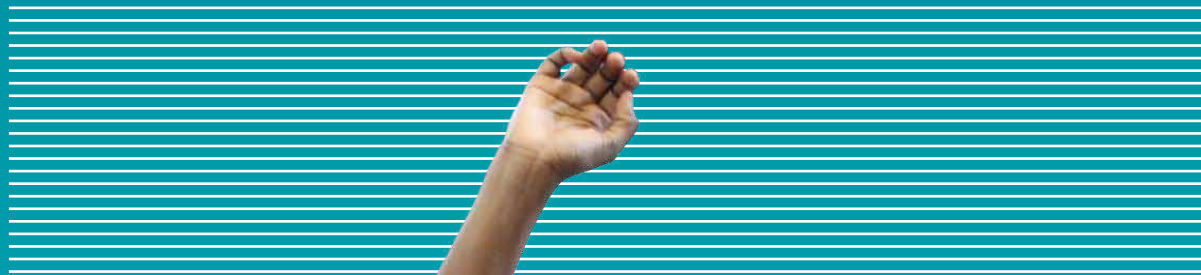




WILLIAM T. GRANT FOUNDATION
Supporting research to improve the lives of young people

William T. Grant Foundation

ANNUAL REPORT



2010

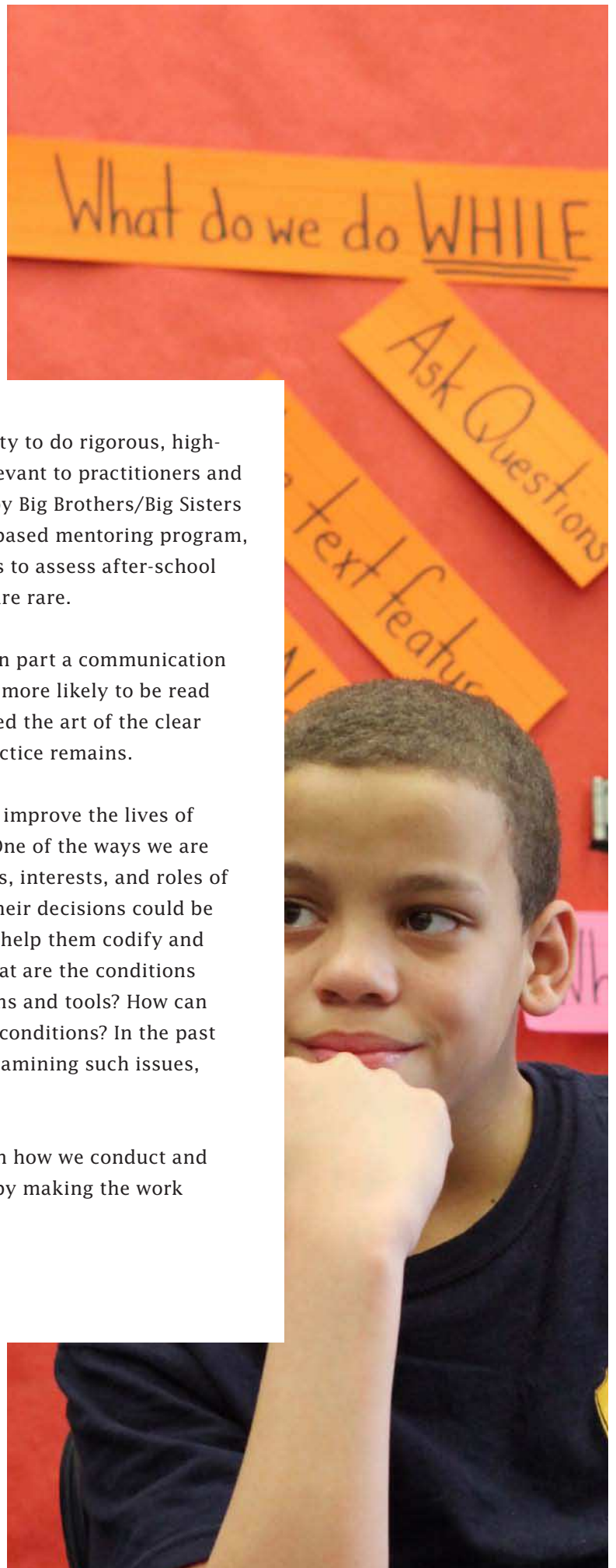


The mission of the foundation is to support research to improve the lives of young people.

A LETTER FROM THE PRESIDENT

In the past 40 years, research meant to improve the lives of young people has grown increasingly rigorous. Scholars and research funders now understand the importance of having solid theory and measures to anchor applied work. Research designs and methods have become more aligned to the questions. And data collection and analysis techniques and tools have all improved greatly.

These methodological improvements are being leveraged in a number of important ways—there has been an explosion in the number of research firms and academic centers conducting high-quality applied work. In addition, multidisciplinary training programs, first-rate journals, advocacy by intermediaries, improved peer review systems, and professional associations all help facilitate improved rigor. We have played a modest but productive role in many of these changes, while recognizing the leadership role played by federal research and executive branch agencies such as the National Institutes of Health, the Department of Health and Human Services, and the Department of Education's Institute for Education Sciences.



The conundrum is that while there is an increased capacity to do rigorous, high-quality research, too little of the research evidence is relevant to practitioners and policymakers. There are exceptions—the changes made by Big Brothers/Big Sisters nationwide in response to the evaluation of their school-based mentoring program, and practitioners’ use of measures created by researchers to assess after-school program quality are two from our recent work. But they are rare.

The disconnect between research and practice/policy is in part a communication problem—if reports were more accessible, they would be more likely to be read and used. Many scholars and research firms have mastered the art of the clear one-pager, however, and the disconnect to policy and practice remains.

As a foundation whose mission is to support “research to improve the lives of young people,” we take the issue of relevance seriously. One of the ways we are approaching it is by trying to better understand the needs, interests, and roles of key staff in policy and practice organizations. Which of their decisions could be impacted by strong research evidence? What tools would help them codify and embed research-informed practice in front-line work? What are the conditions that improve the effectiveness of evidence-based programs and tools? How can policymakers and practitioners select for or create these conditions? In the past three years, we have built a strong portfolio of studies examining such issues, and we anticipate initial findings this coming year.

The research community has made huge improvements in how we conduct and support studies. It is now time to leverage that progress by making the work relevant to policy and practice.

Robert C. Granger, Ed.D., *President*

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William T. Grant, founder of the W. T. Grant Stores, established the Foundation in 1936, during America's Great Depression.

CHAIR'S REPORT

He had a vision that research could “help children develop what is in them” so that they can “enjoy all the good things the world has to offer them.” We continue his work today with our mission of “supporting research to improve the lives of young people.”

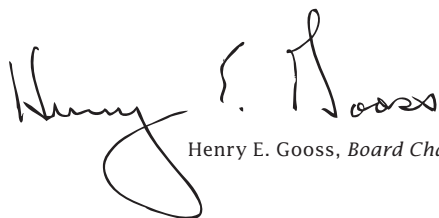
Recently, we have faced economic challenges not so different from those during our earliest years as a Foundation. Organizations that rely on endowments are emerging from a period of restraint imposed by declining asset values and, for some, genuine liquidity problems. As a result, many endowed foundations had to enact spending cuts, which curtailed their ability to reach goals and fulfill their missions. Fortunately, the William T. Grant Foundation was able to reduce operational expenses to accommodate a lower endowment payout, without significantly impacting our grantmaking or annual initiatives.

Despite obstacles over the past year, the Foundation made notable progress on our strategic priorities and consideration of new initiatives. We remain a well-functioning foundation with clearly defined, worthy goals, which are continually subject to refinement and evolution. In 2010, we conducted a review of existing strategic initiatives and Foundation priorities. As a result, we implemented some changes—deciding against one proposed new area of study and considering several others. For the past seven years, our grants for program development, communications, and advocacy have been largely focused on improving the quality of after-school programs. The time is approaching to switch to a new topic. Staff and board discussions are ongoing and to date we have a common view of the criteria for developing a new focus.

There is a positive impact of the recent economic challenges—the fiscal discipline they imposed helped many endowed foundations become more efficient and sharply focused organizations. This difficult economic period appears to be ending and—if the financial market recovery is sustained—restraints can be relaxed. In 2011, we are planning a modest spending increase, hopefully a first step toward pre-recession budget levels.

At our fall Board meeting, we welcomed new member Nancy Gonzales, a Foundation Professor of Psychology (Clinical) and co-director of the Principal Research Core at the Prevention Research Center of Arizona State University. She has brought expertise in the areas of adolescent mental health and high-risk youth, as well as fresh perspective to our discussions.

It is a genuine privilege to serve as chair of this institution. The William T. Grant Foundation is fortunate to have strong leadership supported by a dedicated staff. President Bob Granger continues to set the tone by providing imaginative yet realistic leadership. Larry Moreland has kept the finance and administration department focused and well-organized. And Ed Seidman is a seasoned program head who capably balances his Foundation work with his responsibilities as a professor at New York University. The entire Foundation staff must be acknowledged for taking us through a difficult period, which required some sacrifice from all. I sincerely thank them and look forward to a productive year ahead.


Henry E. Gooss, *Board Chair*





IMPROVING THE QUALITY OF CLASSROOM INTERACTIONS

The William T. Grant Foundation supports research to improve the lives of American youth. Since 2002, we have done this by focusing on the improvement of social settings. The Foundation defines these settings as the social environments in which youth go about their daily lives—such as schools, after-school programs, households, peer groups, and neighborhoods.

One of the main ways the Foundation approaches this work is by funding high-quality intervention studies. Interventions are a powerful method for increasing our understanding of how settings work and testing strategies for how to improve them. Four fundamental questions guide our intervention research.

