William T. Grant
FOUNDATION

Early-Career Reviewer Program

2025 Application Guidelines

Updated May 2025

Application Deadline
July 9, 2025, 3:00 PM ET

Program Overview

The early-career reviewer program recruits early-career researchers to serve as peer-reviewers of grant proposals submitted to the William T. Grant Foundation for studies on improving the use of research evidence. Apart from reading and evaluating grant proposals in their areas of expertise, early-career reviewers receive personalized feedback from Foundation staff and have access to redacted grant reviews from senior peer-reviewers. Altogether, this professional development program aims to build early-career researchers' understanding of the proposal evaluation and peer-review process for use of research evidence grants to strengthen their own grant writing skills and ultimately advance their careers.

Program Activities

The Foundation anticipates assigning each reviewer between one and four proposals during a two-year period. Early-career reviewers, once selected, will receive training from the Foundation on criteria and skills for proposal review and familiarity with the Foundation's priority area on improving the use of research evidence. Upon receiving a proposal that matches their area of expertise, early-career reviewers will be asked to submit a written review within 3-4 weeks. Following submission of the written review, Foundation staff will provide feedback and request that any necessary revisions be submitted for the final deadline within 1-2 weeks.

At the completion of the process, early-career reviewers will have the opportunity to review the full set of redacted peer reviews on the assigned proposal, which will serve as a resource for continued learning.

All early-career reviewers will be compensated $300 per review.

Eligibility

Applicants must meet the following eligibility criteria:

- Received doctoral degree within seven years of submitting an application. We calculate this by adding seven years to the date the doctoral degree was conferred. In medicine, the seven-year maximum is dated from the completion of the first residency.

- Currently working toward an independent research program aligned with the Foundation's focus area on studying ways to improve the use of research evidence to improve the lives of young people (ages 5-25) within the United States. This focus area includes two lines of inquiry:

    1. Building, identifying, or testing ways to improve the use of existing research evidence, and

    2. Testing whether strategies that improve the use of research evidence in turn improve decision-making and youth outcomes.

- Successfully authored and engaged with the peer review process for at least one research publication related to research on the use of research evidence.

- In addition, it is valuable if you have been involved in the preparation of at least one grant proposal submitted to a funder in the past.

Across all our programs, we strive to support a diverse group of researchers in terms of race, ethnicity, gender, and seniority, and we encourage applications from African American, Latinx, Indigenous, and Asian American Pacific Islander researchers.

Application Materials and Selection Criteria

All application materials must be submitted by email to earlycareerreviewer@wtgrantfdn.org by July 9, 2025, 3:00 PM ET.

Applicants must prepare a CV and a two-page cover letter indicating:

- Motivation and rationale for applying for the early-career reviewer program.

- Area(s) of subject and methodological expertise.

- Specific example(s) of authorship and role on at least one research publication related to research on the use of research evidence.

- Prior role in submitting at least one grant proposal in the past to any funder.

- If applicable, specific example of grant writing and responding to reviewer feedback.

- Evidence of how one's independent research program is aligned with or working towards improving the use of research evidence.

- How participating in the early-career reviewer program would support developmental career aims.

William T. Grant
F O U N D A T I O N

60 East 42nd Street, 43rd Floor
New York, NY 10165
212.752.0071

wtgrantfoundation.org
info@wtgrantfdn.org
@wtgrantfdn

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Applications will be reviewed on the strength of the cover letter and the extent to which the applicant's research aligns with the Foundation's focus on improving the use of research evidence. We recommend reviewing the Foundation's Resources for Applicants page for the use of research evidence to check your alignment with the focus area. The CV and cover letter must be submitted together as a single PDF, with the cover letter first and CV second.

Should you have questions about the program or selection criteria, please reach out to research assistant Maddie Scavotto at earlycareerreviewer@wtgrantfdn.org.

Practical Guidance:

- Research-Practice Partnerships Website
  A "one-stop shop" for research-practice partnerships, the Foundation's RPP website includes guiding tips, work samples, and resources from successful partnerships.

- Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness
  This paper outlines specific elements that members of existing RPPs have reported are essential to their work. In addition to indicators for each dimension of effectiveness, the authors provide a unified framework for assessing partnerships.

- Five Ways RPPs Can Fail and How to Avoid Them: Applying Conceptual Frameworks to Improve RPPs
  Three state education agency leaders with experience in RPPs offer examples of obstacles they have faced and practical strategies for overcoming them.

New Thinking:

- Research-Practice Partnerships in Education: The State of the Field
  Scanning the current landscape of partnerships, identifying points of variation, and outlining shared principles, this paper, published in 2021, offers an updated definition of research-practice partnerships in education: "A long-term collaboration aimed at educational improvement or equitable transformation through engagement with research. These partnerships are intentionally organized to connect diverse forms of expertise and shift power relations in the research endeavor to ensure that all partners have a say in the joint work."

- Racial Equity and Research Practice Partnerships 2.0: A Critical Reflection
  One of three written reflections on Research-Practice Partnerships in Education: The State of the Field, this essay centers on equity considerations in RPPs and cautions: "to avoid reproducing the very inequities that many claim to challenge ... we need to confront racial injustice directly and build RPPs that are committed to dismantling it."

- Responding to Complexity: Co-producing Knowledge and Interventions to Improve the Well-being of Youth and Families
  Centered on ways to sustain a partnership through times of change, this post by 2020 Institutional Challenge Grantees at the Boston College School of Social Work, FamilyAid Boston, and the United Way describes the importance of embracing uncertainty and responding to knowledge needs that can sometimes emerge in real time.

Goals

The Institutional Challenge Grant asks grantees to pursue four goals:

1. **Grow an existing institutional partnership with a public agency or nonprofit organization.**

   The research-practice partnership will have defined objectives, roles, and agreements, and will be built for the long term. In this way, the partnership will be mutually beneficial, enabling the partners to develop and pursue a joint research agenda that is relevant to the public agency or nonprofit organization's work over an extended period of time.

2. **Pursue a joint research agenda to reduce inequality in youth outcomes.**

   The partnership's research will aim to build, test, or increase understanding of programs, policies, or practices to reduce inequality in the academic, social, behavioral, or economic outcomes of young people ages 5-25 in the United States. Specifically, the research agenda will seek to inform responses to inequality on the basis of race, ethnicity, economic standing, language minority status, or immigrant origins.

3. **Create institutional change to value research-practice partnerships within research institutions.**

   The research institution will design a feasible strategy for institutional change that addresses observed structural, motivational, and financial barriers that inhibit research-practice partnerships at the institution. By establishing structural supports and incentives that encourage skilled, mid-career researchers to conduct joint work with policymakers and practitioners, the institution will develop an environment for partnerships to thrive.

4. **Enhance the capacity of both partners to collaborate on producing and using research evidence.**

   Through new experiences that foster deeper understandings of a given policy or practice context and deepen relationships with partners, grantees on the research side will enhance their capacity for participating in effective partnerships. At the same time, the public agency or nonprofit partner will enhance their own capacity to partner with researchers , as well as understand, conduct, and use research through activities such as technical assistance, infrastructure improvements, or staff training.

FIGURE 1.

EXAMPLE ALLOCATIONS OF MID-CAREER FELLOWS

This Institutional Challenge Grant provides funding for two years of a full-time equivalent fellowship. In addition, universities are required to fund one additional year of a full-time equivalent fellowship. The tables here provide examples of different ways to allocate mid-career fellows during the grant period.

Example A

Example B

Example C

Key

100% FTE   50% FTE   Colors represent
different individuals

ⓘ NOTE

Since 2018, the generosity of the Spencer Foundation, the Doris Duke Charitable Foundation, and the American Institutes for Research have allowed us to make multiple awards per year. We intend to award at least one grant per year.

Eligibility

Eligible research institutions

- The Foundation makes grants only to tax-exempt organizations. We do not make grants to individuals.

