY USERS' CONTEXTS**

In my conversations, child welfare leaders also encouraged increased attention to their political contexts. Politics can present obstacles to the use of research evidence, such as longstanding debates about whether to invest limited dollars in prevention or to prioritize youth who are already experiencing problems. The president of a regional child abuse and neglect prevention agency urged studying how the political context directs research use. He suggested that "the most impactful megaphone for promoting research is the allocation of resources and mandates by legislators, administrators, and regulation." For example, recent policies extended states' responsibility for caring for older adolescents and young adults, but little is known about how agencies' leaders are engaging with the thin body of research that exists to respond to this challenge (Mosley and Courtney 2012). Another agency director commented, "we just move the goal posts and extend our services to youth for a longer period of time with some age-appropriate services patched in."



Studies are needed to understand how deliberations call on different types of evidence, including research, to implement policy.

Researchers also need a better understanding of how values affect what research is considered, how it is interpreted, and its effect on the uses and effectiveness of research. Research may help to clarify some of the questions in child welfare that frequently evoke values. For example, when should a child be removed from his or her parent? When should a family be kept together? Should children be placed with their relatives (kin) or another guardian? Values regarding such questions often create conflict. Research cannot resolve such differences but it can inform the responses and the consequences of potential solutions; we need to know more about how research affects the deliberation process.

## EXAMINE STRATEGIES TO IMPROVE THE USE OF RESEARCH EVIDENCE IN CHILD WELFARE

The William T. Grant Foundation is interested in projects that examine attempts to improve the use of research. We suspect there are a number of strategies for increasing the use of research evidence and enhancing its integration with other types of evidence, including decision-makers' relationships with others and the organizational decision-making context.

### Investigate the power of relationships

One way to strengthen the connection between research and policy and practice is to gain a stronger understanding of how research moves from the researcher (or shelf) into decision-makers' hands, and in turn how it is used. As described in our Use of Research Evidence guidance, we are interested in understanding how to leverage relationships to increase the impact of research evidence. These relationships can take various forms. Work by one of the Foundation's current grantees, Larry Palinkas, suggests relationships with peers in similar organizations reinforces and informs the decisions of child welfare agency leaders and helps them to prioritize their choices. As a director of a public child and family services agency noted:

*I let other folks take the long road and weigh the research, try out the program, and generate their own evidence. I shop around. My expertise is knowing our own issues, knowing our goals, knowing our values, and assessing the potential for fit. I want to know if the evidenced-based program or research-informed practice makes sense for our population and the needs of the families in our jurisdiction. To do this, I ask others.*

Researchers Jennifer Mosley and Mark Courtney (2012) suggest that the impact of politics and values is dampened when coalitions of key stakeholders persist through the entire legislative process. A key to this process is the presence of intermediaries who are able to communicate evidence from various sources, sustain interest, and provide resources at the various stages of the policymaking process. From our portfolio in education we are finding that formal partnerships—sustained relationships between researchers and practitioners—help to develop a common language, align agendas, and create routines for use (Coburn, Penuel, and Geil 2013).

An important exploration in child welfare is whether involvement with peers, coalitions of stakeholders, and partnerships increases practitioners or policymakers' effective use of research evidence. How do networks within and across agencies affect the flow of information and what research is ultimately applied? What conditions are required to establish and sustain relationships that can better bridge researchers with decision-makers in policy and practice? We hypothesize that such relationships will both improve the relevance of research questions and the effectiveness of the application of research evidence. We need to test these ideas and better understand what is required to facilitate meaningful partnerships.

### Organizational structure matters to research use

We need studies that contribute to knowledge about how research comes to play a meaningful role in programs, policies, and practices. From my conversations with the leaders of various child

welfare agencies it was clear that the structure of an organization has important implications for how research evidence is acquired, considered, and applied.

The William T. Grant Foundation is interested in studies that provide rich explanations of how organizational goals, routines, and incentives influence how decision-makers engage with research. Internal capacity is also likely to matter. My recent conversations illustrate the potential of organizations to engage with research evidence. One leader noted, “Only a small subset of organizations keep their eye on research. The rest have to keep their heads down just to do the work. They just don’t have the resources to watch research.” In contrast, the director of a community-based organization described their internal capacity to engage with research:

*We have [someone with] a Ph.D. with research experience on staff part-time to review the research and develop interventions that fit our needs. We also review research to develop principles that we infuse in practice (e.g., the importance of bonding and attachment, an appreciation of windows of opportunity in pre-adolescence, awareness of how trauma affects brain development). We reinforce what we are learning in-house by bringing in consultants to raise awareness, and trainers to help workers translate and implement these ideas. We have even done trials to test our home-grown programs.*

What is striking about this example is the organization’s capacity to produce and integrate research evidence into its operations. They use it to frame problems and solutions, guide improvements, and make decisions about everyday practice. Research evidence is valued, involves a collective effort, and involves opportunities for internalizing the research through training and application. We hypothesize that this would lead to high-quality training, high-quality services, and positive youth development.

We need studies to explore how the structure of an organization relates to the quality of the delivery system and the effectiveness of these programs, policies, and practices. For example, the Foundation is supporting Fred Wulczyn to investigate how research evidence is used to make decisions in private child welfare agencies. The state agencies and local districts that regulate and retain private providers have expectations and preferences regarding the use of research evidence. Individual leaders also have differing research skills, knowledge, and experience. Wulczyn is investigating how agency decisions about services for foster care youth relate to leaders’ attitudes toward research as well as institutional incentives supports for the use of research evidence. Wulczyn hypothesizes that context can either facilitate or prohibit research use, and, in turn, an agency’s use of research evidence relates to the quality of services delivered.

## **A SYSTEMS PERSPECTIVE FOR STUDIES OF THE USE OF RESEARCH EVIDENCE**

Given the importance of users’ perspectives and capacities and their political contexts, relationships, and organizations, the Foundation encourages a systems perspective rather than studying research use in isolation. The Foundation agrees with a recent report by the National Research Council (National Research Council 2012). The report called for the use of systems theory to enrich explanations about how and under what conditions research is used. A systems perspective allows “insights into the way in which people, programs, and organizations interact with each other, their histories, and their environments” (Rogers and Williams 2006; National Research Council 2012). This perspective demands consideration of the context in which research and other types of evidence are being considered.

Policy decisions evolve over time and are typically made by groups. Groups of individuals deliberate and negotiate as they develop policy (Asen, Gurke, Conners, Solomon, and Gumm 2013). Studying research use from a systems perspective may help to anticipate emerging questions and build bases of evidence to drive agendas or respond to windows

## The William T. Grant Foundation Supports the Use of Research Evidence in Policy and Practice

The Foundation has a long history of supporting rigorous research, but we also know that research can better inform the policies, programs, and practices affecting children and youth. To address this need, the Foundation supports studies that build our understanding of how and under what conditions research is used and ways to strengthen its use.

We seek to understand the uses of research evidence, which we define as empirical findings derived from systematic research methods and analyses. We recognize that the use of such evidence is rarely a simple, linear process. Using research involves people individually and collectively engaging with research over time. It is influenced by their capacity to access and appraise research as well as their motivations, professional cultures, and political context.

Our grants support different types of studies including those that (1) enrich explanations of when, how, and to what effect research evidence is used, (2) examine attempts to improve the use of research, and (3) improve methods for capturing research use. Funded projects are strong theoretically and methodologically. The next deadline for letters of inquiry to propose a study on the use of research evidence is August 5, 2014. We encourage you to review the resources posted on our website.

of opportunity. A CEO of a community-based child welfare agency suggested that researchers provide evidence to fill gaps created by policy, such as access to services for young children who have experienced trauma. “Children need services very early on,” she said, “but Medicaid requirements make it nearly impossible for reimbursed treatment for a traumatized youth under age five. Research on the efficacy of trauma-informed very early intervention is needed to eliminate this obstacle.”

A systems perspective also facilitates an understanding of how people individually and collectively engage with research evidence. This includes considering systems over time and investigating the dynamics of various components. One such study is being led by Joanne Nicholson. Nicholson and colleagues are developing a tool to guide observations of interagency workgroup meetings. The tool will assess how agency resources and relationships support the productive exchange of knowledge about research within a comprehensive system of behavioral health care for youth. The tool stands in contrast to approaches that reduce a system to a single aspect and provide a snapshot.

## Conclusion

The study of the use of research evidence is a good place to start to better link research with policy and practice in the child welfare system. Some of our grantees are making important advances in this area, but additional studies are needed. If you are interested in contributing to this important topic, we encourage you to talk to leaders within the child welfare system. Learn about the decisions they make and how these affect the structure and delivery of services. Consider the role of research in this process. Articulate clear research questions. Anchor these ideas in strong theory about the conditions that affect their use and interpretation of research. Offer hypotheses about levers for improving its uses and potential impacts. Connect your research questions to the existing literature on research use. Use our



portfolio as a starting point and spend time with the resources we developed, including our updated Use of Research Evidence Guidance. Build a strong team to investigate your questions. Have stakeholders from the child welfare system react to your ideas and use their responses to strengthen your proposal.

Together, we think we can move one step closer to improving the usefulness and use of research within the child welfare system.

## Acknowledgements

I am grateful to Christine James-Brown, Brenda Donald, Gerald Mallon, Angelo McClain, Alex Morales, and Donna Pressma for their time and insights.

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# BRINGING IT ALL TOGETHER: RESEARCH-PRACTICE PARTNERSHIPS

Demand for evidence-informed policy and practice has been mushrooming, so much so that the term “use of research evidence” has been making its way into the public vernacular. Certainly, at the William T. Grant Foundation, we’ve had a longstanding interest in supporting research that can inform policy and practice, and in 2008 launched an initiative to better understand when, how, and under what conditions research is used.

As Vice President Vivian Tseng wrote in her article, “The Uses of Research in Policy and Practice,” for the ***Society for Research in Child Development’s Social Policy Report***, “Our ultimate goal is to understand how to develop better research, improve its use, and build stronger bridges across those notorious gaps between research and policy, and research and practice.” To that end, the Foundation has been committed to building bridges between the research community and practitioners. And in 2011, to complement our Use of Research Evidence initiative, the William T. Grant Foundation launched an initiative to improve the connections between research and practice.