- Can social settings be intentionally altered?
- If so, can settings be altered in ways that improve the well-being of the youth within them?
- What are the critical intervention strategies needed to alter social settings?
- Are setting alterations and their effects on youth in those settings sustainable? That is, do they last once the intervention ends?

The Foundation has funded several innovative classroom interventions designed to alter settings in ways that result in positive outcomes for the youth within them. In order to change a setting for the better, we need to first understand how that setting works. To that end, we have developed a theoretical framework to guide our intervention research and funded a number of studies on the development of reliable and valid measures of classroom processes. Strong theory and good measures are critical components in the development of a thorough understanding of settings.

THEORY

Vivian Tseng and I described the Foundation's framework for understanding and improving the functioning of social settings in our 2007 *Annual Report* essay. We started with the basics: What is a social setting and how does it work? How do social settings differ from other possible targets for intervention, both smaller and larger, in scope and complexity? Our framework defined social settings as systems consisting of three major features—social processes, resources, and the allocation of those resources—dynamically interacting.

The distinctive patterns of social processes—which I refer to as social regularities—have the most impact on a person's daily experiences in a setting and are a major focus of our framework. Social regularities are ongoing patterns of social processes that represent the status quo in a setting. As such, these regularities are good targets for interventions. For example, if we found that the quality of teachers' interactions with and support for students in a classroom were related to students' academic achievement, that would be an important regularity and a possible intervention target.



MEASUREMENT

The Foundation supports the development of reliable and valid measures for assessing social settings. Our work focuses on how to measure the complexity of social setting features (i.e., social processes, specifically regularities; resources; and the allocation of those resources).

To date, we have supported three promising methods for measuring social setting regularities—behavioral observations of interactions and practices, self-reports from setting members about norms, and analyses of social networks.



The Classroom Assessment Scoring System (CLASS)—which was created by Robert Pianta, Karen M. La Paro, Bridget K. Hamre, and colleagues—is an example of a behavioral observation instrument. The CLASS uses observations to measure the quality of teacher-student interactions in the classroom. Observers rate interactions in 10 dimensions (with well-defined indicators) to identify levels of emotional support, instructional support, and classroom organization. Emotional support consists of positive and negative classroom climate, teacher sensitivity, and regard for student perspectives. Instructional support includes concept development, quality of feedback, and language modeling. Classroom organization refers to behavior management, productivity, and learning formats. Over time, the emerging patterns in these three areas constitute the key social regularities of classrooms.

A version of this observational instrument, known as CLASS-S, has been extended to secondary school classrooms.¹ In a study of 643 students in 37 secondary school classrooms, Joseph Allen and colleagues found that the CLASS-S predicted relative gains in student standardized achievement after accounting for test scores from the previous year.

The Foundation is funding several studies using the CLASS or CLASS-S to measure social regularities in elementary and high school classrooms.

INTERVENTION

By definition, social regularities in classrooms and schools are difficult to change, since they are part of the “system,” or the way things work. Changing regularities in ways that last is even more difficult. Our research agenda for classroom interventions is focused on understanding whether and how such changes impact teacher practices and student performance and behavior. We are also trying to learn whether the impact lasts after the intervention has been removed.

We have funded several intervention programs designed to have lasting impacts. Four of these—one in college classrooms, one in high school classrooms, and two in elementary classrooms and schools—are described here.



Intergroup Dialogues

In 2004, we funded Patricia Gurin and her colleagues to work on Intergroup Dialogues. These innovative settings—on university campuses around the country—were designed to foster meaningful communication between members of different social identity groups. The investigators prescribed the composition of the class (i.e., equal numbers of “two different social identity groups that share a history of contentious relationships with each other or have lacked opportunities to talk to each other in meaningful ways,”) and the instructional practices.

The study included 52 social experiments at 9 universities across the country. Student applicants were randomly assigned to an Intergroup Dialogue or a wait-list condition. Compared to the wait-list control group, students in the Intergroup Dialogues became increasingly critical of inequality and had a stronger post-college commitment to action. Change in these two outcomes was significantly related to the interactions students experienced within the groups, such as appreciating difference, critical reflection, and alliance-building. Here, we see how altering setting features and practices (i.e., the composition of the groups and instructional practices) overcomes the age-old problems of group misunderstanding and conflict. Currently, this team of investigators is analyzing the actual content of the group interactions. This should help us understand if altering group composition and instructional practices actually changed the interactions within the Intergroup Dialogues, and ultimately, whether such changes are related to the positive outcomes reported.

My Teaching Partner

Robert Pianta, Joe Allen, Bridget Hamre, and colleagues at the University of Virginia created the My Teaching Partner (MTP) intervention to target the quality of classrooms. MTP is designed to support and coach teachers and give feedback on their classroom performance. Formally, MTP consists of five phased activities that repeat every two weeks. In phase 1, each teacher videotapes 40 minutes of instruction and electronically sends the tape to an MTP consultant or coach. In phase 2, the consultant reviews the video, identifies a positive aspect of the teacher’s performance, and tries to help the teacher improve self-observation by directing him or her to different clips on the website. During phase 3, the teacher reviews these materials and responds to the consultant. In phase 4, the consultant and teacher discuss relationships with students and teaching practice via telephone conference. Then, they create an action plan for the next cycle. In Phase 5, the consultant summarizes the major conference topics and emails a summary and action plan to the teacher. Here, we see a unique combination of feedback on actual performance and continuous coaching and support.

The study includes 88 classrooms with teachers with less than five years of experience. Preliminary analyses of the first year of data (using the CLASS-S) are promising. By the spring of a school-year intervention, there is a significant difference in the overall quality of teacher-student interactions—classrooms without MTP (i.e., control classrooms) decline, whereas classrooms using MTP either remain constant or improve. (In other words, without help, classrooms get worse over the course of the year.) Observed student engagement also improves significantly in MTP classrooms compared to those without it. It appears that MTP did change the classroom regularities in terms of the quality of teacher-student interaction and student engagement. A significant change in achievement between MTP and control students does not occur until the spring of the second year of the intervention. This suggests that it takes longer for change in student academic performance to unfold. Whether this change represents a sleeper effect or a gradual development has not yet been determined. The investigators also suggest that the effectiveness of the intervention on student achievement is related to the quality of teacher feedback.

Interestingly, the long-term achievement gain happened in a new classroom with a different teacher who was not involved in the intervention, which suggests lasting individual change. We do not yet know whether a teacher who participated in MTP can improve the quality of teacher-student interactions with a new class of students in the year following the implementation of the intervention.

The RULER

Mark Brackett, Susan Rivers, and their colleagues developed a series of social and emotional learning programs based on the key role of emotions in attention, memory and learning, decision-making, and social behavior. Their system is based on the acronym RULER (recognize, understand, label, express, and regulate emotions). The researchers believe that educators must learn to practice and model positive emotions in order to teach them. In addition to the curriculum for students, teacher-training intervention strategies were developed and implemented to provide coaching for individual teachers. The investigators hypothesized that the RULER should change the nature of teacher-student interactions in terms of the emotional climate of the classroom so that students become emotionally engaged in learning and experience better cognitive and socio-emotional outcomes. The RULER also addresses teachers' needs for regular one-on-one support and instruction, but through a different strategy than MTP.

The field experiment took place in fifth, sixth, and seventh grade classrooms. These classrooms were in 62 schools in Brooklyn and Queens, New York, that were randomly assigned to the intervention or the control condition. Following a full academic year of intervention, analyses revealed that classrooms in the schools using the RULER had significantly higher supportive emotional climates than the control classrooms (as assessed using the CLASS). Teachers reported increased use of emotion-focused interactions and cooperative learning strategies. Thus, the RULER approach was also successful in changing key aspects of classroom settings. The investigators hope to determine if these positive changes in the emotional climate of the classroom translate into improvements in students' emotional literacy, peer relationships, and academic performance.

The 4Rs Program

The 4Rs Program (Reading, Writing, Respect, & Resolution) was developed by Morningside Center for Teaching Social Responsibility, a practitioner organization. The program consists of school-wide implementation of three interwoven strategies—a social-emotional learning and literacy curriculum, training and technical assistance for teachers, and ongoing coaching/mentoring for teachers and other staff. The direct targets of these intervention strategies are teacher practices, teacher-student interactions, and classroom regularities. The continual, intensive, on-the-job coaching/mentoring is a key intervention component that distinguishes this intervention from other popular curricular-based programs that use teacher training. In this way, like MTP and the RULER, 4Rs is responsive to teachers working under demanding, often chaotic conditions and in environments that lack economic and social resources.

Joshua Brown, Stephanie Jones, Maria LaRusso, and J. Lawrence Aber observed the impact of 4Rs in a three-year trial in 18 low-income, urban public elementary schools. After the first year, they examined the quality of 82 third grade classrooms in schools with and without the RULER intervention. (They also used the CLASS tool to measure quality.) The classrooms in the experimental schools showed significantly higher ratings in the overall quality of teacher-student interactions. This improvement appears to be primarily attributable to the instructional and emotional support created by 4Rs.

Jones, Brown, and Aber report that after two years of program participation, students in the intervention schools self-reported fewer aggressive interactions with peers and less depression. Teachers reported improved attention skills, reductions in aggression, and more socially competent behavior among students. Moreover, youth at highest risk make the largest positive gains in developmental outcomes. The 4Rs Program achieved changes for both classrooms (setting-level) and students in them (individual-level), with individual change lasting through a second year.

NEXT STEPS

As the examples demonstrate, changing settings (and social regularities in particular) is possible. More effective settings have been created by structuring group composition and implementing a novel curriculum or changing the practices, routines, organizational climate, and/or organizational culture of the setting.

These researchers have identified some of the critical strategies needed to change settings. In many of the examples, social regularities were altered by two strategies—intensive one-on-one coaching/mentoring and feedback of the results of assessment or intervention.