- Eligible organizations include university-based research institutes, schools, or centers. Institutions that sit outside of the academy, such as research organizations and think tanks, are not eligible.

- We encourage proposals from organizations that are under-represented among grantee institutions, including Historically Black Colleges and Universities (HBCUs), Hispanic-serving Institutions, Tribal Colleges and Universities (TCUs), Alaska Native-Serving Institutions, Native Hawaiian-Serving Institutions, and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs).

Eligible principal investigators

- Eligible principal investigators are leaders at eligible research institutions. They have visibility, influence on institutional policies and practices, and access to the resources needed to optimize and implement the award. They also possess the skills needed to cultivate trusting relationships with leaders from the partner public agency or nonprofit organization and to ensure the conduct of high-quality research.

Eligible public agencies or nonprofit organizations

- Eligible public agencies include state or local agencies and their departments and divisions.
- Nonprofit, tax-exempt organizations are eligible if they are open to the general public and provide or coordinate services for youth ages 5 to 25 in the United States.
- Eligible agencies and organizations engage in work relevant to youth in the areas of education, justice, child welfare, mental health, immigration, or workforce development and have the resources needed to implement and optimize the award.

Eligible leaders from the public agency or nonprofit organization

- Eligible leaders from the public agency or nonprofit organization have the authority and influence required to successfully institutionalize the partnership and the use of research evidence in the agency or organization's work.

Eligible partnerships

- We are most interested in supporting existing research-practice partnerships that will use the grant to continue learning and growing.

- While the competition is open to partnerships at different stages of maturity, the grant is intended to add significant value to what already exists. As a general guideline, the partnership should be far enough along to conduct the proposed work, but not so established that the grant adds little value to what is currently in place.

Eligible fellows

- All fellows must be mid-career.
  - For researchers, we define mid-career as having received the terminal degree within 8 to 20 years of the date that the application is submitted. (This should be calculated by adding 8 and 20 years to the date the doctoral degree was conferred. For medicine, an institution should use the date from the completion of the first residency.)

- The research fellow does not need to be an employee of the research institution and can be recruited from another institution.

- You may appoint one mid-career fellow from the public agency or nonprofit organization. (All other fellows must be researchers). This should be a mid-career professional at the agency or organization who will be called on to facilitate the use of research. A mid-career professional has 8 to 20 years of cumulative experience in his/her current role.

Application Requirements

All applications must include the following materials:

1. Budget and Budget Justification

- Provide budget information for three years using the budget grid in the online application.

- Complete the budget justification form, which can be downloaded from the online application. The budget justification should map tightly to the activities and staffing described in the narrative.

- The total budget should amount to $650,000 (including the combined direct and indirect costs for the full grant period). Indirect costs may not exceed 15 percent of total direct costs.

- Funds for the planning period may not exceed $60,000.

- At least half of the planning budget should be allocated to the public agency or nonprofit organization(s).

- The remainder of funds may be used to support the fellows, capacity building activities, and research-related work. (The Foundation pays expenses for the research and practice or policy leaders of the partnership to participate in Foundation-sponsored meetings, such as grantee convenings on improving the use of research evidence and reducing inequality. Do not include funds for those expenses in the budget.)

- If funds to the public agency or nonprofit organization exceed $50,000, complete a separate subcontract budget and budget justification. (The forms can be downloaded from the online application.) Subcontract funds of $50,000 or less do not require separate forms, but must be explained in detail in the primary budget justification.

2. Short CV/Resume of PI

Five pages maximum.

- Include education; position history; recent and relevant publications; grants, roles, and products related to work with policymakers and practitioners; and leadership roles within the institution.

- Requests to fund recipient's salary must not exceed 50 percent of the total salary received from the sponsoring institution. The portion of the grant used for salary must be equivalent to the time made available for research by this award. The remainder of funds may be used to support research-related work. (The Foundation pays expenses related to the Scholars' participation in Foundation-sponsored meetings.)

3. Short CV/Resume for lead from the public agency or nonprofit organization

Five pages maximum.