Our main tool toward building these connections has been the creation of a learning community for research-practice partnerships in education. This national network convenes twice a year and serves as an intimate forum for networking, problem-solving, and ultimately creating stronger partnerships. The network has attracted a diverse array of 10 committed partnerships and has shown significant promise.

Chris Mazzeo, director of REL Northwest, has been involved with research-practice partnerships since 2007. He has been an active participant in the Foundation’s learning community since the inaugural meeting. “It’s been invaluable to hear from policymakers and practitioners and how they work with the partnerships,” he says. “There’s a strength in our diversity.”

Speaking of diversity, in their 2012 white paper, “Research-Practice Partnerships: A Strategy for Leveraging Research for Educational Improvement in School Districts,” Cynthia Coburn, William Penuel, and Kimberly Geil described three different types of popular partnership designs. Research alliances are place-based partnerships that focus on local policy and practice and emphasize collaboration at the beginning and end of the process. Design-research partnerships are also place-based, but focus equally on informing practice and research, emphasize co-design, and collaboration throughout the process. Networked Improvement Communities, on the other hand, are groups of school districts who collaborate to identify solutions that can work across their localities.

Through our learning community, Mazzeo met Faith Connolly from the Baltimore Educational Research Consortium and Laura Wentworth of the Stanford/San Francisco United School District. The three discovered that they were all in the midst of creating different tools to measure the success of research-practice partnerships. “It’s comforting to know that other people are struggling with the same things we’re struggling with,” says Connolly. They are now working together to develop a survey for this purpose, which they will continue to workshop with their colleagues in the learning community.

“People have been really generous with sharing their experiences,” says Chris Tebben, who works with the learning community as a consultant. “There’s a really strong community of support.” Tebben admits that her work with the community deepened her appreciation for research-practice partnerships and their promise for the future. “Before, I thought of these as pure research, but now I have a deep appreciation for other factors like politics and economics.”

“Partnerships are hard work, especially if you want to have an impact,” said Mazzeo. “[Through the learning community], I’ve seen a growing number of people working in this space and that’s gratifying. I think the potential of partnerships is to increasingly change the mindset of research and practice so that researchers are more practice-minded and practitioners are more evidence-minded. I think I was always hopeful, but after the learning community, I’m more positive than I was before.”



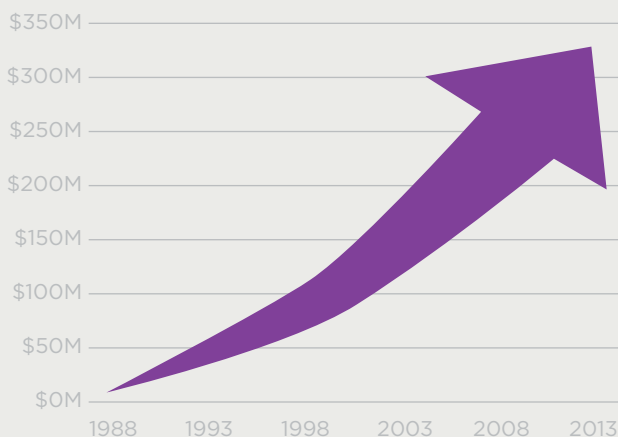


# 2013 Financial Performance

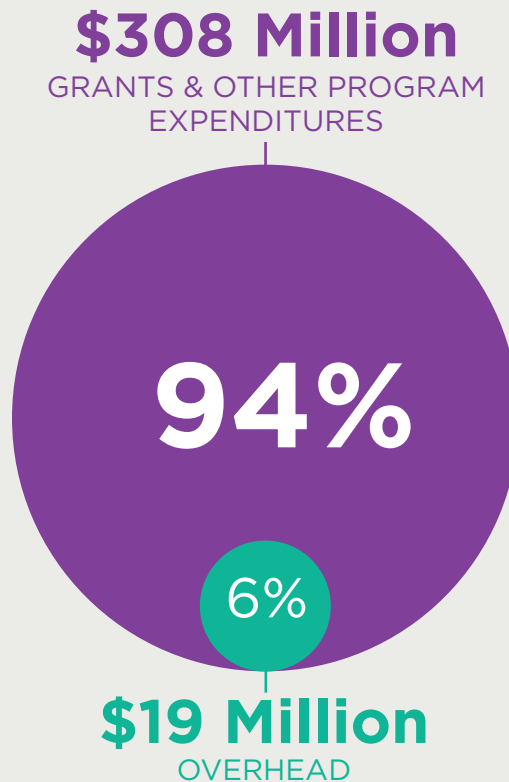
## Spending

In the 25 years since the publication of *The Forgotten Half* in 1988, the William T. Grant Foundation has spent \$327 million to further our mission to improve the lives of young people. **More than 94 percent of those funds—\$308 million—went directly to researchers and other program expenditures.**

## Cumulative Spending

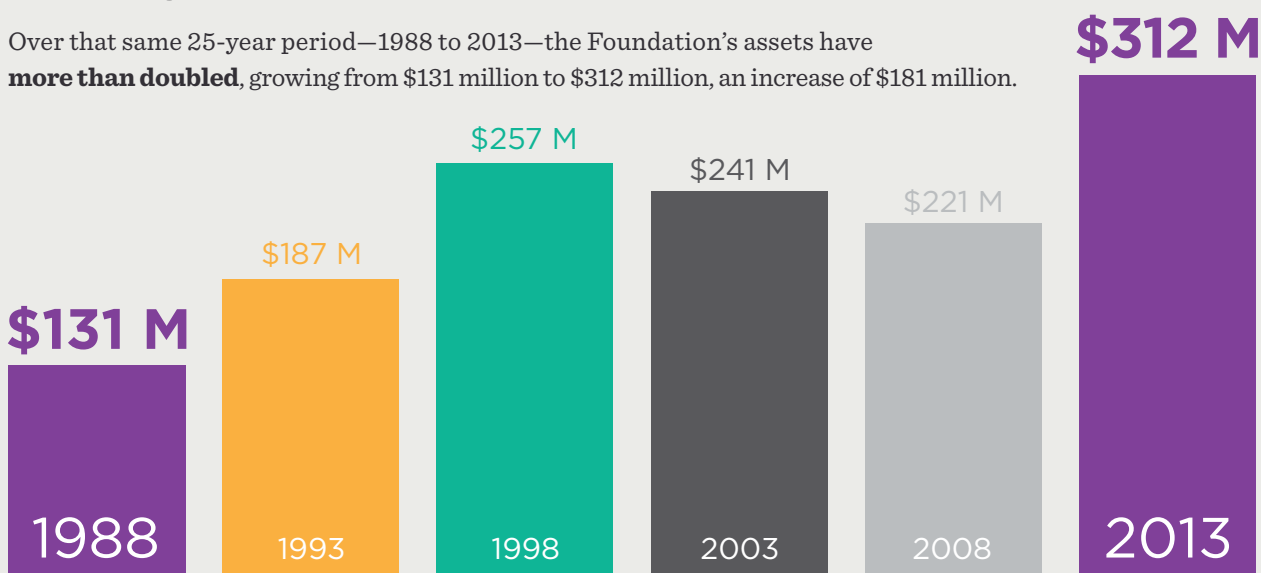


## Where We Spent Our Funds



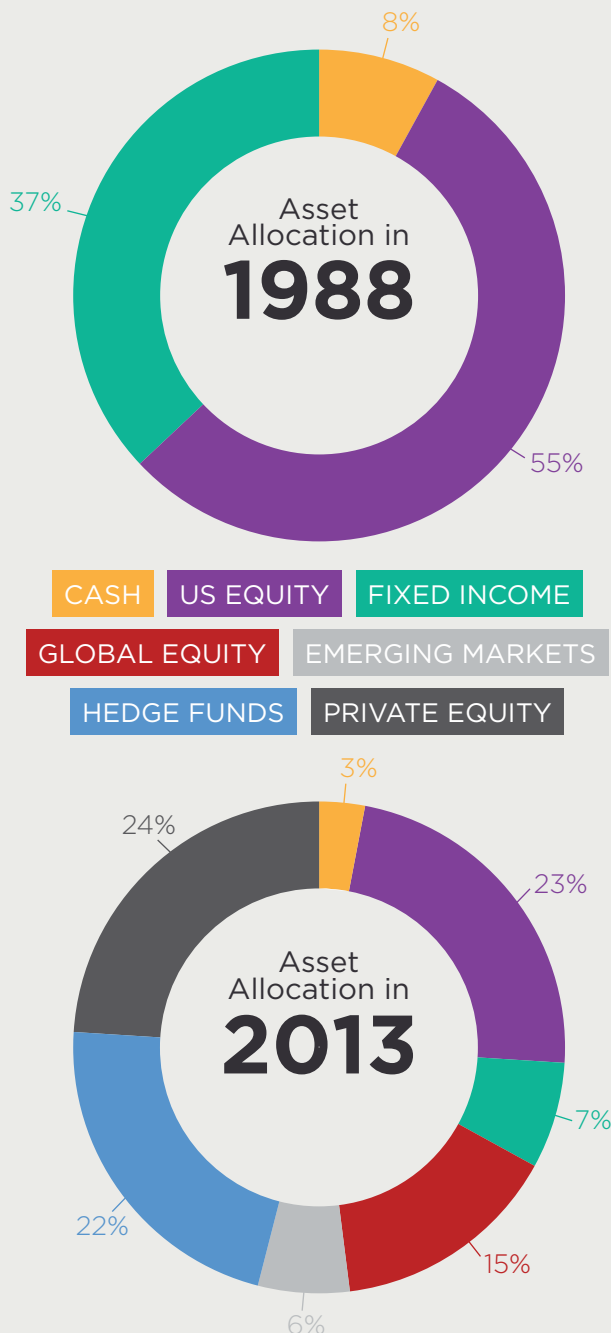
## Asset Growth

Over that same 25-year period—1988 to 2013—the Foundation’s assets have **more than doubled**, growing from \$131 million to \$312 million, an increase of \$181 million.