Feedback (or knowledge of results) has a long tradition of making a positive difference.² Professional development training also has a long history, but rarely includes sustained, intensive, on-the-job coaching or mentoring, coupled with a framework for measuring and discussing the important regularities. Both of those elements are critical to the success of professional development efforts. Several of the interventions we've described differ from past efforts in that they include these elements. They provide the type of continuous feedback and support that front-line service staff rarely receive. In educational settings, practitioners are often overwhelmed with daily responsibilities to youth, the bureaucracy, peers, and supervisors. Yet, each of the researchers found a unique way to provide ongoing and intensive feedback and support.

More important is whether these changes lead to meaningful improvements in the well-being of the settings' inhabitants. The evidence is promising. In several of the examples, positive impacts on youth were found. In two, they were sustained or more evident in a second year. We will continue to track this work to see if the impact of these changes continues to last. We want to understand what is required for positive outcomes to continue long-term. In the classroom and school-based interventions described, do the changes in teacher practices last in the next year with a new class? Researchers are planning to answer this question.

We are also exploring the idea of continual learning organization. What would it mean to have a continual learning organization—meaning one that can alter its own regularities on an ongoing basis in response to the needs of the youth within it? If an organization doesn't learn and change continually, larger systemic forces will lead to a return of the status quo (i.e., the old regularities). We have only begun to scratch the surface of understanding what strategies can make a real difference in the social regularities of everyday settings and affect their members' outcomes in the short and long run. We are committed to supporting future innovation and research to address these challenges.



Edward Seidman, Ph.D.
Senior Vice President, Program

1. Pianta, R.C.; Hamre, B.K.; Hays, N.; Mintz, S.; & La Paro, K.M. (2008). Classroom assessment scoring system—Secondary (CLASS-S). Charlottesville, VA: University of Virginia.
2. Butler, D.L. & Wimpey, P.H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research*, 65, 245–281.



REGAINING STABILITY

Federal, state, and local budget cuts will likely result in fewer safety nets for those suffering the effects of the recession. As people exhaust unemployment benefits and other forms of public assistance, nonprofits—including soup kitchens, shelters, and other community-based organizations—step in. These organizations often rely on government contracts, which are harder to come by since the recession. Foundation and individual giving are more important than ever in helping these community-based organizations continue to provide critical services.

Many foundations, ours included, spent the last year working to stabilize operations in the wake of losses resulting from the recession. The Foundation Center's report *Moving Beyond the Economic Crisis: Foundations Assess the Impact and Their Response* notes that a majority of grantmaking foundations cut back on operational expenses such as travel and staffing. However, only 12 percent of the foundations surveyed expected such changes to remain in place for more than a few years.¹

The William T. Grant Foundation did make strategic reductions to our operational expenses in 2010, as we did in 2009. We were short-staffed for the latter half of the year, realized some savings on Trustee-related expenses, continued to produce electronic rather than print versions of most publications, postponed some technology purchases and upgrades, and limited staff travel and conference attendance, as appropriate. We also gave smaller, but meaningful, raises to our non-senior employees.

We are in a
strong position
to play a key role
in social science

These choices allowed us to continue to support every high-quality grant proposal submitted that met our funding guidelines. Our staff has worked hard to ensure that we remain able to fund worthy projects. As we field applications, we pay special attention to those projects that would not be possible without our support. In some cases, we have strategically selected studies that need additional funding to reach their full potential. We are proud to report that our programmatic spending has remained at or near the levels seen in the years before the recession.

Maintaining our focus on funding high-quality research was made easier in 2010 by improvements in our asset levels, which began to rebound. Through smart investing and careful monitoring, we are slowly making our way back to pre-recession levels. The graphs illustrate our current and previous assets and allocations.

Looking Ahead

A recent report from the Foundation Center suggests that there will be a modest increase in giving by foundations in 2011, after a flat 2010.² In addition, a January 2011 article in *Philanthropy News Digest* reports that for the first time in four years, Americans plan to increase their charitable giving.³ This positive news reflects the tenacity and commitment of philanthropists.

Despite these positive signs, challenges remain for the philanthropic community. A recent survey from the Nonprofit Research Collaborative finds that 20 percent of nonprofits say their 2011 budgets will be lower than 2010.⁴ In addition, heated debates have arisen regarding government spending and income taxes. The charitable tax deduction has again come under scrutiny. If this tax break is eliminated or reduced, as proposed in the 2012 federal budget, it could significantly impact the philanthropic landscape. According to a recent survey by Dunham+Company, 48 percent of Americans said that the charitable tax deduction heavily influenced their decisions to give to charitable causes.⁵

This economic crisis has brought the importance of giving to the fore. New technologies have made it easier to support causes, and many Americans continue to contribute. As the economy improves, we hope the Foundation Center's predictions bear out and giving by both foundations and individuals does increase—regardless of any legislation or tax policies.

Fortunately, the William T. Grant Foundation is insulated from many of the pressures created by the recession. We are a foundation in perpetuity, and we do not depend on charitable donations. At the same time, we do not exist in a vacuum. By monitoring the effects the economic crisis has had on our peer institutions, we have been able to determine where our resources will be most effective. We have tightened our belts, but avoided compromising our mission in the process.

In 2011, we will continue to weather the storm while planning for our future. We are proud of our staff's perseverance and flexibility and our Board's guidance. We recognize that such sacrifices are only short-term solutions. Throughout the coming year, we will carefully monitor our budget and assets. However, we feel that we are in a strong position to do so while playing a key role in the social science research field.

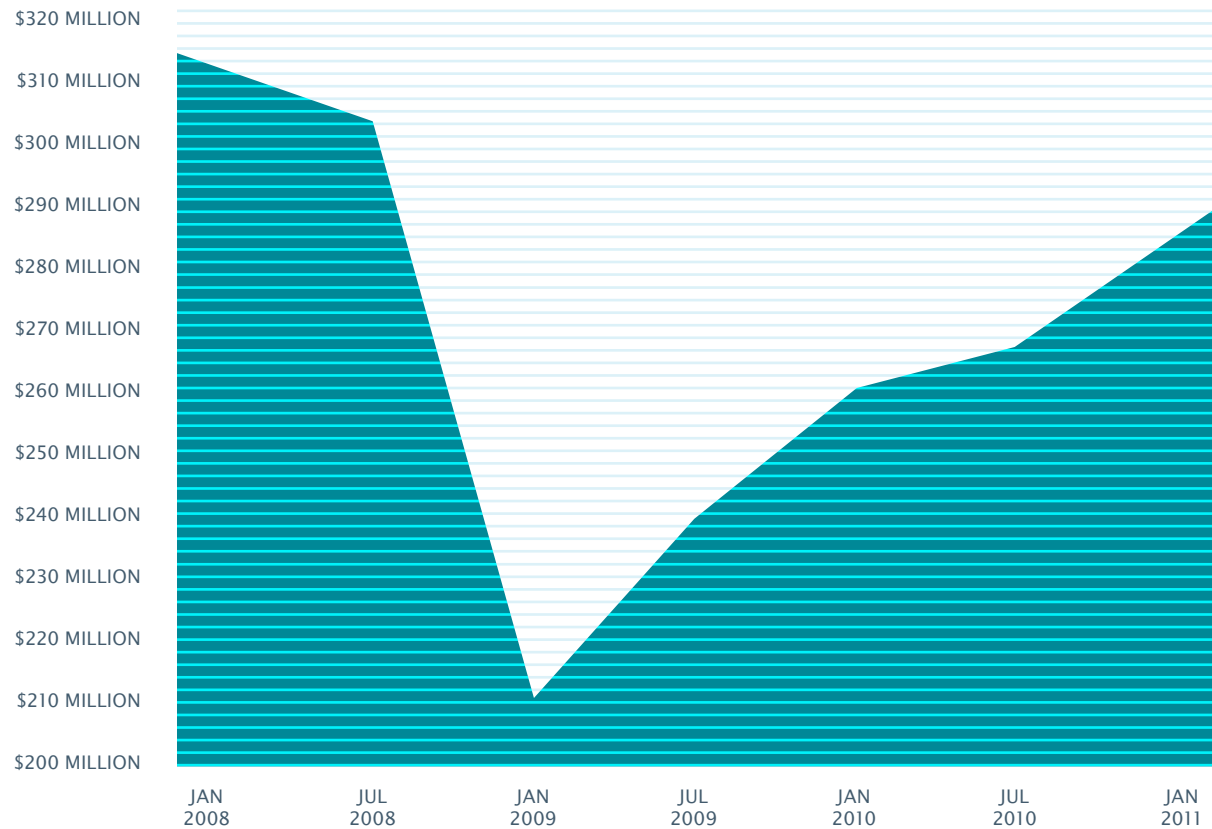


Lawrence D. Moreland, M.B.A.
Senior Vice President for Finance and Administration
and Assistant Treasurer

- 1,2. Lawrence, S. (November 2010). *Moving Beyond the Economic Crisis: Foundations Assess the Impact and Their Response*. The Foundation Center.
- 3,5. Americans more optimistic about giving in 2011, survey finds. (2011). *Philanthropy News Digest*, January 19, 2011. Retrieved from <http://foundationcenter.org/pnd/news/story.jhtml?id=322100003>
4. Schnaidt, V. (2010, November 29). Charities seeing slight recovery in giving, but not enough to keep up with demand or budget cuts. Retrieved from <http://foundationcenter.org/media/news/20101129.html>