- Include education, position history, key roles and responsibilities at the current agency or organization, and positions or products related to work with researchers.

4. Short CV of any identified Fellows (optional)

Five pages maximum.

- Include education; position history; recent and relevant publications; and grants, roles, and products related to work with policymakers or practitioners (for research fellows) or with researchers (for policy or practice fellows).

5. IRS Tax-Exempt Status Determination Letter (for the applying research institution)

- A copy of your institution's IRS tax-exempt status determination letter is required as part of your application.

6. Structured Abstract

Four pages maximum.

- Abstracts are a critical part of the application. Foundation staff use them to screen applications for further review. In addition, Selection Committee members review the abstracts of all finalists, but do not necessarily read the full applications.

- Include sections providing sufficient detail about each of the following areas of the application: 1) the partnership, 2) joint research agenda and research plans, 3) shifts in organizational practices to elevate the status of partnership work, and 4) criteria for selecting mid-career fellows and activities to build fellows' and public

agency or nonprofit organization's capacity.

7. Narrative

Twenty-five pages maximum. Describe the planning period, institutional partnership, joint research agenda and research plan, capacity building activities, and changes in institutional policies and practices.

Planning Period:

- The Institutional Challenge Grant includes up to $60,000 to support a planning period of up to nine months during the first year. The planning period activities are intended to advance the partnership and its work related to these grant activities.

- Describe the length, objectives, and activities proposed for the planning period. This includes details about the process for refining protocols for partnering, readying the organizations for the joint work, and advancing the research agenda and selection of fellows. Also describe the value of these planning activities for the rest of the grant.

Institutional Partnership:

- Provide a rationale for the selection and inclusion of the public agency or non-profit organization, as well as the nature of their current relationship with the research institution. We encourage partners that are situated in close geographic proximity, with a demonstrated commitment to the local/regional setting.

application makes it evident that the public agency or nonprofit organization is significantly invested in and has co-defined the proposed work, and that they will interact regularly with the university fellows, provide input on the interpretation of the findings, and have compelling plans for using the research.

The plan for joint work needs to demonstrate mastery of the literature on the challenges and strategies of collaborative work to promote the use of research evidence (Oliver, Innvar, Lorenc, Woodman, & Thomas, 2014; DuMont, 2015; Hunter, 2017; Tseng, 2017). Therefore, in your narrative, provide a strong justification for how the proposed plan will offset differences in institutional cultures and reward systems, ensure equal voice in the agenda setting, and overcome operational barriers for both the university and the nonprofit or public agency. Successful applications discuss potential challenges to research-practice partnerships and how the current partnership is prepared to address those challenges proactively. Prior work on the use of research evidence offers helpful suggestions for initiating and advancing meaningful partnerships and establishing long-term collaborations (Coburn, Penuel, & Geil, 2013; Farrell, Penuel, Coburn, Daniel, & Steup, 2021; Henrick, Cobb, Penuel, Jackson, & Clark, 2017; Palinkas, Short, & Wong, 2015). Further, there should be a theory of action and clear articulation of how the evidence produced by the partnership will be used (Tseng, 2017).

To the extent possible, include memoranda of understanding and/or other documents that articulate the partnership goals, roles, governance, principles for working together, and timelines. It may also be appropriate to reference data sharing agreements. These documents may be refined during the planning period, but we anticipate that successful applicants will have worked out the initial agreements before submitting the proposal.

Well-established partnerships with strong institutional support will need to make a convincing case that the award will add value to the existing work. Newer partnerships, meanwhile, will need to show promising initial evidence that the partners have worked together successfully in the past and have the potential to sustain a long-term collaboration.

Related Resources:

- The Next Big Leap for Research-Practice Partnerships: Building and Testing Theories to Improve Research Use
- How School and District Leaders Access, Perceive, and Use Research
- Research-Practice-Policy Partnerships for Implementation of Evidence-based Practices in Child Welfare and Mental Health
- What is the Conceptual Use of Research, and Why is it Important?