## Asset Allocation

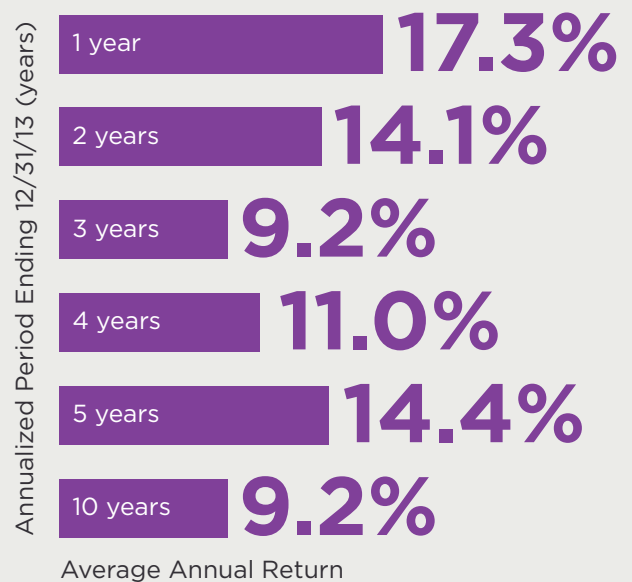
**The Foundation was established to last in perpetuity.** This means that we must balance spending to advance our mission with our need for an endowment that lasts forever. Our Finance and Investment Committee, composed of four Board members with investment expertise, works extremely hard to balance risk and return. The task is harder today than in 1988, when investment choices were fewer and simpler. A comparison of the Foundation's investments then and now tells the tale.



## Historical Investment Returns

The Finance and Investment Committee makes all final decisions regarding our investment portfolio without the aid of consultants. The Committee takes its work seriously. In 2013, the committee met 19 times—at our regular quarterly meetings and 15 other meetings with current or prospective investment management firms. Their hard work has yielded good returns on our portfolio. Over the past 10 years, the **average annual return on the endowment has beaten our internal target of 9%**, and puts us in the top 5% of foundations and endowments as measured by the Wilshire Trust Universe Comparison Services (TUCS).

## Historical Investment Returns



# Our Research Interests and Programs



For more than 75 years, the William T. Grant Foundation has supported research with the intention of improving the lives of youth in the United States.



To that end, one of our research interests is understanding the conditions surrounding the use of research evidence in policies and practices that affect youth. We are also deeply concerned about the connections between research and practice and ways to improve them.

For the past 10 years, we supported stellar work on everyday youth social settings. In his farewell essay, then-President Bob Granger wrote, “Our thinking was that while improved individual outcomes were (and remain) our goal, an important path to those outcomes is through the social settings in which youth spend their days—classrooms, households, youth programs, and neighborhoods.” This initiative supported such innovations as the groundbreaking Optimal Design software, which helps researchers design powerful

studies; the RULER, which teaches and measures emotional intelligence; and the CLASS, which assesses the quality of classroom interactions. To learn more about these accomplishments, please review past Annual Report essays like “Improving the Quality of Classroom Interactions” and “Doing Social Setting Research,” which can be found on the Foundation’s website.

In 2013, we retired the social settings initiative to launch a new initiative on understanding and reducing inequality. The new focus on inequality builds on our contributions to understanding and improving social settings since those systems are a key vehicle for understanding inequality. President Adam Gamoran discusses our new initiative in depth in “Inequality Is the Problem” in this Annual Report.





The majority of our grants support high-quality social science research, but we also devote a small portion of our funds to direct-service organizations. Each of our funding programs is described below.

**RESEARCH GRANTS** support projects that demonstrate a rigorous and original examination of either of our current research interests: (1) reducing inequality and (2) understanding the use of research evidence. We accept letters of inquiry three times each year in winter, spring, and summer. Our website includes information for potential applicants, including funding guidelines, application procedures, and eligibility requirements.

The **WILLIAM T. GRANT SCHOLARS PROGRAM** is tailored to early-career researchers in the social, behavioral, and health sciences who have demonstrated success in conducting high-quality research, but want to pursue a significant shift in their trajectories as researchers. The program promotes the careers of promising researchers who are tackling important questions that will advance theory, policy, and practice related to youth.

Through our **DISTINGUISHED FELLOWS PROGRAM**, we strengthen bridges between the research, practice, and policy communities to increase the supply of and demand for high-quality research on youth. Influential mid-career researchers, policymakers, and practitioners learn first-hand about the work environments and demands of their colleagues in different fields. Researchers immerse themselves in policy and practice environments; conversely, policymakers and practitioners immerse themselves in research settings.

**YOUTH SERVICE IMPROVEMENT GRANTS (YSIG)** support youth programs in New York City. This program is open to mid-sized, youth-serving nonprofits that are making improvements in an effort to have an even greater impact on young people.

# William T. Grant Scholars Program

The William T. Grant Foundation is dedicated to building the capacity of the research field to produce high-quality, empirical, interdisciplinary work. One of the best ways to do that is by investing in the emerging generations of researchers. Our signature program, the William T. Grant Scholars program, has been doing just that for more than 30 years.

Our Scholars Program supports promising early-career researchers who are within seven years of the receipt of their terminal degree. These five-year awards of \$350,000 enable Scholars to push the boundaries of their current skills and disciplines.

Applicants propose ambitious and creative research and mentoring plans meant to expand their expertise in the social, behavioral, and health sciences. We encourage our Scholars to take risks with their research. One member of the newly inducted class of 2018, for example, is examining dental health among publicly insured, economically disadvantaged youth. Yet another new Scholar is tackling the effects of stigma on lesbian, gay, bisexual, and transgender youth.

Scholars also benefit by guidance from senior researchers who sign on as mentors. These senior colleagues provide training in new skills, but they also facilitate access to professional networks and recommend readings and other courses of study that help Scholars progress in their fields. They receive further guidance at our annual Scholars retreat where Scholars network and workshop with one another, Foundation staff, and guest presenters.

Since 2005, William T. Grant Scholars have also been able to apply for smaller grants to support their own mentoring relationships with junior researchers of color. These awards reflect the Foundation's commitment to our Scholars' professional development as well as to promoting diversity within the research field. In 2013, we awarded four mentoring grants to Scholars Jason Fletcher, Amanda Guyer, Micere Keels, and Bic Ngo.

**More information about the Scholars Program is available on our website.**



# Scholars Selection Committee

**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

**Cynthia García Coll, Ph.D.**

Chair, Scholars Selection Committee  
Director of Institutional Center for  
Scientific Research  
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Co-Director, Center for AIDS  
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and Health  
School of Social Work  
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**Mary Pattillo, Ph.D.**

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Director, Center for Advanced Study  
of Teaching and Learning  
Director, National Center for  
Research in Early Childhood  
Education  
University of Virginia

**Andrew C. Porter, Ph.D.**

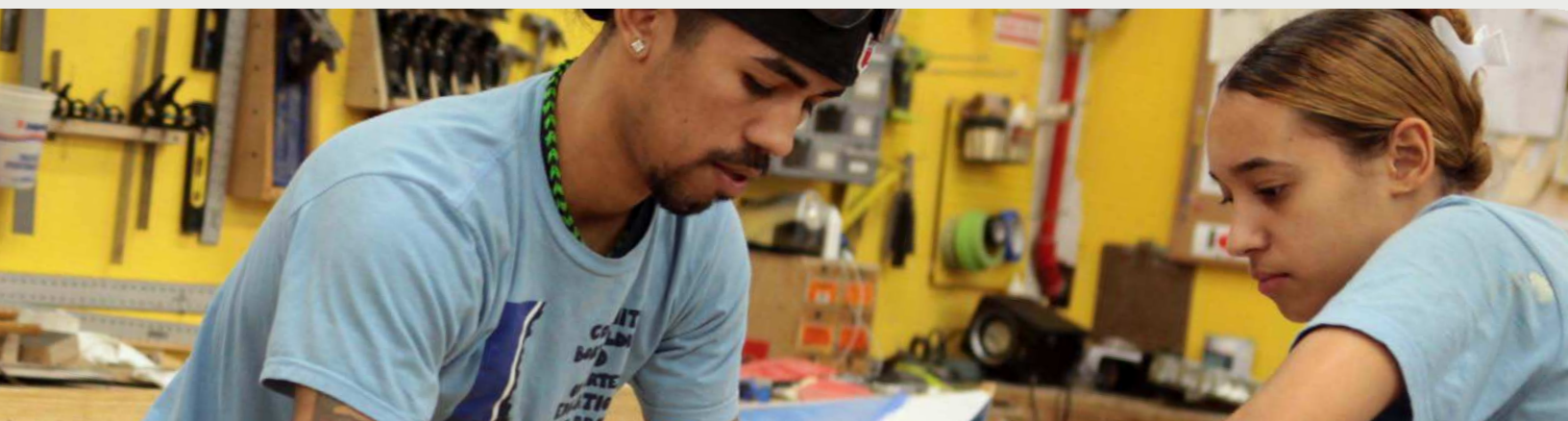
Dean, Graduate School of Education  
George and Diane Weiss Professor of  
Education  
University of Pennsylvania

**Jane Waldfogel, Ph.D.**

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

**Hirokazu Yoshikawa, Ph.D.**

Courtney Sale Ross University  
Professor of Globalization and  
Education  
Co-Director, Institute on  
Globalization and Education  
New York University





# Current William T. Grant Scholars

## CLASS OF 2013

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

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

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

**Brian Mustanski, Ph.D.**  
 Associate Professor  
 Director of the IMPACT LGBT Health and Development Program  
 Department of Medical Social Sciences  
 Northwestern University Feinberg School of Medicine  
*The Internet as a Setting for Sexual Health Development Among Gay Youth*