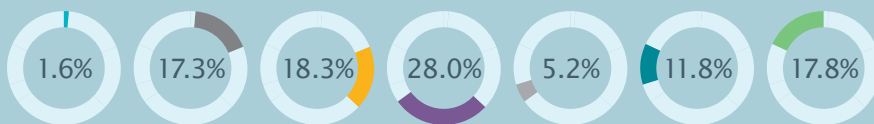
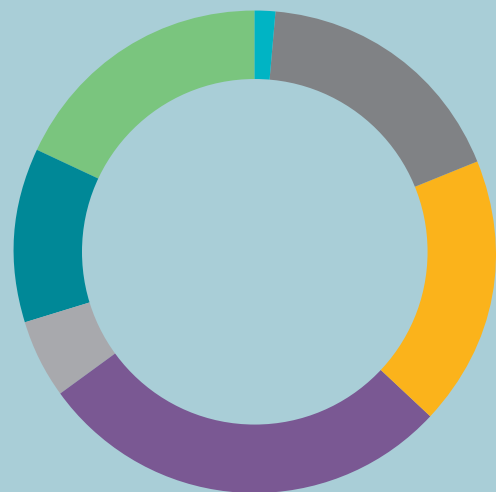
REGAINING STABILITY

TOTAL ASSETS JANUARY 2008–DECEMBER 2010 MONTHLY AVERAGE \$271,758,839



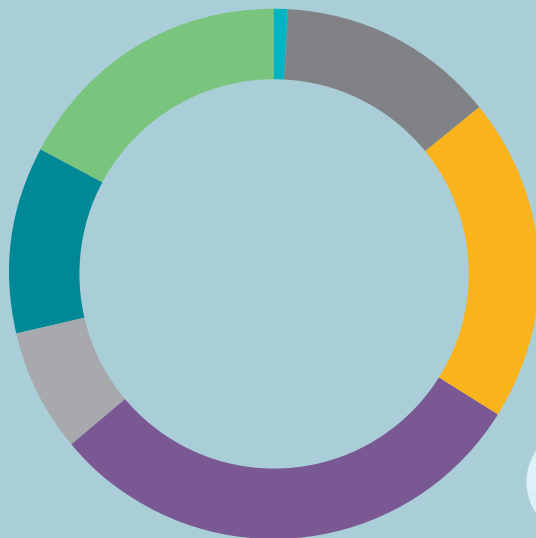
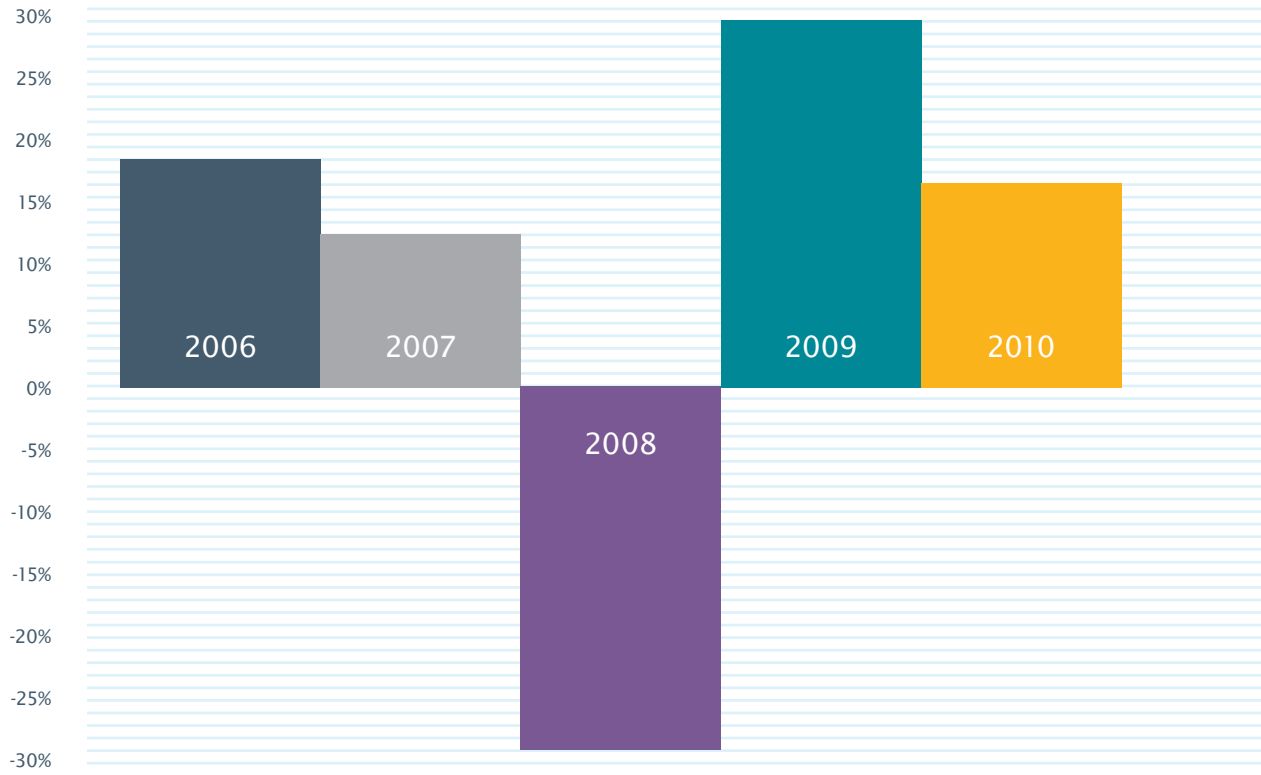
ASSET ALLOCATION 2009 \$266.7 MILLION

- CASH 1.6%
- FIXED INCOME 17.3%
- PRIVATE EQUITY 18.3%
- HEDGE FUNDS 28.0%
- EMERGING MARKETS EQUITY 5.2%
- GLOGAL EQUITY 11.8%
- U.S. EQUITY 17.8%



INVESTMENT PORTFOLIO PERFORMANCE 2006–2010

AVERAGE RATE OF RETURN




ASSET ALLOCATION 2010

\$293.1 MILLION

- CASH 1.1%
- FIXED INCOME 13.1%
- PRIVATE EQUITY 19.8%
- HEDGE FUNDS 30.2%
- EMERGING MARKETS EQUITY 7.3%
- GLOBAL EQUITY 11.4%
- U.S. EQUITY 17.2%





In 2010, the Foundation and our staff continued to work hard to ensure the challenges created by the recession didn't affect our grantmaking. We were able to fund every high-quality application submitted to us that was in line with our current research interests.

RESEARCH INTERESTS AND FUNDING

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Those research interests are improving our understanding of how settings work, how they affect youth development, and how they can be improved; and when, how, and under what conditions research evidence is used in policy and practice that affect youth, and how its use can be improved.

We believe that the lives of young people will improve if high-quality research informs the policies and practices that affect them. To achieve that goal and further our research interests, the Foundation focuses its efforts on three strategies: (1) Building the capacity of researchers to produce high-quality, relevant research evidence and of policymakers and practitioners to demand and use such evidence; (2) Supporting the production and synthesis of high-quality, relevant research evidence; and (3) Increasing the probability that research evidence is understood by policymakers and practitioners, practitioners improve the quality of their work, and our funding leverages other resources.

Funding Opportunities

Each of our funding opportunities reflects the strategies outlined above. The majority of our grantmaking supports high-quality empirical studies that we solicit through our investigator-initiated program as well as through RFPs. We use RFPs to encourage work in areas that we believe are worthy of increased attention.

Most applications for research awards are submitted for **investigator-initiated grants**. We accept letters of inquiry three times each year in January, April, and September. Funding guidelines, application instructions, and documents explaining how policy, biology, and interventions can be incorporated in a successful proposal are available on our website.

In 2010, we released our second **RFP for Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice**. This RFP is helping us build a portfolio of grants in this area and connect researchers from different disciplines who share an interest in the topic. The RFP is designed to shed light on how policymakers and practitioners use research evidence in their work, with the hope that understanding these processes will help us and others support and encourage research that is useful in policy and practice.

The **Distinguished Fellows Program** reflects our interest in the use of research evidence. This program supports influential mid-career researchers, policymakers, and practitioners. It enhances the capacity of policymakers and practitioners to recognize and use high-quality research by giving them the opportunity to work in research settings. For researchers, the program helps strengthen their work and increase its relevance by putting them in practice or policy settings. The goal of the program is to help researchers understand the needs of practitioners and policymakers, who in turn will gain the ability to effectively use high-quality research to improve policy and practice for youth.

The **William T. Grant Scholars Program** is a highly competitive program for early-career researchers. It funds five-year research and mentoring plans for each grantee. Over the years, the program has become more focused on professional development and capacity-building. Scholars choose mentors who can help them grow as researchers by acquiring new expertise. We also organize annual meetings and workshops, many of which include senior researchers as consultants, to help Scholars network and build their skills.

Our **Youth Service Improvement Grants (YSIG)** program is different from our other awards. YSIG supports community-based organizations within the five boroughs of New York City. They are the only grants we offer for direct-service organizations. The grants help improve the quality of services offered to young people ages 8 to 25. In 2010, we partnered with the Youth Development Institute to offer consultation services to grantees we felt could benefit from them.

OPPORTUNITIES

WILLIAM T. GRANT SCHOLARS PROGRAM

The William T. Grant Scholars Program supports the professional development of early-career researchers in the social, behavioral, or health sciences. The Foundation began the program in 1982 to create a network of highly skilled, innovative researchers working on areas of interest to us.

The Scholars award is different from traditional research grants in its focus on career development. The award facilitates this by funding five-year research and mentoring plans to help Scholars develop new expertise. With the expanded expertise—which can include methods, disciplinary perspectives, and content knowledge—Scholars tackle relevant research that will advance theory, policy, and practice for youth.

Mentors are a critical part of the Scholars award, providing support and knowledge for research and career development. We therefore ask applicants to create mentoring plans to support their development and, ultimately, lead to the production of stronger work.