Joint Research Agenda to Reduce Youth Inequality

- The partnership must conduct research to build, test, or increase understanding of programs, policies, or practices to reduce inequality in the outcomes of young people ages 5-25 in the United States. The research questions must be relevant to the local organization, while also informing theory and extending prior and concurrent research. The proposed research agenda must:

  - Identify a specific inequality in youth outcomes, and show that the outcomes are currently unequal by engaging with the extant literature on the causes and consequences of inequality.

  - Make a convincing case for the dimension(s) of inequality the study will address.

  - Articulate how findings from your research will help build, test, or increase understanding of a program, policy, or practice to reduce the specific inequality that you have identified.

- Within the research agenda, articulate the specific hypotheses and/or research questions to be addressed and describe the methods. In the description of research methods, attend to the sample/case definition and selection procedures; the research design; key constructs, measures and data sources; and procedures for data collection. Include the data analysis plan for addressing the hypotheses and/or research questions. Please see the application review criteria (p. 18) to help anticipate the level of detail expected.

ⓘ OUR INTEREST IN REDUCING INEQUALITY

The Foundation supports research from a range of disciplines and using a variety of methods. We welcome descriptive studies that clarify mechanisms for reducing inequality or elucidate how or why a specific program, policy, or practice operates to reduce inequality. We also welcome intervention studies that examine attempts to reduce inequality. In addition, we seek studies that improve the measurement of inequality in ways that can enhance the work of researchers, practitioners, or policy-makers. The common thread across all of this work is an 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.

Related Resources:

- Letters of Inquiry to Propose Research on Reducing Inequality: Identifying the Lever for Change

- Shifting the Lens: Why Conceptualization Matters in Research on Reducing Inequality

- [Changing the Conversation About Inequality: Proposing Research on Reducing Inequality](#)

Changing Institutional Policies and Practices

- Describe the specific barriers to engaged scholarship that exist at your institution and show how the proposed plan for institutional change addresses those barriers. Carefully consider the alignment of your research institution's policies and practices with the nature and demands of the partnership and research agenda.

- Provide a compelling plan to alter or introduce policies, practices, or incentives to encourage strong researchers to conduct joint work with public agencies or nonprofit organizations. Initial strategies might include course releases, reductions in service obligations, seed money to support partnership work, forums that showcase the work, distinguished appointments, and training to help researchers become more effective partners.

- Engage deeply with the question of how your institution can do more to value the work of research-practice partnerships and those engaged in partnering. Propose a plan that is bold, feasible, and specific to the barriers to engaged scholarship at your institution. Finally, show reviewers that the institution is commited to continuing these significant efforts beyond the award period.

Enhancing the Capacity of the Partners to Collaborate and Use Research

- Clearly delineate the learning objectives, primary responsibilities, and rationale for all fellows.
    - Researchers at the mid-career stage have established skills and expertise, influence, and job security. They also have ample time left in their careers to sustain long-term relationships. A mid-career professional from the public agency or nonprofit organization may also serve as a fellow to enhance their capacity to be a critical consumer and user of research.

- Provide the specific methods the partners will use to recruit fellows and the criteria by which fellows will be selected. If you have already identified potential fellows, describe how their skills and expertise match the activities in the project.

- For selecting new mid-career fellows, the criteria for selecting fellows must be clear, rigorous, and well-suited for the research-practice partnership and its research projects. We want to know how applicants will ensure that fellows' expertise and scholarship are relevant to the proposed research, and how applicants will ensure that fellows have the requisite skills to engage in a successful partnership.

- Include a plan for how your institution will support the research fellows in gaining a deep understanding of the policymakers' and practitioners' needs and systems. All fellows must commit to a minimum of half-time status for at least a six-month period. The arrangement should provide ample opportunity to establish meaningful relationships between the fellow and the public agency or nonprofit organization, and to conduct the research and support the use of the findings. Also include plans for orienting and training the fellows. Well-designed plans will reflect consideration of the burdens and benefits for both partners. Be sure to describe the amount of time allotted and specify whether research fellows will be embedded in the practitioner organization (Frisch, 2016; Petersilia, 2008) or maintain separate working spaces (Coburn, Penuel, Geil, 2013).