## CLASS OF 2014

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

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

**Candice L. Odgers, Ph.D.**  
 Associate Professor  
 Associate Director, Center for Child and Family Policy  
 Sanford School of Public Policy  
 Duke University  
*Macro-to-Micro Contextual Triggers of Early Adolescent Substance Exposure*

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

## CLASS OF 2015

**Elizabeth Oltmans Ananat, Ph.D.**  
 Assistant Professor  
 Sanford School of Public Policy  
 Duke University  
*Economic and Social Determinants of the Educational, Occupational, and Residential Choices of Young Adults*

**Phillip Atiba Goff, Ph.D.**  
 Assistant Professor  
 Department of Psychology  
 University of California, Los Angeles  
*Broken Windows, Broken Youth: The Effect of Law Enforcement on Non-White Males' Development*

**Sara Goldrick-Rab, Ph.D.**  
 Associate Professor  
 Department of Sociology  
 University of Wisconsin-Madison  
*Rethinking College Choice in America*

**Patrick Sharkey, Ph.D.**  
 Associate Professor  
 Department of Sociology  
 New York University  
*The Impact of Acute Violence and Other Environmental Stressors on Cognitive Functioning and School Performance*

## CLASS OF 2016

**Joshua L. Brown, Ph.D.**  
 Assistant Professor  
 Department of Psychology  
 Fordham University  
*The Impact of School and Classroom Environments on Youth Mental Health: Moderation by Genetic Polymorphisms*

**Amanda E. Guyer, Ph.D.**  
 Assistant Professor  
 Department of Human and Community Development  
 Center for Mind and Brain  
 University of California, Davis  
*Social Settings as a Context for Neurobiological Sensitivity in Adolescence*

**Bic Ngo, Ph.D.**  
 Associate Professor  
 Department of Curriculum and Instruction  
 University of Minnesota  
*Innovating Culturally Relevant Pedagogy: Insights from Arts Programs Serving Immigrant Youth*

**Elizabeth Levy Paluck, Ph.D.**

Assistant Professor  
Department of Psychology  
Princeton University  
*Creating Tolerant School Settings:  
A Proposal for a Social Networks-  
based Field Experimental  
Intervention*

**Dallas Swendeman, Ph.D., M.P.H.**

Executive Director  
Center for HIV Identification,  
Prevention, and Treatment Services  
(CHIPTS)  
University of California, Los Angeles  
*Mobile Phone Ecological Momentary  
Assessment for Family Functioning,  
Daily Routines, and Settings*

**CLASS OF 2017**

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Associate Professor  
La Follette School of Public Affairs  
University of Wisconsin-Madison  
*Interconnected Contexts: The  
Interplay Between Genetics and  
Social Settings in Youth Development*

**Micere Keels, Ph.D.**

Associate Professor  
Department of Comparative Human  
Development  
Faculty Affiliate, Center for the Study  
of Race, Politics and Culture  
University of Chicago  
*Consequences of the Within-Race/  
Ethnicity Gender Imbalance in the  
College Campus Setting*

**Tamara G.J. Leech, Ph.D.**

Assistant Professor  
Sociology Department  
Director, Survey Research Center  
Indiana University-  
Purdue University Indianapolis  
*Pockets of Peace: Investigating  
Urban Neighborhoods Resilient to  
Adolescent Violence*

**Jelena Obradovic, Ph.D.**

Assistant Professor  
Graduate School of Education  
Project Director, Stanford Project on  
Adaptation and Resilience in Kids  
(SPARK)  
Stanford University  
*Executive Functions and Biological  
Sensitivity in Classroom Settings*

**Monica Tsethlikai, Ph.D.**

Assistant Professor  
Department of Psychology  
University of Utah  
*An Examination of Cultural and  
Cognitive Processes Facilitating  
Positive Youth Development in  
American Indian Communities*

**Tuppett Yates, Ph.D.**

Assistant Professor  
Director, Adversity and  
Adaptation Lab  
Department of Psychology  
University of California, Riverside  
*Settings for Success Among  
Emancipating Foster Youth: Youth  
and Workers in Communication and  
Collaboration*

**CLASS OF 2018**

**Aprile Benner, Ph.D.**

Assistant Professor  
Population Research Center  
University of Texas at Austin  
*Adolescents and the Social Contexts of  
American Schools*

**Donald Chi, DDS, Ph.D.**

Assistant Professor  
Department of Dental Public Health  
Sciences  
Investigator, Northwest Center to  
Reduce Oral Health Disparities  
University of Washington  
*Neighborhood Social Capital and  
Oral Health for Publicly Insured  
Adolescents*

**David Deming, Ph.D.**

Assistant Professor  
Graduate School of Education  
Harvard University Graduate School  
of Education  
*The Long-Term Influence of  
School Accountability: Impacts,  
Mechanisms, and Policy Implications*

**Adriana Galván, Ph.D.**

Assistant Professor  
Department of Psychology  
University of California, Los Angeles  
*Predictors and Outcomes of  
Insufficient Sleep in Disadvantaged  
Youth: A Study of Family Settings and  
Neurobiological Development*

**Phillip Hammack, Ph.D.**

Associate Professor  
Psychology Department  
University of California, Santa Cruz  
*Subverting the Impact of Stigma and  
Subordination: Toward Empowering  
Settings for Sexual Minority Youth*



The William T. Grant Foundation is committed to promoting research that matters.



# Distinguished Fellows

The William T. Grant Foundation is committed to promoting research that matters. We launched the Distinguished Fellows Program in 2004 in an effort to create connections between the research, practice, and policy communities. Through these Fellowships, researchers immerse themselves in policy or practice settings, and policymakers and practitioners dive into research settings.

The program is open to mid-career professionals who are influential in their fields. Our intention is that these professionals will return to their original jobs with more insight into “how the other half lives.” We hope that this will encourage researchers

to produce research that is more user-friendly and that speaks better to the challenges faced by their colleagues in the practice and policy communities. In turn, we hope that practitioners and policymakers will emerge from their Fellowships with a deeper understanding of how the research process works and its implications for their work.

In 2013, we reviewed a total of 25 Letters of Inquiry and seven full proposals and awarded four Fellowships—three researchers and one practitioner. Complete program and eligibility information is available on our website.

## 2013 Distinguished Fellows

### **Lisa Chamberlain, M.D., M.P.H.**

Assistant Professor, Pediatrics  
Stanford University  
*Improving the Well-being of  
California's Youth: Understanding  
the use of high-quality evidence in  
policy formation*

### **Nancy Hill, Ph.D.**

Radcliffe Institute for  
Advanced Study  
Professor, Education  
Harvard University  
*Improving Adolescents' Academic  
Adjustment Holistically: Inter-  
agency collaborations at the state  
and local levels*

### **Jeffrey Kaczorowski, M.D.**

President  
The Children's Agenda  
Associate Professor of Pediatrics,  
University of Rochester  
*The Real World Test: Integration of  
evidence-based research into urban  
public schools' disciplinary practices*

### **Sumie Okazaki, Ph.D.**

Professor, Applied Psychology  
New York University  
*Asian American Students in an  
Urban Public School District:  
Bridging research, policy, and  
practice*







# Youth Service Improvement Grants

While the vast majority of our funding is allocated to research, our Youth Service Improvement Grants (YSIG) program stands out. Though a relatively small portion of our grantmaking efforts, these grants allow us to put our philosophy—improving the lives of young people—into action.

Each YSIG provides \$25,000 over the course of two years to mid-sized organizations in the five boroughs of New York City as they improve their programs for youth. Grants are awarded twice each year, in the spring and fall. All Youth Service Improvement Grantees provide direct services to youth ages 8–25. In 2014, the age range will expand to 5–25.

In 2013, Grantees included arts education organizations, a science museum, community centers, summer camps, and others. Among other goals, their improvements will tackle issues like college and career preparation, sexual health, and crisis management.

This program is administered by a dedicated volunteer committee of non-senior Foundation staff. Grantees are offered optional consulting services through the Youth Development Institute to help them make sustainable improvements. Additional information about the YSIG program is available on our website.





# Rocking the Boat

## Sail and Powerboat Training • Bronx, NY

Located in the Hunts Point neighborhood of the South Bronx, Rocking the Boat promotes environmental awareness, carpentry, and sailing to low-income youth. Participants work together to build wooden boats, learn to row and sail, and restore local urban waterways. Founded in 1996 as a volunteer project, Rocking the Boat has grown into an independent nonprofit organization that serves up to 3,000 youth and community members each year.

Through its Youth Service Improvement Grant (YSIG) award, Rocking the Boat will improve its sail training program, which currently needs more skilled staff to safely and effectively operate the program. This will allow participants to have more time on the water with hands-on support for students. To accomplish this, Rocking the Boat will engage State

University of New York (SUNY) Maritime to provide sailing and powerboat training to 15 of its program assistants. The program assistants are Rocking the Boat alumni, and the training will allow them to build on skills they developed as participants in the program. In addition to staffing the sail training program, some program assistants will go on to obtain instructor certification, which will enable them to train Rocking the Boat staff in the future.

In 2005, Rocking the Boat received another YSIG to support its boatbuilding and education program. In fact, the program was featured in our 2005 Annual Report. The new grant will build on these previous improvements, allowing Rocking the Boat to empower more youth.

# New York Hall of Science

Queens, NY

Founded as part of the 1964 World's Fair, the New York Hall of Science is a hands-on science and technology learning center. The Hall's mission is to bring the excitement of science and technology to visitors by galvanizing their curiosity and offering creative, participatory learning opportunities.

The Science Career Ladder, the Hall's signature program, recruits and trains high school students as Explainers. These young people greet visitors and encourage them to interact with the exhibits. Explainers are trained in methods of inquiry, science content, the scientific method, and how to communicate with the public. They also receive

college and career readiness services that foster interest in STEM careers.

New York Hall of Science will use its YSIG award to create a stronger focus on critical thinking, authentic investigation, and discovery in Explainer training. The Hall will hire consultants with expertise in inquiry and design-based activities to develop curricula for the Science Career Ladder. Staff and Explainers will participate in a week-long summer inquiry institute on the theory and practice of inquiry and design-based activities. The Hall will also revamp its promotion process and create benchmarks more in line with 21st century skills.