Each year, this competitive award is given to four to six Scholars who have a promising track record of success in conducting high-quality research. We seek to fund applicants who are ambitious in their research endeavors and prepared to take measured risks to advance them. Each Scholar receives an award of \$350,000 distributed over five years. Applications for 2012 awards are due on July 6, 2011. A brochure outlining the criteria, required documents, and application procedures is available on our website.



The Scholars Class of 2015
Left to right: Patrick Sharkey, Sara Goldrick-Rab,
Phillip Atiba Goff. Not pictured: Elizabeth Oltmans Ananat.

SCHOLARS SELECTION COMMITTEE

Cynthia García Coll, Ph.D., Chair
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Psychology, and Pediatrics
Brown University

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Leadership Chair in Child Development
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Ewart A.C. Thomas Collegiate Professor
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Director, National Center for Research in Early
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George and Diane Weiss Professor of Education
University of Pennsylvania

Timothy Smeeding, Ph.D.
Director, Institute for Research on Poverty
Arts and Sciences Distinguished
Professor of Public Affairs
University of Wisconsin-Madison

Jane Waldfogel, Ph.D.
Professor of Social Work and Public Affairs
School of Social Work
Columbia University

Hiro Yoshikawa, Ph.D.
Professor of Education
Graduate School of Education
Harvard University

Standing, front left: Hiro Yoshikawa, Jane Waldfogel,
Robert C. Granger, W. Thomas Boyce, Vonnie C. McLoyd,
Susan M. Kegeles, Richard J. Murnane, and Robert C. Pianta.
Seated, left to right: Timothy Smeeding, Cynthia García Coll,
Michael Wald (chair 2009–2010), and Elizabeth Birr Moje.
Not pictured: Andrew C. Porter





CURRENT WILLIAM T. GR

2005–2010

Rachel Dunifon, Ph.D.
Associate Professor
Department of Human Ecology
Cornell University
The Role of Grandparents in the Lives of Adolescent Grandchildren

Tama Leventhal, Ph.D.
Assistant Professor
Department of Child Development
Tufts University
Neighborhood Influences on Adolescent Development: Timing, Gender, and Processes

Clark McKown, Ph.D.
Licensed Clinical Psychologist, Pediatrics
Associate Executive Director and Research Director
Assistant Professor
Rush Neurobehavioral Center
Rush University Medical Center
The Social and Developmental Ecology of Academic Inequity

Lisa D. Pearce, Ph.D.
Associate Professor
Department of Sociology
University of North Carolina at Chapel Hill
Religion's Role in the Shaping of Self-Image, Aspirations, and Achievement in Youth

Renée Spencer, Ed.D.
Associate Professor
School of Social Work
Boston University
Understanding the Mentoring Process: A Longitudinal Study of Mentoring Relationships between Adolescents and Adult

2006–2011

Valerie Leiter, Ph.D.
Associate Professor
Director, Society and Health Program
Department of Sociology
Simmons College
Transition to Adulthood Among Youth with Disabilities

Emily Ozer, Ph.D.
Professor
School of Public Health
University of California, Berkeley
Adolescents as Resources in School-Based Prevention

Devah Pager, Ph.D.
Associate Professor
Department of Sociology
Princeton University
Barriers in the Pathway to Adulthood: The Role of Discrimination in the Lives of Young Disadvantaged Men

Laura Romo, Ph.D.
Associate Professor
Graduate School of Education
University of California, Santa Barbara
Designing Contextually Relevant Workshops to Enhance Latina Mother-Daughter Communication About Sexual Topics

Kevin Roy, Ph.D.
Associate Professor
School of Public Health
University of Maryland
Intergenerational Influences on Men's Transitions to Adulthood

ANT SCHOLARS

2007–2012

Christina Gibson-Davis, Ph.D.
Assistant Professor
Director, Children in
Contemporary Society
Certificate Program
Sanford School of Public Policy
Duke University
*Marriage and Parenthood
in the Lives of Adolescents
and Young Adults*

Nikki Jones, Ph.D.
Professor
Department of Sociology
University of California,
Santa Barbara
*Pathways to Freedom: How
Young People Create a Life After
Incarceration*

Nonie Lesaux, Ph.D.
Marie and Max Kargman
Associate Professor
Graduate School of Education
Harvard University
*Language Diversity and Literacy
Development: Increasing
Opportunities-to-Learn in
Urban Middle Schools*

Dina Okamoto, Ph.D.
Associate Professor
Department of Sociology
University of California, Davis
*The Role of Community-Based
Organizations in the Lives
of Immigrant and Second-
Generation Youth*

Sandra Simpkins, Ph.D.
Associate Professor
School of Social and Family
Dynamics
Arizona State University
*The Determinants of Mexican-
Origin Adolescents' Participation
in Organized Activities: The Role
of Culture, Settings, and the
Individual*

2008–2013

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

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

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

Brian Mustanski, Ph.D.
Assistant Professor
Departments of Psychiatry
University of Illinois at Chicago
*The Internet as a Setting for
Sexual Health Development
Among Gay Youth*

2009–2014

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

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

Candice L. Odgers, Ph.D.
Assistant Professor
Department of Psychology and
Social Behavior
University of California, Irvine
*Macro-to-Micro Contextual
Triggers of Early Adolescent
Substance Exposure*

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

2010–2015

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

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

Sara Goldrick-Rab, Ph.D.
Assistant Professor
Department of Educational
Policy Studies
University of Wisconsin-Madison
*Rethinking College Choice in
America*

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

DISTINGUISHED FELLOWS PROGRAM



Seven years ago, in an effort to foster connections between research, policy, and practice, we established the Distinguished Fellows Program. The Fellowship targets mid-career professionals who are influential in their fields. Each year, the Foundation selects two to five Fellows, who spend at least six months (and up to two years) in their Fellowship settings. Researchers are immersed in policy or practice settings, and policymakers and practitioners in research settings. Through this experience, Fellows learn first-hand about the needs and challenges of those in different roles. The ultimate goal of the Fellowship is to facilitate the production and use of high-quality research that is relevant to policymakers and practitioners.

Though it is still relatively new, we are pleased to see that the Fellowship has begun to yield significant results. Since its founding, the Foundation has funded a diverse group of 21 Distinguished Fellows who are in various roles within the spectrum of youth policy, practice, and research.

We remain excited by the connections and dialogues we have been able to facilitate among professionals who often have very similar goals, but are working with different definitions and within disparate networks. We look forward to continuing to watch these grantees use their Fellowship experiences to build the capacity of their respective fields to produce and use high-quality research.

**Strengthening
the connections
between research,
policy, and practice**

YOUTH SERVICE IMPROVEMENT GRANTS



Youth Service Improvement Grants (YSIG) focus on helping organizations within the five boroughs of New York City strengthen their programs for youth. These grants are a small but meaningful part of the Foundation’s portfolio. Through this program, we are able to have a more direct impact on youth in our community. These grants are administered by a diverse and dedicated committee of staff from every department of the Foundation.

YSIG awards—which are \$25,000—are given to small and mid-sized community-based organizations in New York City that offer direct services to youth ages 8 to 25. Youth services range from arts education, tutoring, mentoring, and college preparation to leadership training, career assistance, and alternatives-to-incarceration. Although diverse in their work, YSIG grantees share the goal of supporting youth and their development and a commitment to providing high-quality programming.

The program was established in 2006 and since then we have worked with grantees and consultants to refine and improve it to better meet the needs of youth-serving organizations. In 2010, the Foundation began offering select grantees consulting services with the Youth Development Institute, to help the grantees develop sustainable improvements.





NEW AND ACTIVE GRANTS 2010

CAPACITY BUILDING

William T. Grant Scholars

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

Elizabeth Oltmans Ananat, Ph.D.

Duke University
\$350,000, 2010–2015

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

Renee Boynton-Jarrett, M.D.

Boston University School of Medicine
\$350,000, 2008–2013

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

Stefanie DeLuca, Ph.D.

Johns Hopkins University
\$350,000, 2008–2013

The Role of Grandparents in the Lives of Adolescent Grandchildren

Rachel Dunifon, Ph.D.

Cornell University
\$300,000, 2005–2010
\$30,000, 2006–2010

Marriage and Parenthood in the Lives of Adolescents and Young Adults

Christina Gibson-Davis, Ph.D.

Duke University
\$350,000, 2007–2012

Broken Windows, Broken Youth: The Effect of Law Enforcement on Non-White Males' Development

Phillip Atiba Goff, Ph.D.

University of California, Los Angeles
\$350,000, 2010–2015

Rethinking College Choice in America

Sara Goldrick-Rab, Ph.D.

University of Wisconsin-Madison
\$350,000, 2010–2015

Minority Student Success in Higher Education

Alisa Hicklin, Ph.D.

University of Oklahoma
\$350,000, 2008–2013

Causal Inference Methods for Studying Instruction Effects on Language Minority Students

Guanglei Hong, Ph.D.

University of Chicago
\$350,000, 2009–2014
\$85,000, 2010–2014

Pathways to Freedom: How Young People Create a Life After Incarceration

Nikki Jones, Ph.D.

University of California, Santa Barbara
\$350,000, 2007–2012
\$60,000, 2009–2012

Peer Networks and Adolescent Sexual Development

Derek Kreager, Ph.D.

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

Transition to Adulthood Among Youth with Disabilities

Valerie Leiter, Ph.D.

Simmons College
\$300,000, 2006–2011
\$40,000, 2006–2011

Language Diversity and Literacy Development: Increasing Opportunities-to-Learn in Urban Middle Schools

Nonie Lesaux, Ph.D.

Harvard University
\$350,000, 2007–2012
\$85,000, 2009–2012

Neighborhood Influences on Adolescent Development: Timing, Gender, and Processes

Tama Leventhal, Ph.D.