- In addition, the research institution must invest in and enhance the capacity of the public agency or nonprofit organization to use research evidence, and enhance the capacity of the policy or practice fellow to use research. Specify how the grant dollars will be used to enhance the non-profit's or public agency's access to, interpretation of, and use of research. Describe specific strategies, mechanisms, and conditions that may increase routine and beneficial uses of research in deliberations and decisions relevant to youth. Strong applications include strategies aligned with existing literature on the organizational conditions that facilitate the use of research evidence. For example, funds may be used to support a research staff person, data infrastructure, routine access to research expertise on agency priorities, or staff development to improve use of research (Farrell & Coburn, 2017; Frisch, 2016).

ⓘ CRITERIA FOR SELECTION MID-CAREER FELLOWS

For established models of selection criteria for mid-career fellows, you may find candidate eligibility information for high-profile mid-career development awards such as the **NSF Mid-Career Advancement Award** and the **NIH KO1 Award** useful.

8. Partnership Agreement

- This document articulates the partnership goals, key roles, governance, principles guiding joint work, and timelines, and must be signed by both the principal investigator at the research institution and the partnership leader at the public agency or nonprofit organization. Resources on building partnerships and samples of memorandums of understanding and working agreements can be found on the Foundation's research-practice partnerships website: rpp.wtgrantfoundation.org.

9. Endorsement of the Application from the Research Institution

- This letter must come from the appropriate institutional office (e.g., university dean, provost, vice chancellor for research) and demonstrate support for the PI, partnership, research project(s), and changes in institutional policies and practices. The letter must also confirm the institution's commitment to provide a match of one full-time equivalent fellow for one year and the presence of sufficient resources to carry out the proposed work.

10. Endorsement of the Application from the Public Agency or Nonprofit Organization

- This letter must come from the appropriate institutional office (e.g., agency leader, director, or executive) and demonstrate support for the leader of the partnership within the agency or organization. The letter must also confirm that there are sufficient resources within the organization to carry out the proposed work. This attachment should be uploaded by the PI.

Application Review Criteria

Applications will be reviewed against to the following criteria:

Planning Period

- Activities for the planning period will strengthen the partnership.
- Activities advance the research agenda, selection of fellows, and capacity building plans.
- The public agency or nonprofit organization will receive at least half of the dollars available for planning.

Institutional Partnership

- The rationale for partnering provides compelling evidence that the research institution and the public agency or nonprofit organization can grow an existing partnership that will work together effectively.
- The plan for partnering demonstrates mastery of the literature on the challenges and strategies for collaborative work to promote the use of research evidence.
- Activities for building the partnerships will deepen trust and relationships.
- There is evidence that the public agency or nonprofit organization is invested in the partnership, will interact regularly with the fellows, and has strong plans for using the research.
- The partnership is likely to be sustained after the award ends.

Joint Research Agenda to Reduce Inequality in Youth Outcomes

- The long-term research agenda (including one or more research projects) aligns with the Foundation's focus on reducing inequality in youth outcomes by:
  - Identifying a specific inequality in youth outcomes, and show that the outcomes are currently unequal by engaging with the extant literature on the causes and consequences of inequality.
  - Making a convincing case for the dimension(s) of inequality the study will address.
  - Articulating how findings from your research will help build, test, or increase understanding of a program, policy, or practice to reduce the specific

inequality that you have identified.

- The research questions and findings are likely to significantly advance the public agency or nonprofit organization's efforts to reduce inequality in youth outcomes.

- The proposal reflects a mastery of relevant theory and empirical findings, and clearly states the theoretical and empirical contributions the study will make to the existing research base.

- The research plan reflects rigorous methods that are appropriate for the proposal's goals.

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

- [The] case selection, subsampling, and [sampling] clearly state why they [are] suited to address the research questions or hypotheses. For example, [samples] are appropriate in size and composition to answer the study's questions. [Qualit]ative case selection—whether critical, comparative, or otherwise—is also be appropriate to answer the proposed questions.

- The quantitative and/or qualitative analysis plan demonstrates awareness of [stren]gths and limits of the specific analytic techniques and how they will be [applied to] the case.

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

- [The met]hods, time frame, staffing plan, and other resources are realistic.

- Plans to interpret and use the research findings in policy or practice decisions are convincing, feasible, and aligned with the literature on improving the use of [resear]ch evidence.
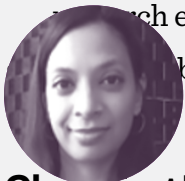
Rumeli Banik
Senior Program Officer for Child Well-being, Doris Duke Charitable Foundation

- [Plans for] broader dissemination are likely to amplify study findings and their use.

Changing Institutional Policies and Practices

- The application provides a thoughtful discussion of specific obstacles that limit [research]ers' participation in research-practice partnerships at the research [institutio]n and offers a plan for overcoming those obstacles.

Allison Blake
Chief Executive Officer, Child and Family Agency of Southeast Connecticut

- [Assuran]ces are compelling that the research institution will provide the necessary funding, alter policies, and/or enact new practices to attract, support, and reward strong investigators to conduct partnership research.

- The plan for institutional change is feasible given the resources and time frame.

Leah Bricker
Director of Programs, Spencer Foundation

- [The appli]cation demonstrates a commitment to sustain the institutional changes [past th]e conclusion of the award.

Developing the Capacity of the Mid-Career Fellows and Partners
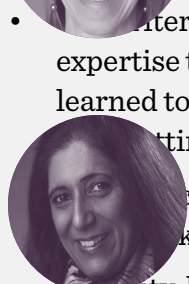
Adam Gamoran
President, William T. Grant Foundation

- [The app]lication includes a rich description of the activities and expertise of the [mid-care]er fellows. Financial support for two of the full-time equivalent fellows [will come fr]om this grant while support for the third full-time equivalent fellow will [come fr]om the university.

- ...pplication ... **Carolyn Heinrich** assurances that the research institution will ...upport for the equivalent of one full-time mid-career fellow for one year.

  Professor of Public Policy and Education and Professor of Economics, Vanderbilt University

  ...s commit a minimum of half-time status for at least a six-month period.
- ...riteria for selecting fellows ensure that the fellows possess the relevant expertise to carry out the proposed work and can effectively communicate what is learned to the broader research community and to change makers in other state or ...ettings. **Ritu Khanna**

  Chief of Research, Planning, and Assessment, San Francisco ...city-building plan for the research fellows significantly extends the *Unified School District* ...kills as effective partners to policymakers and practitioners.
- Capacity-building activities for the public agency or nonprofit organization leverage the empirical literature on strategies for mobilizing research for use in practice or policy. **Sumie Okazaki**
- ...city-building *Selection Committee Chair* ... for the public agency or nonprofit organization ...tly extends the organization's ability to access, conduct, and integrate *Professor of Counseling Psychology, New York University* ...ity research evidence into their work.

Pedro Reyes
Ashbel Smith Professor of Education Policy, University of Texas at Austin

Stephanie J. Rowley
Provost and Dean of the College, Teachers College, Columbia University

Mark Soler
Executive Director, Center for Children's Law and Policy

Application Review Process

Review occurs in the following stages: Staff screen the 4-page abstracts, brief CVs, and, if warranted, full applications to determine whether they fit with the primary objectives of the award and potentially meet other Selection Criteria. If a proposal is declined at this stage in the process, feedback about the application is limited.

Next, the Institutional Challenge Grant Selection Committee reviews the remaining applications. Each application receives detailed reviews by at least two Committee members, and these reviews are shared with applicants. The Committee then chooses finalists, and the PI and leader from the public agency or private nonprofit organization are invited to submit a written response and to attend an interview in New York City with the selection committee. The interview for the 2022-2023 competition will be held on February 3, 2023; the Foundation will cover airfare, meals, and hotel associated with the trip. During the interview, finalists have the opportunity to present their team and respond to Committee members' reviews. Following the interviews, the Selection Committee chooses at least one Institutional Challenge Grant recipient. The application is presented for approval by the Board of Trustees at its March meeting.