# Board of Trustees

In 2013, after successfully recruiting Adam Gamoran as the Foundation's president, the Board of Trustees moved to the next step: ensuring a smooth transition. As Board Chair Henry Gooss said in last year's Annual Report, "Bob Granger will retire as our president in September and Adam Gamoran will succeed him. While that is easily said, the process is much more complex."

Before bidding farewell to Bob Granger in August, the Board acknowledged his accomplishments over the last 10 years, especially his research initiative on youth social settings. At the same time, they groomed Dr. Gamoran to take the reins in September. With both the incoming and outgoing presidents, the Board engaged in several stimulating conversations about the Foundation's future directions before mobilizing around Dr. Gamoran's new research initiative: reducing inequality.

In June, Program Committee Chair Melvin Oliver left the Board after four years of service. He was replaced by longtime Committee member Andrew Porter. At the same time, Sara McLanahan and Lisa Hess retired after serving the maximum of three terms. In October, the Foundation welcomed two new Trustees—Prudence Carter and Scott Evans. Dr. Carter is a leading scholar on inequality and Mr. Evans brings a wealth of finance expertise both through his career as an investment professional and his service on the Boards of several other nonprofit organizations.

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



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

**SCOTT EVANS, M.B.A.**, was most recently executive vice president of Asset Management at TIAA-CREF, where he held various executive positions, including chief investment officer, since 1997. He currently serves as a member of the investment committee of Tufts University and as an external advisor to the ABP Pension Fund. He was also a member of the Board of Trustees of Barnard College and the Dean's Advisory Council at Northwestern University's Kellogg School of Management. In addition, Mr. Evans chaired the Finance Committee of the Rockefeller Family Fund. He earned his M.B.A. from Northwestern University.

*Standing (L-R): Henry E. Gooss, Judson Reis, Margaret R. Burchinal, Prudence Carter, Olivia Golden, Andrew C. Porter, Russell Pennoyer; Seated (L-R): Scott Evans, Christine James-Brown, Nancy Gonzales, Ken Prewitt, Adam Gamoran.*



**OLIVIA GOLDEN, PH.D.**, is an institute fellow at the Urban Institute, where she focuses on child and family programs, specifically service providers. She previously served as director of state operations for New York and as director of the Child and Family Services Agency of the District of Columbia. She earned her doctorate at the Kennedy School of Government at Harvard University.

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

**HENRY E. GOOSS** (Chair) is a senior advisor of Investor Growth Capital, Inc., the venture capital arm of Investor AB, a Swedish industrial holding company, where he also served as president from 2005 through 2008. Prior to joining Investor AB in 1998, he had been chief investment officer of Chase Manhattan Bank and its predecessors since 1986. He began his career at Brown Brothers Harriman & Co., and earned his M.B.A. from New York University.

**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.

**LISA HESS** is president and managing partner of SkyTop Capital Management LLC. She is also a regular contributor to *Forbes* magazine. From 2002 to 2008, she served as chief investment officer for the Loews Corporation. Ms. Hess also previously held positions at Goldman Sachs, Odyssey Partners, and First Boston. She was a founding partner of Zesiger Capital Group, and was a member of the U.S. Treasury Debt Management Advisory Committee. She earned her M.B.A. at the University of Chicago.

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

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

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

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

**ANDREW C. PORTER, PH.D.**, is dean of the University of Pennsylvania's Graduate School of Education, where he also serves on the faculty as the George and Diane Weiss Professor of Education. Dr. Porter has also taught at Michigan State, the University of Wisconsin-Madison, and Vanderbilt University. He earned his doctorate at the University of Wisconsin-Madison.

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

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



# Active Grants in 2013



## RESEARCH GRANTS

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

**Betty Achinstein, Ph.D.**

**Rodney Ogawa, Ph.D.**

University of California, Santa Cruz  
\$580,000, 2010–2014

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

**Joseph Allen, Ph.D.**

**Robert Pianta, Ph.D.**

University of Virginia  
\$1,251,445, 2006–2010  
\$150,000, 2009–2013

*Project SCOPE: Summer Counselor Outreach for Improving Postsecondary Enrollment*

**Christopher Avery, Ph.D.**

**Lindsay Page, Ed.D.**

Harvard University

**Benjamin Castleman, Ed.D.**

University of Virginia  
\$24,956, 2012–2013

*Understanding Consequential Assessment of Teaching (UCAST)*

**Courtney Bell, Ph.D.**

Educational Testing Service

**Nathan Jones, Ph.D.**

Boston University

**Jennifer Lewis, Ph.D.**

Wayne State University  
\$537,866, 2012–2015

*Understanding Transactional Relationships Between Supportive Classroom Settings and Positive Youth Development*

**Marc Brackett, Ph.D.**

**Christina Crowe, Ph.D.**

**Susan Rivers, Ph.D.**

Yale University  
\$90,537, 2013–2014

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

**Catherine Bradshaw, Ph.D.**

**Debra Furr-Holden, Ph.D.**

**Philip Leaf, Ph.D.**

Johns Hopkins University  
\$750,000, 2011–2014

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

**Joshua Brown, Ph.D.**

New York University

**Stephanie Jones, Ph.D.**

Harvard University  
\$524,340, 2006–2010  
\$14,107, 2008–2013

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

**Christopher Browning, Ph.D.**

**Catherine Calder, Ph.D.**

**Elizabeth Cooksey, Ph.D.**

**Mei-Po Kwan, Ph.D.**

Ohio State University  
\$599,952, 2012–2014

*Research Use by Federal Policymakers on Student and School Success*

**Prudence Carter, Ph.D.**

**Linda Darling-Hammond, Ed.D.**

Stanford University  
\$596,258, 2012–2014

*From Users to Coproducers of Research Evidence: A Study of Place-Based Research Partnerships*

**Cynthia Coburn, Ph.D.**

University of California, Berkeley

**William Penuel, Ph.D.**

University of Colorado, Boulder  
\$585,216, 2012–2014

*Housing Contexts and Youth Development within Urban Low-Income Families*

**Rebekah Coley, Ph.D.**

Boston College

**Linda Burton, Ph.D.**

Duke University

**Tama Leventhal, Ph.D.**

Tufts University  
\$324,841, 2011–2013

*Health Risk Trajectories Across Adolescence: Understanding Gender Differences*

**Rebekah Coley, Ph.D.**

**James Mahalik, Ph.D.**

Boston College

**Sara Jaffee, Ph.D.**

King's College, London  
\$394,058, 2010–2014

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

**Harris Cooper, Ph.D.**

Duke University

\$56,955, 2013

\$336,036, 2013–2015

*Statewide Performance Based Assessments in Mathematics: Understanding Tennessee's Efforts to Scale-Up Reform*

**Richard Correnti, Ph.D.**

**Zahid Kisa, M.A.**

University of Pittsburgh  
\$24,464, 2013–2014

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

**Robert Crosnoe, Ph.D.**

University of Texas at Austin

**Margaret Burchinal, Ph.D.**

University of North Carolina at Chapel Hill

**Tama Leventhal, Ph.D.**

Tufts University

**Kathleen McCartney, Ph.D.**

Harvard University  
\$322,315, 2010–2014



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

**E. Mark Cummings, Ph.D.**  
**Jennifer Cummings, Ph.D.**  
**W. Brad Faircloth, Ph.D.**  
**Julie Schatz, Ph.D.**

University of Notre Dame  
\$405,995, 2008–2009  
\$150,000, 2010–2011  
\$99,999, 2012–2013

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

**Alan Daly, Ph.D.**  
University of California, San Diego  
**Kara Finnigan, Ph.D.**  
University of Rochester  
\$342,246, 2009–2011  
\$599,916, 2011–2014

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

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

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

**Jason Downer, Ph.D.**  
**Bridget Hamre, Ph.D.**  
**Megan Stuhlman, Ph.D.**  
University of Virginia  
\$98,998, 2009–2014

*The Role of Youth Settings in Young Adult Development: The Ecological Context of Rural Poverty*

**Gary Evans, Ph.D.**  
Cornell University  
\$406,399, 2009–2014

*Contextual Predictors of Research Evidence Use among High and Low Minority Concentrated Areas*

**Antonio Garcia, Ph.D.**  
University of Pennsylvania  
\$25,000, 2012–2014

*State Education Agency Use of Research Evidence to Improve Schooling for Youth*

**Margaret Goertz, Ph.D.**  
University of Pennsylvania  
**Diane Massell, Ph.D.**  
**Elizabeth Moje, Ph.D.**  
University of Michigan  
\$596,823, 2010–2013

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

**Claude Goldenberg, Ph.D.**  
**Edward Haertel, Ph.D.**  
Stanford University  
\$99,999, 2009–2013

*The Causes of Truancy and Dropout: A Mixed-Methods Experimental Study in Chicago Public Schools*

**Jonathan Guryan, Ph.D.**  
Northwestern University  
**Sandra Christenson, Ph.D.**  
University of Minnesota  
**Amy Claessens, Ph.D.**  
**Jens Ludwig, Ph.D.**  
University of Chicago  
**Philip Cook, Ph.D.**  
Duke University  
**Mimi Engel, Ph.D.**  
Vanderbilt University  
\$597,811, 2011–2014

*Fostering Natural Mentoring in Small Learning Communities*

**Stephen Hamilton, Ed.D.**  
**Mary Agnes Hamilton, Ph.D.**  
Cornell University  
\$25,000, 2013–2014

*Networks of Teachers Affect Children in Transition (Project NTACT)*

**Jill Hamm, Ph.D.**  
University of North Carolina  
**Soo-Yong Byun, Ph.D.**  
Pennsylvania State University  
\$529,432, 2012–2015

*Understanding the Obama Plan for Growing Evidence-Based Policies*

**Ron Haskins, Ph.D.**  
**Isabel Sawhill, Ph.D.**  
**R. Kent Weaver, Ph.D.**  
The Brookings Institution  
\$300,000, 2011–2014