Tufts University
\$300,000, 2005–2010
\$30,000, 2006–2010

The Social and Developmental Ecology of Academic Inequity

Clark McKown, Ph.D.

Rush University Medical Center
\$300,000, 2005–2010
\$30,000, 2006–2010
\$60,000, 2007–2010

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

Brian Mustanski, Ph.D.

University of Illinois at Chicago
\$350,000, 2008–2013

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

Candice Odgers, Ph.D.

University of California, Irvine
\$350,000, 2009–2014

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

Dina Okamoto, Ph.D.

University of California, Davis
\$350,000, 2007–2012
\$60,000, 2008–2010

Adolescents as Resources in School-Based Prevention: Effects on Program Outcomes and Youth Development

Emily Ozer, Ph.D.

University of California, Berkeley

\$300,000, 2006–2011

\$40,000, 2006–2011

\$60,000, 2008–2011

Barriers in the Pathway to Adulthood: The Role of Discrimination in the Lives of Young Disadvantaged Men

Devah Pager, Ph.D.

Princeton University

\$300,000, 2006–2011

\$40,000, 2006–2011

Religion's Role in the Shaping of Self-Image, Aspirations, and Achievement in Youth

Lisa Pearce, Ph.D.

University of North Carolina at Chapel Hill

\$300,000, 2005–2010

\$30,000, 2006–2010

Designing Contextually Relevant Workshops to Enhance Latina Mother-Daughter Communication about Sexual Topics

Laura Romo, Ph.D.

University of California, Santa Barbara

\$300,000, 2006–2011

\$40,000, 2006–2011

\$60,000, 2007–2011

Intergenerational Influences on Men's Transitions to Adulthood

Kevin Roy, Ph.D.

University of Maryland

\$300,000, 2006–2011

\$40,000, 2006–2011

\$60,000, 2009–2012

Social Processes in Juvenile Probation

Craig Schwalbe, Ph.D.

Columbia University

\$350,000, 2009–2014

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

Patrick Sharkey, Ph.D.

New York University

\$350,000, 2010–2015

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

Sandra Simpkins, Ph.D.

Arizona State University

\$350,000, 2007–2012

\$60,000, 2008–2010

Understanding the Mentoring Process: A Longitudinal Study of Mentoring Relationships between Adolescents and Adults

Renee Spencer, Ed.D.

Boston University

\$300,000, 2005–2010

\$30,000, 2006–2010

\$60,000, 2007–2010

\$25,000, 2009–2010

Distinguished Fellows

Integrating Child Welfare, Income Support, and Child Support to Improve Outcomes

Maria Cancian, Ph.D.

University of Wisconsin-Madison

\$190,966, 2009–2011

Understanding the Educational Ecology of Formal and Informal Organizations in Pittsburgh

Kevin Crowley, Ph.D.

University of Pittsburgh

\$200,000, 2010–2012

Using Data to Build the Capacity of After-School and Youth Development Providers

Elizabeth Devaney, M.A.

Providence After School Alliance

\$162,878, 2009–2011

Addressing the Needs of Children in Child Welfare: Views from the Front Line

Laurel Leslie, M.D.

Tufts Medical Center

\$174,975, 2008–2010

Improving Child Welfare Outcomes for Children and Families through Effective Service Systems

Susan Maciolek, M.P.P.

University of Southern Maine

\$199,213, 2008–2010

Improving Research, Policy, and Practice in Family Courts through Interdisciplinary Collaboration

Peter Salem, M.A.

Association of Family and Conciliation Courts

\$186,417, 2009–2011

Designing, Implementing, and Validating the Next Generation of Teacher Evaluation Systems

John Tyler, Ph.D.

Brown University

\$195,474, 2010–2012

Promoting Children's Health by Building Healthier Food Environments

David Wallinga, M.D.

Institute for Agriculture and Trade Policy

\$175,000, 2008–2010

Youth Mentoring Research Project

Marc Wheeler, B.A.

Portland State University

\$164,581, 2008–2010

\$35,344, 2009–2010

\$2,688, 2010–2010

Involving Parents in the Schooling of Immigrant Mexican Students

Stanton Wortham, Ph.D.

University of Pennsylvania

\$199,979, 2008–2010



Youth Service Improvement Grants

CollegeBound Initiative - Improvement of Early College Awareness Program

Anne Adler

Young Women's Leadership Network
\$25,000, 2010–2011

High School Prep Project

Richard Berlin

Harlem RBI
\$25,000, 2010–2011

Red Hook Initiative College Prep Improvement Project

Jill Eisenhard

Red Hook Initiative
\$25,000, 2010–2011

Teaching Artist Training Program

Diana Feldman

ENACT
\$25,000, 2010–2011

The Guidance Center's Summer START Program

Amy Gelles

The Guidance Center
\$25,000, 2010–2011

Director of Instruction and Curriculum

Jeffrey Ginsburg

East Harlem Tutorial Program
\$25,000, 2010–2011

Choral Music Education and Performance Program Improvement Project

Valerie Lewis

Brooklyn Youth Chorus, Inc.
\$25,000, 2010–2011

College Material: Strengthening the Process for High School Juniors and Seniors

Robert Miller

Westhab, Inc.
\$25,000, 2010–2011

Curriculum Development for the Girls Write Now Mentoring Program

Maya Nussbaum

Girls Write Now
\$25,000, 2010–2011

Alumni Support Improvement Project

Sonja Okun

Exalt Youth
\$25,000, 2010–2011

CEPS-Fortune Integration

JoAnn Page

The Fortune Society
\$25,000, 2010–2011

Community Youth in Action

Steve Ramos

Fresh Youth Initiative
\$25,000, 2010–2011

Latino Youth in Action Program

Heriberto Sanchez Soto

Hispanic AIDS Forum, Inc.
\$25,000, 2010–2011

Research Methods and Infrastructure

Building Evidence: The Inside Story of Social Experiments

Judith Gueron, Ph.D.

MDRC
\$20,000, 2010–2011

Analysis of Intra-Classroom Correlation: Implications for Random Assignment

Jane Hannaway, Ph.D.

Urban Institute
\$54,299, 2008–2009
\$12,000, 2009–2010

Qualitative Consulting Service for Supporting Mixed-Method Research and Workshops

Eli Lieber

University of California, Los Angeles
\$24,916, 2009–2010
\$22,993, 2010–2011

Building Capacity to Evaluate Group-Level Interventions: Year 3

Stephen Raudenbush, Ed.D.

University of Chicago
Howard Bloom, Ph.D.
MDRC

\$250,000, 2006–2007

\$250,000, 2006–2007

\$280,000, 2007–2008

\$57,500, 2008–2009

\$270,000, 2008–2010

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

Stephen Raudenbush, Ph.D.

University of Chicago

Howard Bloom, Ph.D.

MDRC
\$300,000, 2010–2010

Propensity Scores in Practice: How to Successfully Conduct a Propensity Score Analysis

Peter Steiner

Northwestern University
\$25,000, 2009–2010

Other

Advancing Evidence-Based Reforms in Social Programs Affecting American Youth

Jonathan Baron, J.D.

Council for Excellence in Government

\$150,000, 2005–2009

\$50,000, 2006–2009

\$200,000, 2007–2009

\$100,000, 2010–2011

Building a Sustainable Model for Promoting Evidence-Based Youth and Family Policy

Karen Bogenschneider, Ph.D.

University of Wisconsin-Madison
\$100,000, 2010–2011

A Pilot Project to Enhance Career Development of Promising Interdisciplinary Research Scientists in Adolescent Health

S. Jean Emans, M.D.

Children's Hospital
\$25,000, 2010–2012

Harlem Children's Zone: Community Development as Education

Edmund Gordon, Ph.D.

Rockland Community College Foundation
\$25,000, 2010–2011

Mayors' Institute on Children and Families

Clifford Johnson

National League of Cities
\$20,000, 2009–2010

The Taproot Foundation Service Grant Program

Megan Kashner

The Taproot Foundation
\$40,000, 2010–2011

15th Annual Black Graduate Student Conference in Psychology

Jacqueline Mattis

New York University
\$5,000, 2009–2010

Board Strengthening and Organizational Sustainability

Karen Pittman

Forum for Youth Investment
\$25,000, 2010–2011

SRCD Congressional Fellowship Program

Lonnie Sherrod, Ph.D.

Society for Research in Child Development
\$375,000, 2009–2012

Supporting California's Quality Improvement and Accountability Initiatives for After-school Programs and Systems

Charles Smith, Ph.D.

Forum for Youth Investment
\$25,000, 2010–2011

NYEC PEPNet Accreditation for Youth Workforce Programs

Mala Thakur

National Youth Employment Coalition
\$25,000, 2009–2010

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

Robert Waldinger, M.D.

Brigham and Women's Hospital
\$90,996, 2010–2011

Bridging Research, Policy, and Practice in Youth Development

Nicole Yohalem

Forum for Youth Investment
\$419,421, 2009–2010
\$478,330, 2010–2011

USE OF EVIDENCE

Descriptive Research

How School Boards Weigh Research Findings in Policymaking

Robert Asen, Ph.D.

University of Wisconsin-Madison
Deborah Gurke, Ph.D.
Wisconsin Association of School Boards
\$448,442, 2009–2011

Exploring Knowledge Diffusion Among District Administrators

Matthew Clifford, Ph.D.

American Institutes for Research
Julie Kochanek, Ph.D.
Education Development Center
\$186,767, 2010–2011

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

Alan Daly, Ph.D.

University of California, San Diego
Kara Finnigan, Ph.D.
University of Rochester
\$342,246, 2009–2011

Improving the Quality, Use, and Utility of Social Science Research

Miron L. Straf, Ph.D.

National Academy of Sciences
\$350,019, 2006–2011

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

Margaret Goertz, Ph.D.