Post-Award Review

A program report will be required from the principal investigator 30 days prior to the end of the planning period. This report should describe the progress of the planning period, announce identified fellows, update the partnership agreement(s) (if necessary), and confirm that the planning period funds were disbursed equally between the research institution and partner public agency or nonprofit organization.

Thereafter, annual program and financial reports are required from the principal investigator and their institutions. Final reports are due at the conclusion of the award. The lead from the public agency or nonprofit organization must also complete annual and final program reports.

Annual program reports describe work during the past year and facilitate the Foundation's grants management activities. Grants are assigned for post-award review to a member of the Foundation's Senior Program Team. Team members review program reports in order to: 1) find opportunities to link grantees to other scholars, policymakers, and practitioners working in relevant areas; 2) provide technical assistance, advice, or other resources to support the work; and 3) assist grantees with communication and dissemination efforts.

Institutional Challenge Grant Selection Committee

Appendix A: Useful Links

Resources for Applicants

http://wtgrantfoundation.org/grants/institutional-challenge-grant/resources-for-applicants

Topics Include:

• Applicant Guidance

• Research-Practice Partnerships

• Research on Reducing Inequality

Frequently Asked Questions

http://wtgrantfoundation.org/grants/institutional-challenge-grant/faq

• Eligibility and the Application
  http://wtgrantfoundation.org/grants/institutional-challenge-grant/faq#general-information

• The Research-Practice Partnership
  http://wtgrantfoundation.org/grants/institutional-challenge-grant/faq#the-rpp

• Staffing and the Fellows
  http://wtgrantfoundation.org/grants/institutional-challenge-grant/faq#staffing-fellows

• Institutional Shifts
  http://wtgrantfoundation.org/grants/institutional-challenge-grant/faq#institutional-shifts

• Research Agenda on Reducing Inequality
  http://wtgrantfoundation.org/grants/institutional-challenge-grant/faq#reducing-inequality

• The Budget
  http://wtgrantfoundation.org/grants/institutional-challenge-grant/faq#budget

Appendix B: Awarded Grants

2022:

Focus: Mental Health: A Stress and Workforce Development Intervention Promoting Racial and Economic Justice Among Youth
Enrique Neblett, School of Public Health, University of Michigan; Jasahn Larsosa, Focus: HOPE

University Research Partnerships to Reduce Educational Disparity in College Towns: Building a Model in Tallahassee, FL
Nicole Patton-Terry, School of Teacher Education, Florida Center for Reading Research, Florida State University; Gillian Stewart Gregory, Leon County Schools

Reducing Inequities in Postsecondary Debt and Repayment through a Multi-Sector Research-Practice Partnership
Sally Wallace and Andrew Young, School of Policy Studies, Georgia State University; Tina Villanueva Fernandez, Achieve Atlanta

2021:

Enhancing Nursing Capacity to Understand and Address the Needs of Native American Youth on the Fort Belknap Reservation
Teresa Brockie, Johns Hopkins University School of Nursing; Karen Yazzie, Fort Belknap Indian Community, Fort Belknap Tribal Health Dept.

Youth and Undergraduate Transformation to Harness Community Change (YOUTH-C2)
Rebecca London, University of California, Santa Cruz, Dept. of Sociology; Keisha Browder, United Way of Santa Cruz County

Building a More Holistic and Inclusive Workforce Development System for Boston's Youth
Alicia Modestino, Northeastern University, School of Public Policy and Urban Affairs; Rashad Cope, Department of Youth Engagement and Employment, City of Boston

2020:

The Impact of Upstream Prevention of Homelessness on Youth Educational and Developmental Outcomes
Gautam Yadama, School of Social Work, Boston College; Michael Durkin, United Way of Massachusetts Bay and Merrimack Valley