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

**Jerald Herting, Ph.D.**  
**Taryn Lindhorst, Ph.D.**  
University of Washington  
\$158,496, 2011–2012  
\$555,733, 2012–2015

*Improving the Measurement of Classroom Mathematics Instruction*

**Heather Hill, Ph.D.**  
Harvard University  
**Robin Jacob, Ph.D.**  
**Geoffrey Phelps, Ph.D.**  
University of Michigan  
\$400,000, 2009–2013

*Research Use as Learning: The Case of School District Central Offices*

**Meredith Honig, Ph.D.**  
University of Washington  
\$383,338, 2011–2014

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

**JoAnn Hsueh, Ph.D.**  
MDRC  
**E. Mark Cummings, Ph.D.**  
University of Notre Dame  
\$550,000, 2010–2014

*Interpretation and Use of Research Evidence in Bilingual Education Policy and Practice*

**Eric Johnson, Ph.D.**

Washington State University  
\$25,000, 2013–2014

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

**Thomas Keller, Ph.D.**

**Carla Herrera, Ph.D.**

**Bowen McBeath, Ph.D.**

Portland State University

**Renee Spencer, Ed.D.**

Boston University  
\$604,949, 2013–2016

*Contexts That Support Effective Teaching in New York City Schools*

**James Kemple, Ed.D.**

New York University

**William Marinell, Ed.D.**

Harvard University  
\$25,000, 2012–2013

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

**Katherine Klein, Ph.D.**

University of Pennsylvania

**N. Andrew Cohen, Ph.D.**

George Washington University  
\$592,110, 2013–2019

*Principal Transitions: A Longitudinal, Multilevel Social Network Analysis*

**Katherine Klein, Ph.D.**

University of Pennsylvania

**N. Andrew Cohen, Ph.D.**

George Washington University

**Alan Daly, Ph.D.**

University of California, San Diego

**Kara Finnigan, Ph.D.**

University of Rochester

\$24,990, 2011–2014

*Parenting New Teen Drivers*

**Robert Laird, Ph.D.**

University of New Orleans

\$515,382, 2012–2015

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

**Reed Larson, Ph.D.**

**Marcela Raffaelli, Ph.D.**

University of Illinois at

Urbana-Champaign

\$640,034, 2010–2013

\$699,806, 2013–2016

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

**Maria LaRusso, Ed.D.**

Strategic Education Research

Partnership

**Joshua Brown, Ph.D.**

Fordham University

**Stephanie Jones, Ph.D.**

Harvard University

\$500,000, 2009–2011

\$24,976, 2011–2014

*Fostering Evidence Use in Child Welfare Policies Regarding Psychotropic Medications*

**Laurel Leslie, M.D.**

Tufts Medical Center

**Lawrence Palinkas, Ph.D.**

University of Southern California

\$405,643, 2011–2013

*How Do Intermediary Organizations Promote Research Evidence for Educational Policymaking?*

**Christopher Lubienksi, Ph.D.**

University of Illinois at

Urbana-Champaign

**Elizabeth DeBray, Ed.D.**

University of Georgia

**Janelle Scott, Ph.D.**

University of California, Berkeley

\$607,052, 2011–2015

*Research Use in Organized Out-of-School Contexts*

**Joseph Mahoney, Ph.D.**

University of California, Irvine

\$249,998, 2012–2014

*Procedures that Optimize the Reliability and Validity of Classroom Observations*

**Andrew Mashburn, Ph.D.**

Portland State University

**Joseph Allen, Ph.D.**

**J. Patrick Meyer, Ph.D.**

University of Virginia

\$224,388, 2011–2014

*Policy Ideas, Entrepreneurs, and Education Research*

**Lorraine McDonnell, Ph.D.**

**M. Stephen Weatherford, Ph.D.**

University of California,

Santa Barbara

\$453,620, 2010–2013

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

**Susan McHale, Ph.D.**

**David Almeida, Ph.D.**

**Ann Crouter, Ph.D.**

**Laura Klein, Ph.D.**

**Robert Stawski, Ph.D.**

Pennsylvania State University

\$499,079, 2009–2014

*Income Instability, Family Processes, and Youth Development*

**Pamela Morris, Ph.D.**

New York University

**Lisa Gennetian, Ph.D.**

Harvard University

**Heather Hill, Ph.D.**

University of Chicago

\$299,997, 2013–2015

*Assessing the Viability of Staff Surveys as a Measure of Afterschool Program Quality*

**Neil Naftzger, M.P.A.**

American Institutes for Research

\$125,000, 2011–2014

*Healthy Start: Children as Targets for Preventing Disease in Adult Life*

**Constance Nathanson, Ph.D.**

**James Colgrove, Ph.D.**

**Peter Messeri, Ph.D.**

**John Santelli, M.D.**

Columbia University

\$528,239, 2012–2015

*Exploring School Administrators' Acquisition/Use of Research Evidence About Instructional, Health, and Social Skills Programs*

**Jennifer Neal, Ph.D.**  
**Zachary Neal, Ph.D.**  
Michigan State University  
\$24,998, 2013–2014

*The Distinct Role of Intermediary Organizations in Fostering Research Utilization for State College Completion Policy*

**Erik Ness, Ph.D.**  
**James Hearn, Ph.D.**  
University of Georgia  
\$350,000, 2013–2016

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

**Sandra Newman, Ph.D.**  
**C. Scott Holupka, Ph.D.**  
Johns Hopkins University  
\$395,823, 2012–2014

*Using Evidence to Improve Medicaid Mental Health Services for Massachusetts Children and Youth*

**Joanne Nicholson, Ph.D.**  
Dartmouth College  
**Laurel Leslie, M.D.**  
Tufts Medical Center  
**Susan Maciolek, M.A.**  
Independent Consultant  
\$552,517, 2010–2012  
\$24,553, 2012–2013

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

**Lawrence Palinkas, Ph.D.**  
University of Southern California  
**Patricia Chamberlain, Ph.D.**  
Oregon Social Learning Center  
\$180,179, 2009–2010  
\$254,202, 2011–2013

*The Motivational and Learning Benefits of Autonomy-Supportive Classroom Practices*

**Erika Patall, Ph.D.**  
University of Texas at Austin  
\$92,684, 2012  
\$400,008, 2013–2014

*Contextualizing Gay-Straight Alliances: Who They Serve and Variability in How They Function as Youth Settings*

**Paul Poteat, Ph.D.**  
Boston College  
**Hirokazu Yoshikawa, Ph.D.**  
New York University  
\$24,754, 2012–2013

*Understanding Processes of Crime and Desistance Among Gang Associated Delinquent Youths*

**Victor Rios, Ph.D.**  
University of California, Santa Barbara  
\$305,019, 2011–2014

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

**Susan Rivers, Ph.D.**  
**Marc Brackett, Ph.D.**  
**Christina Crowe, Ph.D.**  
**Peter Salovey, Ph.D.**  
Yale University  
\$336,198, 2011–2013  
\$495,725, 2013–2016

*Everyday Family Life and Susceptibility to Upper Respiratory Infections*

**Theodore Robles, Ph.D.**  
**Paul Chung, M.D.**  
**Rena Repetti, Ph.D.**  
**Richard Slatcher, Ph.D.**  
University of California, Los Angeles  
\$500,000, 2009–2012  
\$25,000, 2012–2013

*Solving the Dropout Crisis? Evaluating the Impact of Rising 9th Grade On-track Rates in Chicago*

**Melissa Roderick, Ph.D.**  
**Camille Farrington, Ph.D.**  
University of Chicago  
\$330,796, 2013–2015

*A Grants Program for Early-Career Researchers to Conduct Secondary Data Analyses of the Measures of Effective Teaching Longitudinal Database (MET LDB)*

**Brian Rowan, Ph.D.**  
University of Michigan  
\$143,750, 2013–2014

*Crime, Context, and Academic Performance*

**Amy Ellen Schwartz, Ph.D.**  
**Patrick Sharkey, Ph.D.**  
New York University  
\$300,000, 2011–2014

*An Experimental Study of Neighborhood Stigma and the Penalty of Place*

**Patrick Sharkey, Ph.D.**  
**Jacob Faber, M.S.**  
New York University  
\$24,810, 2013–2014

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

**Sandra Simpkins, Ph.D.**  
**Cecilia Menjivar, Ph.D.**  
**Roger Millsap, Ph.D.**  
Arizona State University  
\$386,382, 2013–2016

*School Disciplinary Climate and Educational Outcomes for African American Students: Phase II, School-Level Analyses*

**Russell Skiba, Ph.D.**  
**Robin Hughes, Ph.D.**  
Indiana University  
\$463,929, 2010–2014

*Strengthening After-school Programs*

**Emilie Smith, Ph.D.**  
**Kathryn Hynes, Ph.D.**  
**D. Wayne Osgood, Ph.D.**  
**Daniel Perkins, Ph.D.**  
Pennsylvania State University  
**Howard Rosen, Ph.D.**  
Hempfield Behavioral Health, Inc.  
\$1,499,920, 2009–2014



*Aligning Summer Learning and Afterschool*

**Charles Smith, Ph.D.**

The Forum for Youth Investment

**Sarah Pitcock, M.A.**

National Summer Learning Association

\$25,000, 2013–2013

*The Role of Settings on Relational and Academic Engagement for Latino Community College Students*

**Robert Teranishi, Ph.D.**

New York University

**Carola Suárez-Orozco, Ph.D.**

**Marcelo Suárez-Orozco, Ph.D.**

University of California, Los Angeles

\$499,201, 2010–2012

\$25,000, 2012–2013

*APT Validation Study II: Improving Rater Reliability*

**Allison Tracy, Ph.D.**

**Linda Charmaraman, Ph.D.**

Wellesley College

\$300,000, 2013–2015

*How Big Are Summer Learning Gaps? Using Seasonal Comparisons to Understand Whether Schools or Other Settings Are the Primary Source of Test-Score Inequality*