Elliot Weinbaum, Ph.D.

University of Pennsylvania

Carol Barnes, Ph.D.

Diane Massell, Ph.D.

University of Michigan
\$596,823, 2010–2012

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

Meredith Honig, Ph.D.

University of Washington
\$383,338, 2011–2012

Policy Ideas, Entrepreneurs, and Education Research

Lorraine McDonnell, Ph.D.

M. Stephen Weatherford, Ph.D.

University of California,

Santa Barbara

\$453,620, 2010–2012

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

Joanne Nicholson, Ph.D.

University of Massachusetts Medical School

Laurel Leslie, M.D.

Tufts Medical Center

Susan Maciolek, M.P.P.

University of Southern Maine

\$552,517, 2010–2012

Innovation and the Use of Research Evidence in Public Youth-Serving Agencies: Phase 1

Lawrence Palinkas, Ph.D.

University of Southern California

Patricia Chamberlain, Ph.D.

Oregon Social Learning Center

\$434,381 2009–2010

Communications/ Advocacy

California After-School Policy Agenda Development for the 2011 Legislative Session

Steve Amick

LA's BEST

\$10,000, 2010–2011

Evidence-Based Policymaking: Next Steps to Take a Book from Analysis to Action

Karen Bogenschneider

University of Wisconsin- Madison

\$25,000, 2009–2011

Using Research to Inform the Policy Process to Enhance the Quality of After-School Programs

Betsy Brand

Caroline Christodoulidis, M.A.

American Youth Policy Forum

\$150,000, 2007–2009

\$162,745, 2009–2011

Strengthening Youth Today's Investigative Research Capabilities

Sara Fritz

American Youth Work Center

\$150,000, 2009–2011

Advancing Quality After-School Programs

Jodi Grant, J.D.

Afterschool Alliance

\$200,000, 2006–2008

\$300,000, 2006–2008

\$300,000, 2008–2010

\$300,000, 2010–2012

Using Evidence for a Change

James Kohlmoos

NEKIA Center for Knowledge Use

\$10,000, 2010–2011

Improving After-School Program Quality

Jennifer Peck

Bay Area Partnership

\$120,314, 2008–2010

\$75,000, 2010–2011

Comprehensive Educational Opportunity Project: After-School Education/Out of School Learning Experiences

Michael Rebell

Columbia University

\$25,000, 2009–2010

Global Implementation Conference (GIC) 2011

Jennifer Schroeder

Child Health and Development

Institute of Connecticut, Inc.

\$24,955, 2009–2010

NPR's Coverage of Youth-Related Issues

Ellen Weiss

Steven Drummond

National Public Radio

\$275,000, 2009–2011

Brown Center Letter on Education Policy

Grover Whitehurst

The Brookings Institution

\$25,000, 2009–2010

Other

Comparative Child and Family Policy: A Conference in Honor of Sheila Kamerman

Irwin Garfinkel, Ph.D.

Columbia University

\$5,000, 2010–2011

Using Research to Improve Children's Lives: A Festschrift in Honor of Aletha C. Huston

Elizabeth Gershoff, Ph.D.

University of Texas at Austin

\$5,000, 2010–2011



UNDERSTANDING AND IMPROVING YOUTH SETTINGS

Descriptive Research

Organizing Schools and Classrooms to Engage Latino Youth In Academically Challenging Work

Betty Achinstein, Ph.D.
Rodney Ogawa, Ph.D.
University of California, Santa Cruz
\$580,000, 2010–2013

Student Incorporation and the Sociocultural Contexts of Schools

Prudence Carter, Ph.D.
Stanford University
\$456,582, 2006–2010

Integrating Targeted Academic Help into a Community After-School Program

Tiffani Chin, Ph.D.
EdBoost Education Corp.
Meredith Phillips, Ph.D.
University of California, Los Angeles
\$25,000, 2010–2011

Health Risk Trajectories Across Adolescence: Understanding Gender Differences

Rebekah Levine Coley, Ph.D.
Boston College
Sara Jaffee, Ph.D.
King's College
James Mahalik, Ph.D.
Boston College
\$394,058, 2010–2013

Documenting and Understanding the Emergence of the Immigrant Paradox in Childhood and Adolescence

Cynthia Garcia Coll, Ph.D.
Amy Marks, Ph.D.
Brown University
\$350,000, 2006–2010

Early Social Settings and Pathways to Economic Opportunity in Uncertain Times

Robert L. Crosnoe, Ph.D.
University of Texas at Austin
Margaret Burchinal, Ph.D.
University of California-Irvine
Tama Leventhal, Ph.D.
Tufts University

Kathleen McCartney, Ph.D.
Harvard University
\$279,239, 2010–2013
\$43,078, 2010–2013

Low-Income Youth, Neighborhoods, and Housing Mobility in Baltimore

Kathy Edin, Ph.D.
University of Pennsylvania
Susan Clampet-Lundquist, Ph.D.
Saint Joseph's University
Stefanie DeLuca, Ph.D.
Johns Hopkins University
\$460,938, 2010–2011

How Do Peers Influence Each Other's Mental Health and Help-seeking in College?

Daniel Eisenberg, Ph.D.
University of Michigan
Janis L. Whitlock, Ph.D.
Cornell University
Ezra Golberstein, Ph.D.
Harvard Medical School
\$421,789, 2009–2011

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

Gary Evans, Ph.D.
Cornell University
\$406,399, 2009–2013

In Search of Structure: A Theory-Based, Mixed-Methods Examination of Parental Structure in Families of Young Adolescents

Wendy Grolnick, Ph.D.
Esteban Cardemil, Ph.D.
Clark University
\$322,616, 2008–2011
\$32,977, 2009–2011

The Challenges of OST System-Building for High School Youth

Robert Halpern
Erikson Institute
\$20,000, 2009–2010

Growth Zones: Positive Development In Adolescence

Reed Larson, Ph.D.
University of Illinois at Urbana-Champaign
\$25,000, 2007–2010

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

Reed Larson, Ph.D.
Marcella Raffaelli, Ph.D.
University of Illinois at Urbana-Champaign
\$640,034, 2010–2013

Estimating Neighborhood Effects on Low-Income Youth

Jens Ludwig, Ph.D.
University of Chicago
Brian Jacob, Ph.D.
University of Michigan
Jeffrey Smith, Ph.D.
University of Maryland
\$367,207, 2005–2011

Dreamers and Dropouts: Charting the Educational Trajectories of Inner City Students

Katherine Newman, Ph.D.
Nicholas Ehrmann
Princeton University
\$25,000, 2007–2010

The Achievement/Adjustment Paradox: Understanding Psychological Adjustment of High-Achieving Chinese American High School Students

Desiree Qin, Ed.D.
Michigan State University
\$25,000, 2006–2011
\$16,000, 2009–2011

Everyday Life and Susceptibility to Upper Respiratory Infections

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

Adolescent Friendship Networks: The Role of Individual and School Characteristics

David Schaefer, Ph.D.
Arizona State University
\$24,873, 2009–2010

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

Russell Skiba, Ph.D.
Robin Hughes, Ph.D.
Indiana University
\$463,929, 2010–2012

Assimilation and Early Adulthood Among Children of Immigrants: Gendered Ethnicity, Moral Career Narratives, and Constructed Contexts

Robert Smith, Ph.D.
Baruch College
\$199,031, 2005–2009
\$25,000, 2008–2010

Violence, Sleep, and Child Health

James Spilisbury, Ph.D.
Denise Babineau, Ph.D.
Case Western Reserve University
\$491,737, 2009–2012

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

Carola Suárez-Orozco, Ph.D.
Marcelo Suárez-Orozco, Ph.D.
New York University
\$499,201, 2010–2012

Linking Developmental Trajectories of Media Use and Obesity from Childhood to Young Adulthood

Elizabeth Vandewater, Ph.D.
University of Texas at Austin
Shelley Blozis, Ph.D.
University of California, Davis
\$384,891, 2007–2010

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

Barbara Wolfe, Ph.D.
Marsha Seltzer, Ph.D.
University of Wisconsin-Madison
Jason Fletcher, Ph.D.
Yale University
\$355,742, 2010–2013

Intervention Research

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

Joseph Allen, Ph.D.

Robert Pianta, Ph.D.

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

Using Emotional Literacy to Improve Youth-Serving Organizations

Marc Brackett, Ph.D.

Susan Rivers, Ph.D.

Peter Salovey, Ph.D.

Yale University
\$1,594,182, 2007–2011
\$216,038, 2007–2011
\$178,599, 2008–2011
\$50,185, 2009–2011
\$50,187, 2010–2011

Experimental Program to Evaluate Court-Based Services for Divorcing Families

Sanford Braver, Ph.D.

Irwin Sandler, Ph.D.

Arizona State University
\$500,000, 2008–2011

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

Joshua Brown, Ph.D.

Stephanie Jones, Ph.D.

Harvard University
\$524,340, 2006–2008
\$14,107, 2007–2011

Marital Conflict-Focused Parent Education for Families with Adolescents

E. Mark Cummings, Ph.D.

Jennifer Cummings, Ph.D.

William Faircloth

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

Young Women Leaders: An Investigation of Mentoring Groups for Middle School Girls

Nancy L. Deutsch, Ph.D.

Edith Winx Lawrence, Ph.D.

University of Virginia
\$497,136, 2008–2011

Testing the ARC Organizational Intervention Strategy for Community and School-based Youth Service Programs

Charles Glisson

University of Tennessee, Knoxville
\$1,483,573, 2008–2011

Causal Effects of Financial Aid on the Social Relationships of Low-Income College Students

Sara Goldrick-Rab, Ph.D.

Douglas Harris, Ph.D.
University of Wisconsin-Madison
\$441,503, 2008–2010

Challenging Underserved Children to Achieve Academic Excellence

Jean Grossman, Ph.D.

Princeton University

Carla Herrera, Ph.D.

Public/Private Ventures

Leigh Linden, Ph.D.

Columbia University

Richard Tagle

Higher Achievement
\$245,000, 2010–2011

A Replication and Extension of a Study of Peer Impacts on Attitudes and Drinking Behavior

Guang Guo, Ph.D.

University of North Carolina at Chapel Hill

Greg Duncan, Ph.D.

University of California, Irvine
\$568,450, 2007–2010

After-School Programs for High School Students: An Evaluation of After School Matters

Barton Hirsch, Ph.D.

Larry Hedges, Ph.D.

Northwestern University
\$843,729, 2007–2011

Project READS: Proposal for Multi-District Randomized Controlled Trial of a Voluntary Summer Reading Intervention

James Kim, Ed.D.

Harvard University

Jonathan Guryan, Ph.D.

University of Chicago
\$520,968, 2007–2008
\$88,033, 2008–2010

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

Maria LaRusso, Ph.D.

New York University

Joshua Brown, Ph.D.

Fordham University

Stephanie Jones, Ph.D.

Harvard Graduate School of Education
\$500,000, 2009–2011
\$24,976, 2009–2012

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

Susan McHale, Ph.D.

David Almeida, Ph.D.

Anne Crouter, Ph.D.

Laura Cousino Klein, Ph.D.

Robert Stawski, Ph.D.

Pennsylvania State University
\$499,079, 2009–2013

State and Local Policies Regarding Implementation of Nurse-Family Partnership and their Impact on Participant Retention

Kammie Monarch, R.N., M.S.N., J.D.

Nurse-Family Partnership

David Olds, Ph.D.

University of Colorado
\$25,000, 2010–2011

Small Class Sizes and Health: Causality, Mechanisms, and Lessons for Policy

Peter Muennig, Ph.D.

Elizabeth Ty Wilde, Ph.D.

Columbia University

Jeremy Finn, Ph.D.

State University of New York at Buffalo
\$201,622, 2010–2011

Supporting Successful Transitions to Adulthood: Understanding the Potential of Career Academy High Schools

Richard Murnane, Ph.D.

Lindsay C. Page, Ph.D.

John B. Willett, Ph.D.

Harvard University
\$25,000, 2009–2010

Dissemination of Results from the WASCIP Quality Advisory Study

Neil Naftzger, M.P.A.

American Institutes for Research
\$24,935, 2010–2011

The Impact of School-Based Prevention on Friendship Networks and Peer Influence

D. Wayne Osgood, Ph.D.

Mark Feinberg, Ph.D.

Pennsylvania State University
\$500,000, 2007–2012

Opportunity NYC-Family Rewards: An Embedded Child and Family Study of Conditional Cash Transfers

James Riccio, Ph.D.

MDRC

Pamela Morris, Ph.D.

New York University

\$400,000, 2009–2011

\$25,000, 2009–2011

Strengthening After-School Programs

Emilie Smith, Ph.D.

Daniel Perkins, Ph.D.

Linda Caldwell, Ph.D.

Pennsylvania State University
\$1,499,920, 2009–2012

Youth Enrichment in Sports (YESports)

Ronald Smith, Ph.D.

Frank Smoll, Ph.D.

University of Washington
\$483,387, 2002–2010
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\$12,000, 2008–2010

Measurement Development

Assessing Instructional Content and Interactions At-Scale

Richard Correnti, Ph.D.

Lindsay C. Matsumura, Ph.D.

University of Pittsburgh

Laura Hamilton, Ph.D.

RAND Corporation
\$399,831, 2008–2012

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

Jason Downer, Ph.D.

Bridget Hamre, Ph.D.

Megan Stuhlman, Ph.D.

University of Virginia
\$98,998, 2009–2012

*Teaching Practices,
Classroom Peer Ecologies,
and Youth Outcomes*

Scott Gest, Ph.D.

Thomas Farmer, Ph.D.

D. Wayne Osgood, Ph.D.

Pennsylvania State University

Philip Rodkin, Ph.D.

University of Illinois, Urbana-
Champaign

\$399,367, 2008–2011

*Toward an Understanding of
Classroom Context: A Validation
Study*

Drew Gitomer, Ph.D.

Courtney Bell, Ph.D.

Educational Testing Service

\$531,095, 2008–2011

\$50,512, 2009–2011

*Refining and Validating a
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Claude Goldenberg, Ph.D.

Edward Haertel, Ph.D.

Stanford University

\$99,999, 2009–2012

*Making a Difference: Examining
Classrooms Practices in Middle
School English Language Arts*

Pam Grossman, Ph.D.

Susanna Loeb, Ph.D.

Stanford University

\$188,446, 2008–2010

*Improving the Measurement
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Instruction*

Heather Hill, Ph.D.

Harvard University

Robin Jacob, Ph.D.

University of Michigan

Geoffrey Phelps, Ph.D.

University of Michigan

\$400,000, 2009–2012

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

JoAnn Hsueh, Ph.D.

MDRC

Mark Cummings, Ph.D.

University of Notre Dame

\$550,000, 2010–2012

*Measuring Quality Assessment
in Science Classrooms through
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Jose Felipe Martinez, Ph.D.

University of California,
Los Angeles

Hilda Borko, Ph.D.

Stanford University

\$394,775, 2009–2011

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

Andrew Mashburn, Ph.D.

University of Virginia

\$224,388, 2010–2012

*APT Validation Study Phase
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Allison J. Tracy, Ph.D.

Wendy B. Surr, M.A.

Wellesley College

\$149,725, 2010–2011

*Development of Training
Materials for the Promising
Practices Rating System*

Deborah Lowe Vandell, Ph.D.

University of California, Irvine

\$50,000, 2010–2011





Our reviewers play an indispensable role in ensuring that we fund high-quality, relevant work. We thank them for their service in 2010.

2010 REVIEWERS

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In 2010, the Board of Trustees was tasked with helping the Foundation regain stability after the economic difficulties created by the recession. Our Board rose to the challenge together and as members of four committees—Audit and Budget, Executive, Finance and Investment, and Program.

As in 2009, this year the Board carefully monitored our budget, reviewing reductions to our operations budget. In addition, the Board focused on refining the principles that guide our grantmaking process. The Board approved the first cohort of grantees for the RFP for the Use of Research Evidence and has discussed strategies to effectively examine classroom and teacher effectiveness. Lastly, the Board has devoted—and continues to devote—significant energy toward the selection of new members.

This year, we welcomed a new Board member, Nancy Gonzales, and are excited about drawing upon her skills and insight throughout her tenure. In addition, Gary Walker ended his time on the Board over the summer. The Foundation thrived under his leadership as Chair, and we thank him for his many years of service.

BOARD OF TRUSTEES

From left, seated: Christine James-Brown, Olivia Golden, J. Lawrence Aber, Andrew C. Porter, and Nancy Gonzales.
From left, standing: Kathleen Hall Jamieson, Russell Pennoyer, Robert C. Granger, Henry E. Gooss, Melvin Oliver, and Lisa Hess.
Not pictured: Bridget A. Macaskill and Sara McLanahan.



J. Lawrence Aber, Ph.D., is professor of applied psychology and public policy at New York University's Steinhardt School and Board Chair of the school's Institute for Human Development and Social Change. In 2006, he was appointed by the Mayor of New York City to the Commission for Economic Opportunity. Dr. Aber received his Ph.D. from Yale University.

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

Nancy Gonzales, Ph.D. is a Foundation professor of clinical psychology at Arizona State University. She has done a significant amount of research regarding the well-being of youth, particularly Mexican immigrant youth. Dr. Gonzales received her Ph.D. in clinical psychology from the University of Washington in Seattle.

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

Robert C. Granger, Ed.D. (President), has been president of the William T. Grant Foundation since 2003. He joined the Foundation in 2000 as senior vice president, program. His previous positions include senior vice president of MDRC and executive vice president at Bank Street College of Education. He received his Ed.D. from the University of Massachusetts.

Kathleen Hall Jamieson, Ph.D., is the Elizabeth Ware Packard Professor of Communication at the Annenberg School for Communication and Walter and Leonore Annenberg Director of the Annenberg Public Policy Center at the University of Pennsylvania. An expert on political campaigns, Dr. Jamieson has authored, co-authored, or edited 18 books to date. She received her Ph.D. from the University of Wisconsin-Madison.

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

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

Bridget A. Macaskill is president and COO of Arnhold and S. Bleichroeder Advisers, LLC. For several years prior, she served as principal of BAM Consulting LLC, an independent financial services consulting firm, which she founded. Ms. Macaskill was formerly the president, COO, CEO, and chairman of Oppenheimer Funds, Inc. Currently, she is a member of the board of directors of Fannie Mae and Prudential plc, and is a trustee for the TIAA-CREF funds and the CREF accounts.

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

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

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

Andrew C. Porter, Ph.D., is dean of the University of Pennsylvania's Graduate School of Education, where he also serves on the faculty as the George and Diane Weiss Professor of Education. Dr. Porter has also taught at Michigan State University, the University of Wisconsin-Madison, and Vanderbilt University. He received his Ph.D. from UW-Madison.



FOUNDATION STAFF

Colleen Ammerman
Research Assistant
(from August 2010)

Hee Jin Bang, Ph.D.
Program Associate and
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Sharon Brewster
Grants Coordinator,
Officers' Discretionary Funds

Sarah Diaz
Research Assistant
(through August 2010)

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Senior Accountant

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Yvette Marksman
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Coordinator, New Project
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Chair, Policy, Management, and
Evaluation Division
University of Pennsylvania
(through March 2010)

Thomas S. Weisner, Ph.D.
Professor, