



William T. Grant
FOUNDATION



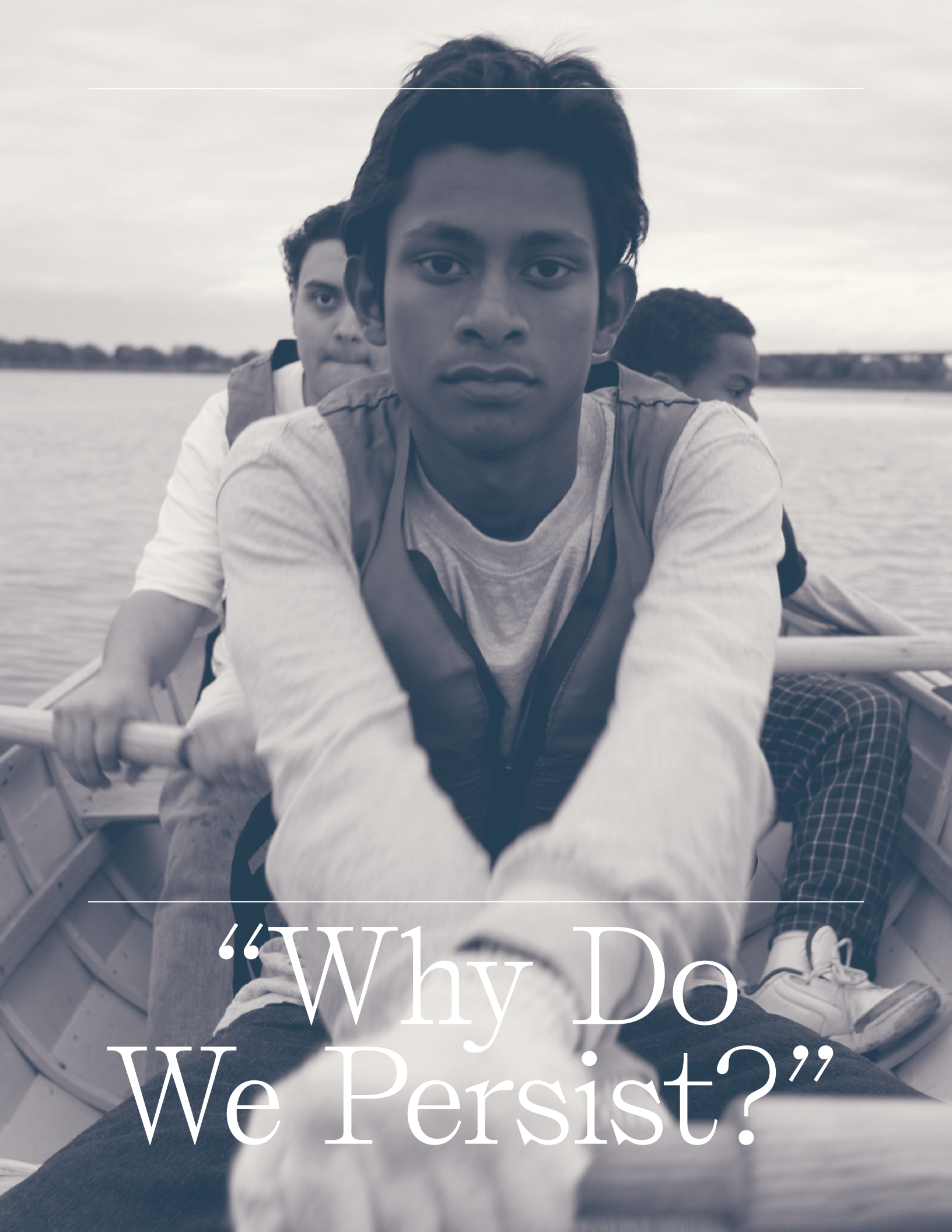
2018 Annual Report

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“Why Do
We Persist?”

President's Letter

Adam Gamoran
President

Why do we persist?

In these dark times for evidence—when national leaders turn their backs on science and members of the public are increasingly skeptical of authoritative findings—why do we continue to fund social science research to improve the lives of young people? In today's climate, can we expect that our investments in research on reducing inequality in youth outcomes and on improving the use of research evidence in policy and practice will ever pay off?

We continue to pursue our mission for three reasons. First, despite the darkness of current anti-science rhetoric, there are also points of light—instances of agreement on the value of evidence for better decision making. For example, in late-2018, Congress passed the Foundations of Evidence-Based Policymaking Act, which encourages federal agencies to use data that our government already collects, or that is produced through their own analyses or by providing access to researchers, to make smarter policy decisions. One of our grantees, the Bipartisan Policy Center, played a key role in helping Congress understand the value of this legislation.

A second reason why we persist in supporting research is that even when we encounter opposition to evidence-informed thinking at the federal level, much of the leverage

we can obtain to improve policy and practice is at the state and local levels. For example, 2018 witnessed the flowering of six Rapid Response Research grants, staff-directed awards we made to researchers working as partners with public agencies and nonprofits to protect vulnerable populations of youth. Thanks to these grants we have now seen:

- A professional development program for teachers to work with Muslim refugee children in a “new immigrant” community in North Carolina
- Research-backed, locally contextualized recommendations for youth employment in Puerto Rico in the aftermath of hurricanes Irma and Maria discussed at the highest levels of government
- Evidence-based commentary on proposed regulatory changes that would make it more difficult for children of immigrants to receive the services to which they are legally entitled
- A briefing for social service agencies in rural Ohio on evidence-based interventions to combat adolescent opioid use disorder
- A webinar for over 500 child welfare professionals on helping immigrant children cope with a climate of heightened immigration enforcement
- A web-based resource on creating safe spaces for LGBTQ youth in Texas

A unique feature of the Rapid Response Research grants is that they support work in areas where empirical research already exists, but the findings needed to be contextualized to inform agency actions or decisions. Another distinctive element is that the research products are not designed to be *disseminated*, but are intended to serve as points of *engagement* between the researchers and their agency partners.

A third reason to continue to support research is that even if the findings our grantees produce today do not have a ready audience immediately, they will have one in the future. For example, one of the historic contributions of the William T. Grant Foundation was *The Forgotten Half*

report, which, published in 1988, decried national under-investment in young people who did not attend college. It was not until well into the 1990s that policies began to emerge that drew on the insights of the report. Likewise, although findings from 2018 on policies and programs to reduce inequality or strategies to improve evidence in education, justice, child welfare, and other domains may not find a policy or programmatic outlet today, they may yet in the future.

As the poet and songwriter Leonard Cohen expressed:

Ring the bells that still can ring
Forget your perfect offering
There is a crack, a crack in everything
That's how the light gets in.

(“Anthem,” 1992)

When it comes to producing evidence that gets used for policy and practice, there are cracks in everything, and that's where the light will get in.

And that is why we persist.

Adam Gamoran
President

WILLIAM T. GRANT FOUNDATION



Chair's Letter

Russell Pennoyer
Board Chair

One of the thornier challenges of funding social science research is measuring the impact of our work. Unlike those who support research in life sciences, we cannot point to molecules mapped, drugs discovered, or diseases cured. Instead we must find more indirect evidence.

This task is made even more difficult as we focus our broad mission, “supporting research to improve the lives of young people” on two narrower goals: “supporting research to reduce inequality in youth outcomes” and “supporting research to identify, build, and test strategies to ensure that research evidence is used in ways that benefit youth.” Both of these present high hurdles in terms of measurement. It is not enough that a study yields interesting and important results, it must also illuminate a way to reduce inequality. Similarly, the field is also at the early stages of understanding how to move high quality and relevant research off the shelf and into the toolkits of policymakers and practitioners.

Over the past year, the Foundation’s Trustees and staff devoted a portion of each Board meeting to grappling with such challenges. We are fortunate to include on our Board experts in relevant academic fields, leaders of major youth-related programs, and Trustees with deep experience in the investment world who bring an outsider’s perspective to the conversation.

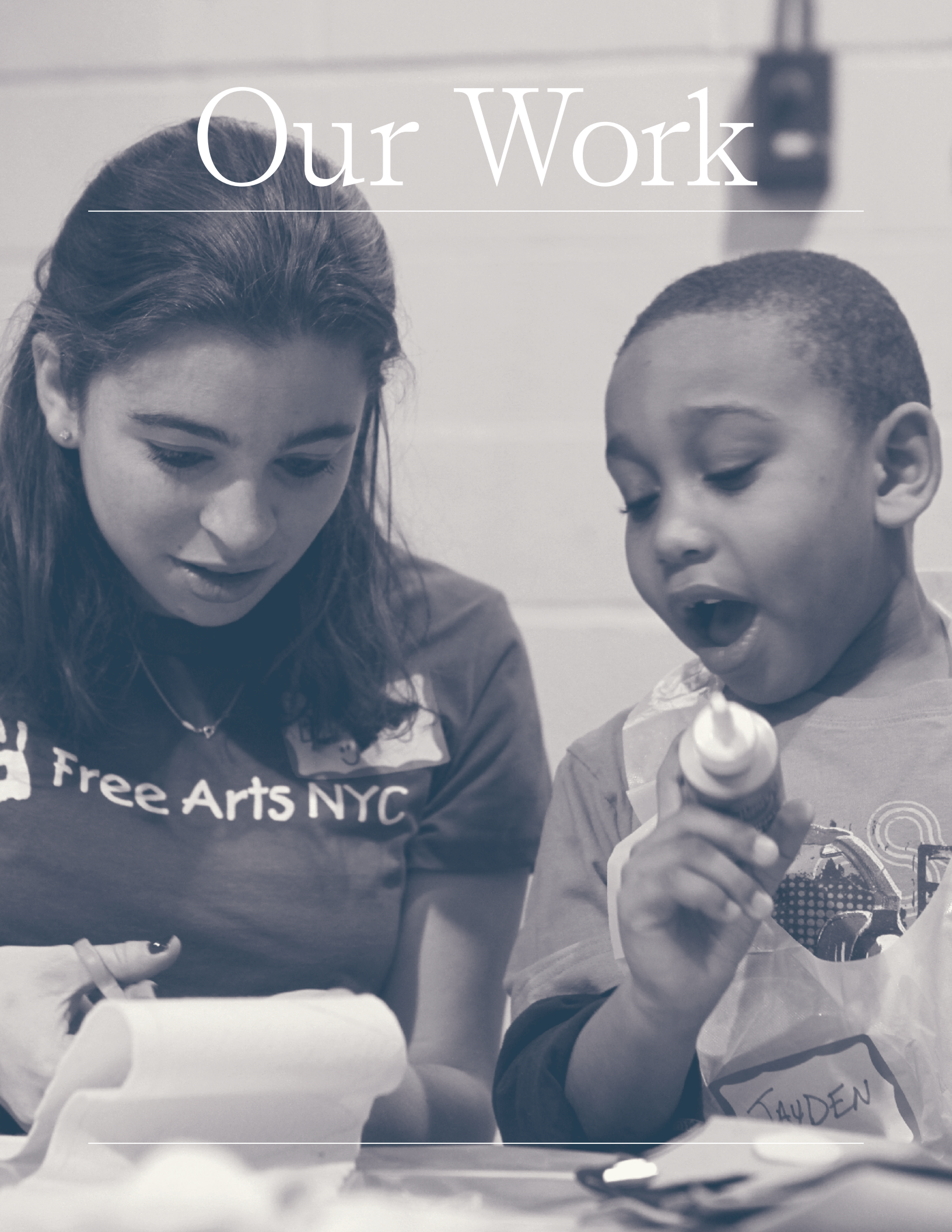
Of course, building bodies of useful knowledge will require more than a single study and improving social policy will require more than communicating findings on a single silver bullet solution. There is also rarely a simple linear pathway from start to finish. Instead we hope for a cumulative effect from the studies we fund. While many of our objectives are long-term, there are also short-term considerations: How are we learning from our work and continuously improving our programming? Can we multiply our resources by collaborating with other funders? Are we building capacity and nurturing the development of early-career researchers whose ideas may shape the future?

Ultimately, we'd like to know whether and how our work today is positioned to make a difference in the long run. Despite the challenges in both achieving impact and measuring it, I could not imagine a group more dedicated to address such tasks than the staff and Trustees at the Foundation.

The William T. Grant Foundation has a rich, 80-year, history. In 2018, we lost two former presidents, Dr. Robert J. Haggerty and Dr. Beatrix (Betty) Hamburg. Dr. Haggerty's tenure spanned the 1980s and included the inception of the Faculty Scholars Program (now the William T. Grant Scholars Program), as well as the formation of the Foundation's Commission on Youth, Family, and Citizenship in America. Dr. Hamburg served as President from 1992 to 1998 and was also a Trustee of the Foundation for over two decades. The first woman and the first and only African American to serve as President, Dr. Hamburg charted a course that resounds in our work today. It is fitting to remember both Dr. Haggerty and Dr. Hamburg, two remarkable leaders, as we seek to move the Foundation forward and ensure the value of its contributions for years to come.

Russell Pennoyer
Board Chair

Our Work



Focus Areas

The Foundation’s mission is to support research to improve the lives of young people ages 5-25 in the United States. We pursue this mission by building bodies of useful research within a finite set of focus areas.

Reducing Inequality

Our focus on reducing inequality in youth outcomes grew out of our view that research can do more than help us understand the problem of inequality—it can point us toward effective responses. Although there is mounting research evidence about the scope, causes, and consequences of inequality in the United States, we need stronger bodies of knowledge on ways to reduce it. To address this complex challenge, we support research from a range of disciplines and methodologies, and we encourage investigations into various systems, including justice, housing, child welfare, mental health, and education. The common thread across all of this work, however, is a distinct and explicit focus on reducing inequality—one that goes beyond describing the causes or consequences of unequal outcomes and, instead, aims to build, test, or understand policy, program, or practice responses.

Improving the Use of Research Evidence

Across disciplines and methodologies, researchers strive to explore complex challenges, reveal new ideas, or build on existing knowledge that can make a positive impact in the real world. But these aspirations go unrealized far too often. Be it a single study or a body of compelling

evidence, research is simply not used enough to contribute to the change we envision. The literature suggests that for research to be used it needs to address issues that are relevant to decision makers—it needs to be deliberated, and it needs to be supported by the values, routines, and tools of users. Trusting relationships can help develop research that is relevant, facilitate deliberation, and help repurpose resources, redirect politics, and reshape routines to use research evidence. Still, there remain unanswered questions that are critical to understanding how to improve the production and use of relevant research evidence to improve youth outcomes. To answer these questions, the Foundation focuses on supporting work that can identify and test strategies to create and improve the conditions for use.

Funding Programs

Research Grants on Reducing Inequality

Research grants on reducing inequality support research to build, test, and increase understanding of approaches to reducing inequality in youth outcomes, especially on the basis of race, ethnicity, economic standing, language minority status, or immigrant origins. We are interested in research on programs, policies, and practices to reduce inequality in academic, social, behavioral, and economic outcomes.

*Research Grants on
Improving the Use
of Research Evidence*

Research grants on improving the use of research evidence support research to identify, build, and test strategies to ensure that research evidence is used in ways that benefit youth. We are particularly interested in research on improving the use of research evidence by state and local decision makers, mid-level managers, and intermediaries.

*William T. Grant
Scholars Program*

The William T. Grant Scholars Program supports career development for promising early-career researchers. The program funds five-year research and mentoring plans that significantly expand researchers' expertise in new disciplines, methods, and content areas. We recognize that early-career researchers are rarely given incentives or support to take measured risks in their work, so this award includes a mentoring component, as well as a supportive academic community.

*Institutional
Challenge Grant*

The Institutional Challenge Grant encourages university-based research institutes, schools, and centers to build sustained research-practice partnerships with public agencies or nonprofit organizations in order to reduce inequality in youth outcomes. To do so, research institutions will need to shift their policies and practices to value collaborative research. They will also need to build the capacity of researchers to produce relevant work and the capacity of agency and nonprofit partners to use research.

*Youth Service
Improvement Grants*

The Youth Service Improvement Grants (YSIG) program supports activities to improve the quality of direct services for young people ages 5 to 25 in the five boroughs of New York City. The long-term goal of YSIG is to strengthen existing services by helping youth-serving nonprofit organizations address challenges or remedy problems at the point of service, where staff and youth interact.





2018 By the Numbers

59 active research grants on reducing inequality in youth outcomes, including 12 new grants awarded in 2018

24 active research grants on improving the use of research evidence, including 3 new grants awarded in 2018

\$500k The Foundation invested over \$500,000 in rapid response research projects that brought together researchers and practitioners to address problems in real time

16 active grants to support and improve youth service programs in New York City

\$650k

Our first Institutional Challenge Grant committed \$650,000 to a research-practice partnership that seeks to protect low-income families in the crosshairs of the opioid epidemic and to strengthen supports and respect for faculty engaged in partnerships

29

early-career researchers developed new expertise as part of the William T. Grant Scholars program

\$450k

Nearly half a million dollars went toward supporting mentoring relationships between faculty and junior scholars of color

54

unique institutions are represented in the cohort of 2018 grantees

Financial Summary



Statement of Activities

	<i>Year Ended December 31</i>	
<i>Revenue</i>	2018	2017
Investment return		
Interest and dividends	\$ 5,042,213	\$ 4,942,896
Net realized and unrealized (loss) gain on investments	(17,345,434)	42,971,309
	(12,303,221)	47,914,205
Less direct investment expenses	826,155	908,552
Net investment return	(13,129,376)	47,005,653
Rental income	102,883	173,683
Total revenue	(13,026,493)	47,179,336
<i>Expenses</i>		
Grant awards	12,506,697	12,463,185
Other program services	4,825,781	4,213,867
Operations and governance	1,318,042	2,304,764
Total expenses	18,650,520	18,981,816
Change in net assets	(31,360,727)	27,696,574
<i>Net assets without restrictions</i>		
Beginning of year	332,875,007	305,178,433
End of year	\$ 301,514,280	\$ 332,875,007



Statement of Financial Position

	<i>Year Ended December 31</i>	
<i>Assets</i>	2018	2017
Cash and cash equivalents	\$ 4,470,927	\$ 4,391,414
Accrued investment income and other receivables	166,473	1,534,616
Prepaid Federal excise tax	73,849	295,192
Investments	313,361,678	345,073,185
Prepaid expenses and other assets	167,052	109,700
	<u>\$ 318,239,979</u>	<u>\$ 351,404,107</u>
<i>Liabilities and net assets</i>		
<i>Liabilities</i>		
Accounts payable and accrued expenses	\$ 335,279	\$ 290,631
Grants payable	12,347,354	13,149,794
Postretirement benefit obligation	2,627,777	2,828,891
Deferred Federal excise tax	1,134,000	2,141,000
Deferred rent	281,289	118,784
Total Liabilities	<u>16,725,699</u>	<u>18,529,100</u>
Net assets without restrictions	<u>301,514,280</u>	<u>332,875,007</u>
	<u>\$ 318,239,979</u>	<u>\$ 351,404,107</u>



New and Active Grants in 2018

Research Grants

Reducing Inequality

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

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

Developing Indicators of Educational Equity

Constance Citro
Judith Koenig
National Academy of Sciences
\$100,000, 2015-2019

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

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

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

Jason Fletcher
Jenna Nobles
University of Wisconsin-Madison
Stephen Ross
University of Connecticut
\$312,715, 2015-2018

Understanding For Whom and Under What Conditions Growth Mindset Interventions Reduce Educational Inequalities:

A Nationally-Representative Experiment
David Yeager
Chandra Muller
Robert Crosnoe
University of Texas at Austin
\$580,478, 2015-2019

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

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

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

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

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

Amy Halberstadt
North Carolina State University

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

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

Joseph Allen
University of Virginia
Karen Guskin
Wyman Center
\$709,611, 2016-2020

Can Housing Assistance Reduce Inequality Among Youth?

Sandra Newman
C. Scott Holupka
Johns Hopkins University
\$384,424, 2016-2019

Understanding the Experience of Majority and Minority Status through Photovoice

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

*Focused Classroom Coaching
and Widespread Racial Equity in
School Discipline*

Anne Gregory
Rutgers, the State University
of New Jersey
Joseph Allen
Erik Ruzek
University of Virginia
Christopher Hafen
Northern Virginia Community
College
Amori Mikami
University of British Columbia
\$180,000, 2016-2019

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

Ingrid Ellen
New York University
Jeanne Brooks-Gunn
Columbia University
Elyzabeth Gaumer
NYC Dept. of Housing
Preservation & Development
\$400,000, 2016-2020

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

Jens Ludwig
University of Chicago
Jonathan Guryan
Northwestern University
Kelly Hallberg
University of Chicago Urban Labs
\$530,507, 2016-2019

Building Grit

Lauren Eskreis-Winkler
Angela Duckworth
University of Pennsylvania
\$124,435, 2016-2019

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

Carolyn Heinrich
Vanderbilt University
Annalee Good
University of Wisconsin, Madison
\$597,569, 2016-2019

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

Richard Kahlenberg
The Century Foundation
\$345,000, 2016-2019

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

Elizabeth Ananat
Anna Gassman-Pines
Christina Gibson-Davis
Duke University
\$229,922, 2016-2019

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

Laura Hill
Public Policy Institute of California
Julian Betts
University of California, San Diego
\$584,478, 2016-2019

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

Patrick Tolan
Joanna Williams
Lauren Molloy Elreda
University of Virginia
\$375,000, 2016-2019

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

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

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

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

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

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

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

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

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

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

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

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

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

David Kirkland
New York University
Matthew Diemer
Michigan State University

Sara McAlister
Brown University
\$600,000, 2017-2020

Course Corrections: Assessing the Value of Prison-Based Education for Incarcerated Youth in Washington State
Dan Goldhaber
University of Washington
James Cowan
American Institutes for Research
\$526,782, 2017-2020

A Multi-Year Evaluation of the Boston Youth Summer Employment Program and Features to Reduce Inequality Across Groups
Alicia Modestino
Northeastern University
Trinh Nguyen
Boston Mayor's Office of Workforce Development
\$280,714, 2017-2020

Improving Experiences and Outcomes of Immigrant Youth: An Examination of the Internationals Network for Public Schools
Hua-Yu Sebastian Cherng
Adriana Villavicencio
New York University
Reva Jaffe-Walter
Montclair State University
\$588,189, 2017-2020

When Can Money Close Achievement Gaps? School Funding and Class Inequality of Educational Achievement
Emily Rauscher
The University of Kansas Center for Research, Inc.
\$25,000, 2017-2018

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

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

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

Which Low-Income Students Beat the Odds to Get College Success and Payoffs, and What Advice do Counselors Give Them?
James Rosenbaum
Northwestern University
\$25,000, 2017-2019

Higher Education and Inequality: What Can We Really Do?
Sandy Baum
The Urban Institute
\$25,000, 2017-2018

Putting Immigration & Education in Conversation Everyday: Supporting Immigrant Students in a Changing Policy Environment
Rebecca Lowenhaupt
Boston College
Dafney Dabach
University of Washington
Roberto Gonzales
Harvard University
Ariana Mangual Figueroa
The Graduate Center, CUNY
\$50,000, 2017-2019

To What Extent do Kindergarten Entry Assessments and Policies Reflect Best Practices for Assessing English Learners?
Debra Ackerman
Educational Testing Service
\$24,698, 2017-2018

Connected Scholars: A Mixed Methods Investigation of a Social Capital Intervention for First-Generation College Students
Sarah Schwartz
Suffolk University
Jean Rhodes
University of Massachusetts, Boston
Renee Spencer
Boston University
\$582,150, 2018-2020

Effects of Legal Status Change (DACA) on Individuals, within Families, and Across Local Ecosystems
Robert Smith
Baruch College
\$599,999, 2018-2021

Can Food Scholarships Reduce Inequality by Improving College Persistence Among Community College Students?
Daphne Hernandez
Daniel O'Connor
University of Houston
Sara Goldrick-Rab
Temple University
\$557,691, 2018-2020

An Investigation of the Language Demands in Standards, Assessments, and Curricular Materials for English Learners
Mikyung Wolf
Educational Testing Service
Alison Bailey
University of California, Los Angeles
\$580,485, 2018-2021

Implementing State-Level Policy Reform to Eliminate School Discipline Disparities: A Mixed Methods Examination
Jessika Bottiani
Catherine Bradshaw
University of Virginia
\$150,403, 2018-2021

Crossroads: Reducing Inequality and Promoting Positive Youth Development by Understanding Juvenile Justice Processing
Elizabeth Cauffman
University of California, Irvine
\$598,937, 2018-2020

Do School-based Health Services Reduce Academic and Behavioral Inequalities among Youth?
Michel Boudreaux
University of Maryland College Park
Brandy Lipton
San Diego State University
\$282,879, 2018-2021

Reducing Youth Mental Health Inequalities through Peer Practices: A Daily Diary Study of Ethnic/Racial Peer Interactions
Yijie Wang
Michigan State University
\$50,000, 2018-2019

Can Reducing Disparities in Parental Health Behaviors Reduce Disparities Among Children? Evidence from Dental Visits
Brandy Lipton
San Diego State University
Research Foundation
\$42,916, 2018-2018

Trauma Responsive Educational Practices: CPS-TREP Project Collaborative
Micere Keels
Shanette Porter
University of Chicago
\$597,128, 2018-2021

Tackling SES Gaps in Child Cognitive Development
Jane Waldfogel
Columbia University
\$50,000, 2018-2019

Expanding the National Evaluation of the LEAP Initiative
Patrice Cromwell
Jeffrey Poirier
Annie E. Casey Foundation
John Martinez
Louisa Treskon
MDRC
\$250,000, 2018-2019

Strategies to Productively Reincorporate Formerly Incarcerated Black and Latino Youth into Communities
Jennifer Doleac
University of Virginia
\$50,000, 2018-2018

How Do State Social Assistance Policies and Practices Impact Utilization and Outcomes Among Hispanic Low Income Youth?
Lisa Gennetian
New York University
\$274,912, 2018-2021

Examining the Impact of Variations in Performance-Based Funding Policies on Reducing Inequality in Student Outcomes
Justin Ortagus
University of Florida
Robert Kelchen
Seton Hall University
Kelly Rosinger
Pennsylvania State University
\$204,528, 2018-2019

Rikers Island Longitudinal Study
Bruce Western
Columbia University
Emily Wang
Yale University School of Medicine
\$599,899, 2018-2021

School Climate: Responding to Latino Youth's Educational and Socio-emotional Inequality
Melissa Delgado
The University of Arizona
\$49,995, 2018-2020

FRRM: A Father-Son Intervention to Reduce Teen Fatherhood and Long-term Inequality Among Black and Latino Male Youth
Vincent Guilamo-Ramos
New York University Silver School of Social Work
\$600,000, 2018-2021

Building the Evidence that Research Evidence Matters
Fred Wulczyn
Lily Alpert
Kerry Monahan-Price
Chapin Hall at the University of Chicago
\$305,656, 2018-2019

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

Understanding and Reducing Racial and Ethnic Disparities in the Kings County District Attorney's Office: A Research Proposal
Michael Jacobson
Research Foundation of the City University of New York
Eric Gonzalez
Brooklyn District Attorney's Office
\$299,905, 2018-2020

Education Opportunity Monitoring Project (EOMP)
Sean Reardon
Stanford University
\$349,979, 2016-2019

Use of Research Evidence

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

Jerald Herting
Taryn Lindhorst
University of Washington
\$714,229, 2011-2019

Intermediaries' Role in Transferring Research Evidence from "Producers" to "Consumers": The Case of School-Based Programs

Jennifer Neal
Zachary Neal
Michigan State University
\$540,126, 2014-2018

Comparative Effectiveness of Narratives to Promote Provider Adoption of Evidence Related to Antipsychotics Use for High-Risk Youth

David Rubin
Children's Hospital of Philadelphia
Zachary Meisel
University of Pennsylvania
\$598,892, 2014-2019

Financing the Policy Discourse: How Advocacy Research Funded by Private Foundations Shapes the Debate on Teacher Quality

Sarah Reckhow
Michigan State University
Megan Tompkins-Stange
University of Michigan
\$277,895, 2015-2018

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

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

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

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

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

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

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

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

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

Karen Bogenschneider
Robert Asen
University of Wisconsin-Madison
\$435,281, 2015-2018

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

Itzhak Yanovitzky
Rutgers University Foundation
Matthew Weber
University of Minnesota, Twin Cities
\$457,862, 2016-2018

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

Emmeline Chuang
University of California, Los Angeles
Bowen McBeath
Portland State University
Crystal Collins-Camargo
University of Louisville
\$363,711, 2016-2019

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

Jill Perry
William Firestone
University of Pittsburgh
\$511,360, 2017-2019

A Cost-Utility Framework to Facilitate Evidence-Based Decision Making in Schools

Fiona Hollands
Teachers College, Columbia University
Henry Levin
Columbia University
\$839,616, 2017-2019

Coordinated Knowledge Systems: Connecting Evidence to Action to Engage Students in School-Based Mental Health

Bruce Chorpita
University of California, Los Angeles
Kimberly Becker
University of South Carolina
\$1,159,897, 2017-2021

Bridging the Divide Between the Impact and Improvement Science Communities

Rebecca Maynard
University of Pennsylvania
\$25,000, 2017-2018

Diffusing Research Evidence in Educational Systems

Kara Finnigan

University of Rochester
 Alan Daly
 University of California, San Diego
 \$339,982, 2018-2019

Impact of the Research-to-Policy Collaboration Model: Testing an Approach to Improve the Use of Evidence

Daniel Crowley
 J. Taylor Scott
 Pennsylvania State University
 Lauren Supplee
 Child Trends Incorporated
 Kathryn Oliver
 London School of Hygiene and Tropical Medicine
 \$553,028, 2018-2020

Community Academic Partnership for Translational Use of Research Evidence (CAPTURE) in Policy and Practice

Gregory Aarons
 Danielle Fettes
 Amy Green
 University of California, San Diego
 Cathleen Willging

Pacific Institute for Research and Evaluation (PIRE)
 \$948,079, 2018-2022

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

Fred Wulczyn
 Amy Dworsky
 Chapin Hall at the University of Chicago
 \$268,453, 2016-2019

From Add-on to Add-in Approaches to Supporting Research Use: The Case of Educational Leadership for Equity

Meredith Honig
 Lydia Rainey
 Rainey
 University of Washington
 \$600,000, 2018-2020

Towards Democratizing Evidence: Assessing Engagement of Community-Based Groups in Research/Practice Partnerships
 Ira Lit

Stanford University
 \$25,000, 2018-2019

Technical Assistance and Uses of Research Evidence in Child Welfare: What Do We Know and Where Do We Need to Go?

Allison Metz
 University of North Carolina at Chapel Hill
 \$50,000, 2018-2019

Research-Practice Partnerships White Paper 2.0

Caitlin Farrell
 University of Colorado at Boulder
 \$50,000, 2018-2019

Optimizing the Impact of Public-Academic Partnerships in Fostering Policymakers' Use of Research Evidence

Christina Kang-Yi
 University of Pennsylvania
 \$49,733, 2018-2019

Understanding Youth Social Settings

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

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

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

Thomas Keller
 Carla Herrera
 Bowen McBeath
 Portland State University
 Renee Spencer

Boston University
 \$604,949, 2013-2018

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

Ken Frank
 Kristen Bieda
 Michigan State University
 Serena Salloum
 Ball State University
 Peter Youngs
 University of Virginia
 \$599,996, 2014-2019

Influences of Classroom-level Social Settings on Language and

Content Learning in Linguistically Diverse Classrooms

Amanda Kibler
 Ohio State University
 Lauren Molloy
 Nancy Deutsch
 University of Virginia
 \$580,002, 2014-2018

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

Stephen Raudenbush
 University of Chicago
 Veronica Wald
 NORC at the University of Chicago
 \$516,306, 2014-2018

Complex Equations: Algebra Instruction in the Common Core Era
Morgan Polikoff
University of Southern California
Thurston Domina
University of North Carolina at Chapel Hill
\$503,612, 2014-2018

Mentor Families: Setting-Level Component to Improve Mentoring Outcomes for At-Risk Youth
Kimberly Henry
Shelley Haddock
Lise Youngblade
Rachel Lucas-Thomas
Colorado State University
Lindsey Weiler
University of Minnesota
\$599,784, 2015-2019

Bright Stars: Technology-Mediated Settings for Urban Youth as Pathways for Engaged Learning
Cassandra Scharber
University of Minnesota, Twin Cities
Cynthia Lewis
University of California, Santa Cruz
\$599,905, 2015-2019

Leveling the Playing Field for High School Choice through Decision Supports: A Randomized Intervention Study
Sean Corcoran
New York University
Jennifer Jennings
Princeton University
Carolyn Sattin-Bajaj
Seton Hall University
Sarah Cohodes
Harvard University
\$447,671, 2015-2018

The Dynamics of Peer Influence and Student Decision Making in An Era of School Choice
David Hachen
Jennifer Flashman
University of Notre Dame
Megan Andrew
RAND Corporation
\$621,629, 2015-2018

The Middle School Classroom Language Environment: Interactions Among Teachers and Youth and Effects on Literacy
Perla Gamez
Loyola University Chicago
Nonie Lesaux
Harvard University
\$239,172, 2015-2018



Rapid Response Research Grants

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

*Thriving after Surviving: Strategies
for Improving Muslim Refugee
Student Outcomes*
Jen'nan Read
Duke University
\$63,000, 2018-2018

*Stories and Numbers: Creating Safe
Schools for LGBT Youth in Texas*
Stephen Russell
University of Texas at Austin
\$99,806, 2018-2019

*Immigration, Deportation, and
Child Welfare: Advancing
Knowledge to Improve Practice*
Mark Greenberg
Migration Policy Institute
\$70,000, 2018-2019

*Evidence-based Interventions for
Adolescent Opioid Use Disorder—
What Might Work for High-Risk
Ohio Counties?*
Lisa Clemans-Cope
The Urban Institute
\$91,512, 2018-2019

*Connecting Puerto Rican Youth to
Employment: Leveraging Disaster
Recovery as a Pathway to
Economic Security*
John Martinez
MDRC
\$100,000, 2018-2019

William T. Grant Distinguished Fellows

*Improving Child Health through
Data-Driven Policy and Planning
in Housing and Community
Development*
Megan Sandel
Boston Medical Center
\$175,000, 2016-2019

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

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

Institutional Challenge Grant

*Protecting Vulnerable Families
and Children in the Crosshairs
of the Opioid Epidemic: A
Research-Practice Partnership*
Rachel Dunifon
Cornell University
Anna Steinkraus
Cornell Cooperative Extension,
Tompkins County
\$650,000, 2018-2021



William T. Grant Scholars

Class of 2018

*Adolescents and the Social
Contexts of American Schools*
Aprile Benner
University of Texas at Austin
\$350,000, 2013-2018

*Neighborhood Social Capital and
Oral Health for Publicly-Insured
Adolescents*
Donald Chi
University of Washington
\$350,000, 2013-2018

*The Long-Run Influence of School
Accountability: Impacts,
Mechanisms and Policy
Implications*
David Deming
Harvard Graduate School
of Education
\$350,000, 2013-2018

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

*Subverting the Consequences
of Stigma and Subordination:
Toward Empowering Settings for
Sexual Minority Youth*
Phillip Hammack
University of California,
Santa Cruz
\$350,000, 2013-2018

Class of 2019

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

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

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

Michael MacKenzie
Rutgers University
\$350,000, 2014-2019

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

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

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

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

Toward a Sociological, Contextual Perspective on Psychological Interventions

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

Class of 2020

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

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

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

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

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

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

Adolescent Well-Being in an Era of Family Complexity

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

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

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

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

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

Understanding the American Child Welfare System

Matthew Desmond
Princeton University
\$350,000, 2016-2021

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

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

Supporting Young Students' Special Needs in New Immigrant Destinations

Jacob Hibell
University of California, Davis
\$350,000, 2016-2021

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

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

Class of 2022

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

*Preventing Unintended Repeat
Births to Hispanic Adolescents*
Julie Maslowsky
University of Texas at Austin
\$350,000, 2017-2022

*Can an Informational Intervention
Reduce Race- and Class-Based
Gaps in AP Course-Taking?*
Awilda Rodriguez
University of Michigan
\$350,000, 2017-2022

Class of 2023

*Do School Disciplinary Structures
Ameliorate or Exacerbate
Inequality?*
Anjali Adukia
University of Chicago
\$350,000, 2018-2023

*Reducing Harm of Discrimination
among Diverse Adolescents with
LGBTQ Parents: How do Family,
Peers, and Community Matter*
Rachel Farr
University of Kentucky Research
Foundation
\$350,000, 2018-2023

*Evaluating Structural Strategies
for Reducing Homophobic Bullying*
Mark Hatzenbuehler
Columbia University
\$350,000, 2018-2023

*Creating More Equitable and
Developmentally Attuned
Disciplinary Environments for
Adolescent Students*
Simone Ispa-Landa
Northwestern University
\$350,000, 2018-2023

*Unstable and Unpredictable Work
Schedules and Child Development:
Descriptive and Quasi-
Experimental Evidence*
Daniel Schneider
University of California, Berkeley
\$350,000, 2018-2023

*Reducing Digital Inequality by
Empowering At-Risk Youth to be
Resilient against Online Sexual
Predation Risks*
Pamela Wisniewski
University of Central Florida
\$350,000, 2018-2023

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

*Mentoring and Career
Development: 2016 MacKenzie
and Gale*
Michael MacKenzie
Rutgers University
\$97,500, 2016-2018

*Mentoring and Career
Development: 2016 Tach
and Amorim*
Laura Tach
Cornell University
\$60,000, 2016-2018

*Mentoring and Career
Development: 2016 White
and Pasco*
Rebecca White
Arizona State University
Foundation
\$60,000, 2016-2019

*Mentoring and Career
Development: 2017 Hamilton
and Lerma*
Laura Hamilton
University of California, Merced
\$60,000, 2017-2019

*Mentoring and Career
Development: 2017 Tuck
and Wemigwase*
Eve Tuck
University of Toronto
\$60,000, 2017-2019

*Mentoring and Career
Development: 2017 Turney
and Muñiz*
Kristin Turney
University of California, Irvine
\$59,988, 2017-2019

*Mentoring and Career
Development: 2017 Yeager
and Netter*
David Yeager
University of Texas at Austin
\$59,999, 2017-2019

*Mentoring and Career
Development: 2018 Cauffman
and Kan*
Elizabeth Cauffman
University of California, Irvine
\$60,000, 2018-2020

*Mentoring and Career
Development: 2018 Destin
and Debrosse*
Mesmin Destin
Northwestern University
\$109,993, 2018-2020

*Mentoring and Career
Development: 2018 Doane
and Park*
Leah Doane
Arizona State University
Foundation
\$60,000, 2018-2020

*Mentoring and Career
Development: 2018 Hernandez
and Kamdar*
Daphne Hernandez
University of Houston
\$110,000, 2018-2020

*Mentoring and Career
Development: 2018 Kraft
and West*
Matthew Kraft
Brown University
\$51,285, 2018-2020

*Mentoring and Career
Development: 2018 Hibel
and Prim/Ivey*
Jacob Hibel
University of California, Davis
\$59,893, 2018-2020

Capacity-building and Communications Grants

Reducing Inequality Grantee Convening 2018
Kristin Romens
MANY
\$200,000, 2018-2019

Coaching and Mentoring to Help Researchers Increase the Likelihood that Research is Used to Inform Policy
Avi Green
Scholars Strategy Network
\$244,838, 2018-2020

Strengthening Connections Between Education Research and Practice in New York City
James Kemple
New York University
\$150,000, 2014-2018

National Education Research-Practice Partnerships Network
Ruth Turley
Rice University
\$312,500, 2015-2018

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

Evidence and Policy Meeting
Elizabeth Farley-Ripple

University of Delaware
\$25,000, 2015-2018

Future of Children: "Reducing Justice System Inequality"
Sara McLanahan
Princeton University
\$100,000, 2016-2018

Establishing the Enabling Infrastructure for the Use of Research Evidence in Government
Nicholas Hart
Bipartisan Policy Center
\$150,000, 2018-2019

American Sociological Association Sociology of Education Section Pre-Conference on Race, Racism, and Reducing Inequality
Jacob Hibbel
University of California, Davis
\$14,893, 2018-2018

Building Capacity and Bridging Research, Policy, and Practice
Alicia Wilson-Ahlstrom
The Forum for Youth Investment
\$340,823, 2018-2019

AEFP: Deepening Connections Between Research and Policy
Angela Hull
Association for Education Finance and Policy
Carrie Conaway

Massachusetts Department of Elementary and Secondary Education
\$24,915, 2018-2019

Our Kids Broadcast & Media Project hosted by Robert Putnam
Harry Wiland
Media Policy Center Foundation of CA
\$250,000, 2016-2020

Social and Emotional Learning
Ulrich Boser
Center for American Progress
\$250,000, 2016-2018

Young Adult Justice Learning Community
Bruce Western
Vincent Schiraldi
Columbia University
\$443,438, 2016-2019

Research-Practice Partnerships and ESSA Implementation: Convening and Resource Development
William Penuel
University of Colorado Boulder
Bronwyn Bevan
University of Washington
\$24,995, 2016-2018

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

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

Qualitative Consulting Service Supporting Mixed Methods Research, WT Grant Scholars Program & Selected Current Grantees
Eli Lieber
University of California, Los Angeles
\$119,962, 2017-2018

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

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

Community Foundation Opportunity Network
Amy Daly-Donovan
New Hampshire Charitable Foundation
\$5,000, 2017-2018

Travel Awards to the RC28 Columbia Meeting for Underrepresented Student Populations
Thomas DiPrete
Columbia University
\$11,500, 2017-2018

Building Capacity and Bridging Research, Practice, and Policy
Alicia Wilson-Ahlstrom
The Forum for Youth Investment
\$325,000, 2017-2018

New York City Fund for Girls and Young Women of Color
Alison Lazareck
New York Women's Foundation
\$50,000, 2017-2018

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

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

Evidence in Education Lab: State Education Fellowship
Michele Jolin
Results for America
\$50,000, 2017-2018

Investigating Researcher-Practitioner Collaboration in Real-life Problems of Practice with English Learners
Susan Pimentel
Julie Greenberg
StandardsWork, Inc.
\$120,000, 2017-2019

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

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

Helping Districts Create Fair and Equitable School Choice Matching Systems

Ulrich Boser
Center for American Progress
\$50,000, 2017-2019

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

Support for the Committee on Law and Justice Leadership Activities
Monica Feit
National Academy of Sciences
\$300,000, 2018-2020

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

Federal Evaluation Forum: Expanding the Capacity to Use Research Evidence in Decision Making
Demetra Nightingale
The Urban Institute
\$49,908, 2018-2019

Studying Hungry
Soledad O'Brien
Women Make Movies
\$90,000, 2018-2018

Collaborative Research: Broadening Participation and Perspective in the Study of Crime and Justice
Rod Brunson
Rutgers University
\$49,970, 2018-2019

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

NYC Behavioral Design Center: Launch Phase
Anthony Barrows
Behavioral Ideas Lab, inc. (DBA ideas42)
\$25,000, 2017-2018

Youth Service Improvement Grants

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

*AAFSC's Toolkit of Trauma-
Sensitive Classroom Strategies*
Hannah McIntire
Assad Jebara
Arab-American Family Support
Center
\$25,000, 2017-2018

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

*YCPT Curriculum
Development Project*
Bomsinae Kim
Korean American Family
Service Center
\$25,000, 2017-2018

*Program Improvements: Equity
and Inclusion Training,
Curriculum, and Communication*
Jessica Pliska
The Opportunity Network
\$25,000, 2017-2018

*Community Producers
Program Caseworker*
Stephanie Pilla

Maysles Institute
\$25,000, 2017-2018

Learning to Teach for Success
Katherine Freedman
The Center for Arts Education
\$25,000, 2017-2018

*A Scaffolded Growth Mindset
Curriculum and Staff Training
at Masa*
Aracelis Lucero
Masa-MexEd Inc
\$25,000, 2017-2018

*LinkNYC + College Awareness
Curriculum*
Eileen Doyle
Young Audiences New York
\$25,000, 2017-2018

*Trauma-Informed Care at
Sylvia's Place*
Rev. Elder Pat Bumgardner
MCCNY Charities, Inc.
\$25,000, 2017-2018

*Organizational Capacity-Building
in Youth Trauma: Implementing
an Improved Model and Training
Approach*
Gabrielle Horowitz-Prisco
Lineage Project, Inc.
\$25,000, 2018-2020

*Internship Program Curriculum
Update*
Patricia Machir
Futures and Options
\$25,000, 2018-2020

*Partnerships in Literacy through
Dance and Creativity*
Mark DeGarmo
Dynamic Forms, Inc
\$25,000, 2018-2019

*Improving Outcomes for
Traumatized Youth*
Jenny Kronenfeld
Esperanza NY
\$25,000, 2018-2019

*Formalize High School College
Access Program*
Jeanne DuPont
Rockaway Waterfront Alliance
\$25,000, 2018-2020

*Volunteers/Judge Training
Program*
Erik Fogel
The New York City Urban Debate
League
\$25,000, 2018-2019



Who We Are



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Left to right: Vicente Malavé, Cristina Fernandez, Fabienne Doucet, Nancy Rivera-Torres, Billy Hunter, Lenore Neier, Kimberly DuMont, Adam Gamoran, Rosanna Aybar, Sandy Owen, Joseph Ferra, Vivian Tseng, Zanella Jarvis, Ruth G. Nolan, Tricia Denton, Jenny Irons

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Senior Program Associate

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(as of January 2019)

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Joseph Ferra
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Billy Hunter
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(as of May 2019)

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Assistant

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Grants Coordinator, Major Grants

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(through March 2019)

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Grants Coordinator,
William T. Grant Scholars



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Scholars Selection Committee

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Language, Literacy, and Culture
University of Michigan

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Analysis Center
FPG Child Development Institute
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University of California, Irvine

Linda M. Burton
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of Sociology
Duke University

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Faculty Fellow, Institute for Policy
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Co-Director, Center for AIDS
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Columbia College of Physicians
and Surgeons
Director of the New York State
Center of Excellence for Cultural
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Co-Director of the Anxiety
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New York State Psychiatric
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Graduate School of Education
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School of Social Work
University of Southern California

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Department of Sociology
University of North Carolina
at Chapel Hill

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



Institutional Challenge Grant Selection Committee

Standing, left to right: Megan Bang (Spencer Foundation), Sumie Okazaki,
Michael Gottfredson, Robert Sellers, Estelle B. Richman, Maria Cancian

Seated, left to right: Allison Blake, Elaine Allensworth,
Adam Gamoran, Ritu Khanna

Not pictured: Marc Atkins, Pedro Reyes, Mark Soler

Institutional Challenge Grant Selection Committee

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

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Child and Family Agency
of Southeast Connecticut

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William T. Grant Foundation

Michael Gottfredson
Professor, Criminology,
Law & Society
University of California Irvine

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

Sumie Okazaki
Professor of Counseling
Psychology
New York University

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Ashbel Smith Professor
of Education Policy
University of Texas at Austin

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University of Michigan

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2018

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