**Paul von Hippel, Ph.D.**

University of Texas at Austin

**Doug Downey, Ph.D.**

Ohio State University

\$299,671, 2013–2015

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

**Robert Waldinger, M.D.**

Massachusetts General Hospital

\$90,996, 2010–2011

\$24,956, 2012–2015

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

**Barbara Wolfe, Ph.D.**

**Jason Fletcher, Ph.D.**

**Marsha Seltzer, Ph.D.**

University of Wisconsin-Madison

\$355,742, 2010–2014

*Research Evidence Use by Private Child Welfare Agencies*

**Fred Wulczyn, Ph.D.**

University of Chicago

**Lawrence Palinkas, Ph.D.**

University of Southern California

\$214,729, 2013–2014

## **WILLIAM T. GRANT SCHOLARS**

*Economic and Social Determinants of the Educational, Occupational, and Residential Choices of Young Adults*

**Elizabeth Ananat, Ph.D.**

Duke University

\$350,000, 2010–2015

*Adolescents and the Social Contexts of American Schools*

**Aprile Benner, Ph.D.**

University of Texas at Austin

\$350,000, 2013–2018

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

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

Boston Medical Center

\$350,000, 2008–2014

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

**Joshua Brown, Ph.D.**

Fordham University

\$350,000, 2011–2016

*Neighborhood Social Capital and Oral Health for Publicly-Insured Adolescents*

**Donald Chi, D.D.S., Ph.D.**

University of Washington

\$350,000, 2013–2018

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

**Stefanie DeLuca, Ph.D.**

Johns Hopkins University

\$350,000, 2008–2014

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

**David Deming, Ph.D.**

Harvard University

\$350,000, 2013–2018

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

**Jason Fletcher, Ph.D.**

University of Wisconsin-Madison

\$350,000, 2012–2017

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

**Adriana Galván, Ph.D.**

University of California, Los Angeles

\$350,000, 2013–2018

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

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

Duke University

\$350,000, 2007–2013

*Broken Windows, Broken Youth: The Effect of Law Enforcement on Non-White Male Development*

**Phillip Goff, Ph.D.**

University of California, Los Angeles

\$350,000, 2010–2015

*Rethinking College Choice in America*

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

University of Wisconsin-Madison

\$350,000, 2010–2015

*Social Settings as a Context for Neurobiological Sensitivity in Adolescence*

**Amanda Guyer, Ph.D.**

University of California, Davis

\$350,000, 2011–2016

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

**Phillip Hammack, Ph.D.**

University of California, Santa Cruz

\$350,000, 2013–2018

*Minority Student Success in Higher Education*

**Alisa Hicklin Fryar, Ph.D.**

University of Oklahoma  
\$350,000, 2008–2014

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

**Guanglei Hong, Ph.D.**

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

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

**Micere Keels, Ph.D.**

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

*Peer Networks and Adolescent Sexual Development*

**Derek Kreager, Ph.D.**

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

*Pockets of Peace: Investigating Urban Neighborhoods Resilient to Adolescent Violence*

**Tamara Leech, Ph.D.**

Indiana University/Purdue University  
\$350,000, 2012–2017

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

**Brian Mustanski, Ph.D.**

Northwestern University  
\$350,000, 2008–2014

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

**Bic Ngo, Ph.D.**

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

*Executive Functions and Biological Sensitivity in Classroom Settings*

**Jelena Obradovic, Ph.D.**

Stanford University  
\$350,000, 2012–2017

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

**Candice Odgers, Ph.D.**

Duke University  
\$350,000, 2009–2014

*The Role of Community-Based Organizations in the Lives of Immigrant and Second-Generation Youth*

**Dina Okamoto, Ph.D.**

University of California, Davis  
\$350,000, 2007–2013

*Promoting Tolerant School Settings: A Social Networks Field Experimental Intervention*

**Elizabeth Paluck, Ph.D.**

Princeton University  
\$350,000, 2011–2016

*Social Processes in Juvenile Probation*

**Craig Schwalbe, Ph.D.**

Columbia University  
\$350,000, 2009–2014

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

**Patrick Sharkey, Ph.D.**

New York University  
\$350,000, 2010–2015

*The Determinants of Mexican-Origin Adolescents' Participation in Organized Activities: The Role of Culture, Settings, and the Individual*

**Sandra Simpkins, Ph.D.**

Arizona State University  
\$350,000, 2007–2013

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

**Dallas Swendeman, Ph.D.**

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

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

**Monica Tsethlikai, Ph.D.**

University of Utah  
\$350,000, 2012–2017

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

**Tuppett Yates, Ph.D.**

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

## **WILLIAM T. GRANT SCHOLARS MENTORING GRANTS**

*Mentoring Dania Francis*

**Elizabeth Ananat, Ph.D.**

Duke University  
\$60,000, 2011–2013

*Mentoring Norma Padrón*

**Jason Fletcher, Ph.D.**

University of Wisconsin-Madison  
\$85,000, 2013–2015

*Mentoring Jesus Renteria*

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

University of Wisconsin-Madison  
\$60,000, 2011–2013

*Mentoring Roberta Schriber*

**Amanda Guyer, Ph.D.**

University of California, Davis  
\$85,000, 2013–2015

*Mentoring Myles Durkee and Elan Hope*

**Micere Keels, Ph.D.**

University of Chicago  
\$85,000, 2013–2015

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

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

### **WILLIAM T. GRANT DISTINGUISHED FELLOWS**

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

*Understanding the Educational  
Ecology of Formal and Informal  
Organizations in Pittsburgh*  
**Kevin Crowley, Ph.D.**  
University of Pittsburgh  
\$200,000, 2010–2013

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

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

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

*Designing, Implementing, and  
Validating the Next Generation of  
Teacher Evaluation Systems*  
**John Tyler, Ed.D.**  
Brown University  
\$195,474, 2010–2013

### **PROGRAM DEVELOPMENT, COMMUNICATIONS, AND ADVOCACY**

*Developing Creative, Practical  
Policy Tools to Assist Federal Officials  
in Implementing New Federal  
Evidence-Based Reforms*  
**Jonathan Baron, J.D.**  
Coalition for Evidence-Based Policy  
\$100,000, 2013–2014

*Planning for Long-Term  
Sustainability for an Effective Model  
of Building Evidence-Based Youth  
and Family Policy*  
**Karen Bogenschneider, Ph.D.**  
University of Wisconsin-Madison  
\$50,000, 2013–2014

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

*Catalyzing a Network of Educational  
Networks to Learn How to Improve*  
**Anthony Bryk, Ed.D.**  
Carnegie Foundation for the  
Advancement of Teaching  
\$100,000, 2012–2014

*Qualitative Consulting Service  
for Supporting Mixed-Methods  
Research and Workshops*  
**Eli Lieber, Ph.D.**  
University of California, Los Angeles  
\$80,825, 2012  
\$76,322, 2013

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

*NPR Coverage of Youth-Related  
Issues*  
**Lorraine Ross, M.A.**  
National Public Radio  
\$275,000, 2011–2013

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

### **OTHER**

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

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

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

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



*Fighting for Reliable Evidence:  
The Next Challenge*

**Judith Gueron, Ph.D.**

MDRC

\$17,250, 2013–2015

*Facilitating Use of Evidence-Based  
Observational and Improvement  
Tools in K-12*

**Bridget Hamre, Ph.D.**

University of Virginia

\$24,983, 2011–2013

*Are We Learning from K-12  
Philanthropic Investments?*

**Jeffrey Henig, Ph.D.**

Columbia University

\$25,000, 2012–2013

*Building Stronger Research-Practice/  
Policy Connections in Child Welfare*

**Christine James-Brown**

Child Welfare League of America

\$25,000, 2012–2013

*Champions for America's Future*

**David Kass, M.P.A., M.A.**

Council for a Strong America

\$20,000, 2012–2013

*For Youth Who Drop Out: Pathways  
or Merely Stops along the Way?*

**Peter Kleinbard, M.A.**

Good Shepherd Services

\$25,000, 2011–2013

*Pre-Design Phase for the Center for  
Evidence-based Policymaking*

**James Kohlmoos**

National Association of State Boards  
of Education

\$25,000, 2012–2013

*Education Policy and Youth Voting*

**Peter Levine, D.Phil.**

Tufts University

\$24,873, 2012–2013

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

**Mark Lipsey, Ph.D.**

Vanderbilt University

**Joseph Durlak, Ph.D.**

Loyola University

**Sandra Wilson, Ph.D.**

Vanderbilt University

\$29,7825, 2012–2014

*Influencing Social Policy*

**Kenneth Maton, Ph.D.**

University of Maryland, Baltimore  
County

\$25,000, 2012–2014

*Children and Military Families*

**Sara McLanahan, Ph.D.**

Princeton University

\$25,000, 2013–2013

*Pathways to Success for Junior and  
Mid-Career Faculty of Color*

**Rashmita Mistry, Ph.D.**

University of California, Los Angeles

\$11,224, 2012–2013

*Improving Studies of the Impact  
of Group Level Interventions  
on Program Quality and Youth  
Outcomes*

**Stephen Raudenbush, Ed.D.**

University of Chicago

**Howard Bloom, Ph.D.**

MDRC

\$150,000, 2011

\$300,000, 2011–2012

\$300,000, 2012–2013

\$466,628, 2013–2014

*District-University Partnerships  
to Improve English Learner  
Instructional Policies and Practices*

**Sean Reardon, Ed.D.**

Stanford University

\$20,000, 2012–2014

*SRA Young Scholars Program*

**Stephen Russell, Ph.D.**

Society for Research on Adolescence

\$22,500, 2013–2014

*SRCD Congressional Fellowship  
Program*

**Lonnie Sherrod, Ph.D.**

**Martha Zaslow, Ph.D.**

Society for Research in Child  
Development

\$354,984, 2013–2015

*Strengthening Connections Among  
Child and Family Research, Policy,  
and Practice: An SRCD Special  
Topic Meeting*

**Lonnie Sherrod, Ph.D.**

Society for Research in Child  
Development

\$15,800, 2013–2014

*Researcher-Policymaker Interactions*

**Cheryl Smithgall, Ph.D.**

University of Chicago

\$25,000, 2013–2014

*Teachers on Teacher Evaluation  
Reform*

**Thomas Toch, M.A.**

Education Writers Association

\$19,140, 2012–2013

## **YOUTH SERVICE IMPROVEMENT GRANTS**

*ACE Summer Pilot Program*

**Katrina Adams**

Harlem Junior Tennis and Education  
Program, Inc.

\$25,000, 2012–2013

*Educational Benchmarking  
Framework*

**Erica Ahdoot**

The Go Project

\$25,000, 2012–2013

*Essential Improvements to DTE's  
Arts for Under-Served Youth Program*

**Martha Bowers**

Dance Theatre Etcetera

\$25,000, 2013–2015

*Casita Maria smART Kids Staff  
Training*

**Sarah Calderon**

Casita Maria, Inc.

\$25,000, 2011–2013

*Second Year Curriculum  
Development Project*

**Claudette C’Faison**  
New York Youth at Risk  
\$25,000, 2012–2013

*Teaching 21st Century Skills in  
After School*

**Philip Courtney**  
Urban Art Partnership  
\$25,000, 2013–2014

*Technology Service Corps Staff  
Training Initiative*

**Stephanie Cuskey**  
NPowerNY  
\$25,000, 2013–2014

*Young Adult Program Improvement  
Project*

**Jill Eisenhard**  
Red Hook Initiative  
\$25,000, 2012–2014

*Queens Teens: A Tiered Approach*

**Tom Finkelpearl**  
Queens Museum of Art  
\$25,000, 2012–2014

*Sail and Powerboat Training*

**Adam Green**  
Rocking the Boat, Inc.  
\$25,000, 2013–2014

*ALLL Teaching Artist Training:  
Higher Expectations for Learning*

**Ila Gross, M.Ed.**  
Learning through an Expanded Arts  
Program, Inc. (Leap)  
\$25,000, 2012–2013

*Gender-Specific Program for Middle  
School Boys*

**Christopher Hanway**  
Jacob A. Riis Neighborhood  
Settlement House  
\$25,000, 2012–2013

*Science Career Ladder: Training for  
Design-Based Learning*

**Margaret Honey, Ph.D.**  
New York Hall of Science  
\$25,000, 2013–2014

*Tribeca Teaches*

**Beth Janson**  
Tribeca Film Institute  
\$25,000, 2012–2013

*Camp Fiver Curriculum  
Improvement*

**Christie Ko**  
Fiver Children’s Foundation  
\$25,000, 2013–2014

*Basic Skills Boot Camp, Summer 2013*

**Amanda Kraus, M.A.**  
Row New York, Inc.  
\$25,000, 2012–2013

*Create Success: College Bound*

**Joyce Mattera**  
Children of the City  
\$25,000, 2013–2014

*Writing Improvement Project*

**John McIvor, Ph.D.**  
Summer On the Hill  
\$25,000, 2012–2013

*Curriculum Development Project  
for Coro’s Mayor’s Youth Leadership  
Council (MYLC)*

**Scott Millstein, M.P.A.**  
Coro New York Leadership Center  
\$25,000, 2012–2013

*LEAP for Girls Curriculum Update*

**Jasmine Nielsen, M.P.H.**  
Love Heals Inc.  
\$25,000, 2013–2014

*College Access Project*

**Randolph Peers**  
Opportunities for a Better Tomorrow  
\$25,000, 2011–2013

*Managing Crisis in Turbulent Times*

**Lyn Pentecost, Ph.D.**  
The Lower Eastside Girls Club  
\$25,000, 2013–2014

*Spring and Fall SAT Prep*

**Darren Quinlan**  
Renaissance-E.M.S.  
\$25,000, 2013–2015

*Applying Program Quality  
Self-Assessment to Build a  
Sustainable Program to Train  
and Support Youth Workers*

**Margarita Rosa**  
Grand Street Settlement  
\$25,000, 2013–2014

*Merit Badge System of Achievement*

**Amy Sananman**  
Groundswell Community Mural  
Project  
\$25,000, 2013–2014

*College Bound*

**Ted Smith**  
New Heights Youth Inc  
\$25,000, 2012–2013

*Vital High School Voices: Technical  
Theatre Curriculum*

**Stephen Sunderlin**  
Vital Theatre Company  
\$25,000, 2013–2014

*Teaching Creative Writing across  
the Curriculum*

**Amy Swauger**  
Teachers & Writers Collaborative  
\$25,000, 2013–2014

*Social Worker in Residency  
(SWR) Project*

**Kellie Terry-Sepulveda**  
THE POINT Community  
Development Corporation  
\$25,000, 2012–2014

# Foundation Staff

**Ellen Bracken, M.A.**  
Research Assistant

**Sharon Brewster**  
Grants Coordinator, Discretionary  
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Receptionist/Administrative  
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(through August 2013)

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Communications Specialist  
(through April 2014)

**Vivian Louie, Ph.D.**  
Program Officer  
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Coordinator, Human Resources  
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**Deborah McGinn**  
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**Lenore Neier**  
Manager, Communications  
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**Ruth G. Nolan**  
Assistant to the President and  
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Grants Coordinator, Major Grants

**Linda Rosano**  
Director of Information Technology

**McPhail Simon**  
Staff Accountant II

**Damisela Taveras**  
Senior Program Assistant

**Vivian Tseng, Ph.D.**  
Vice President, Program  
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Grants Coordinator,  
William T. Grant Scholars

**Julie Wong**  
Manager, Grantmaking Operations

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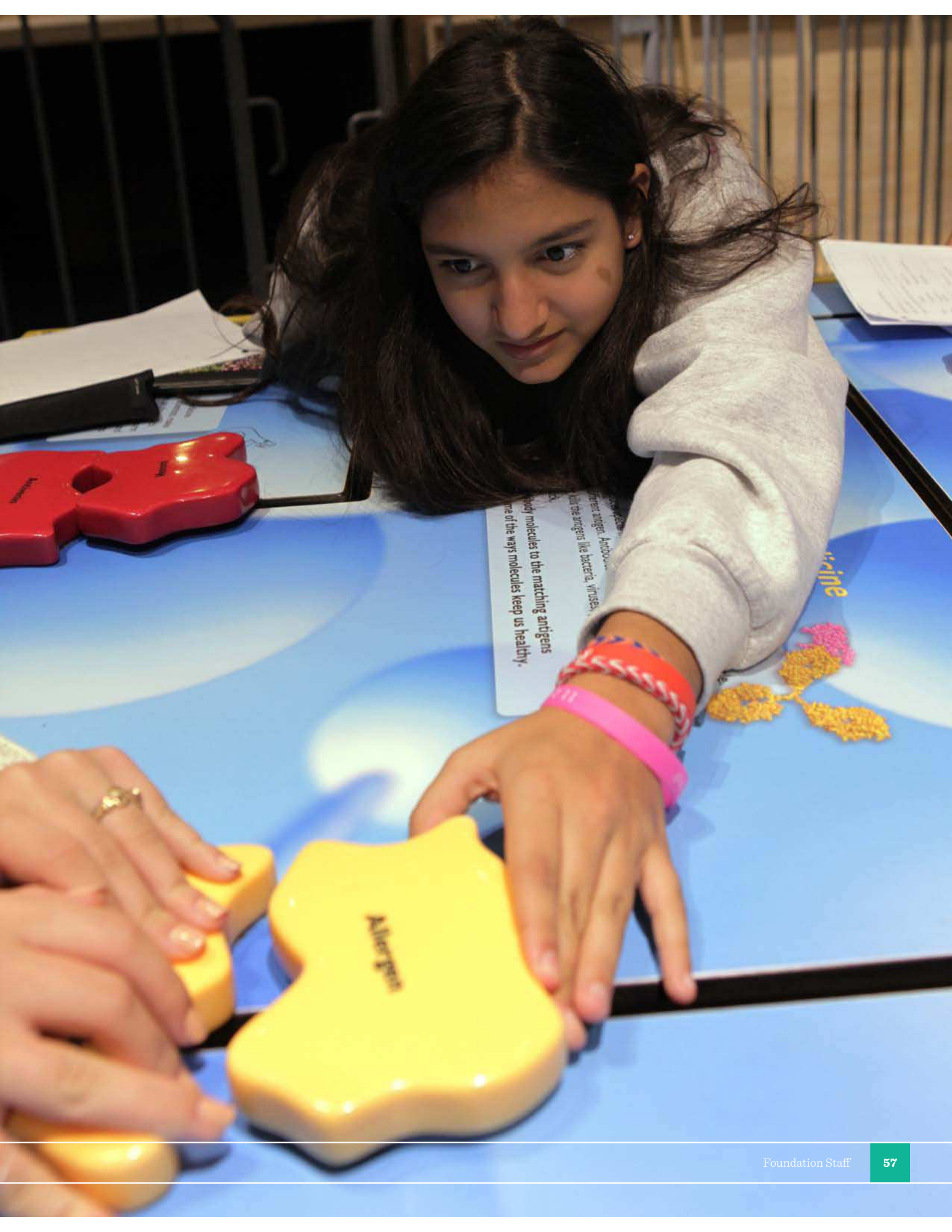
**Carola Suárez-Orozco, Ph.D.**  
(as of May 2014)

**Edward Seidman, Ph.D.**  
(through April 2014)

**Thomas S. Weisner, Ph.D.**  
(through April 2014)

**Brian L. Wilcox, Ph.D.**  
(through April 2014)





Antibodies are proteins that bind to antigens like bacteria, viruses, and other molecules to the matching antigens. One of the ways molecules keep us healthy.





# Reviewers

Our reviewers represent the policy, practice, and—of course—research communities. They all play a critical role in ensuring that we fund high-quality proposals that demonstrate strong potential to have impact. We are grateful for their service in 2013.

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All photographs © 2014 **Tanya Braganti Photography LLC**

*The photographs in this Annual Report were taken at Rocking the Boat and the New York Hall of Science, described on pages 42–43, which were funded by the Foundation through the Youth Service Improvement Grants program.*



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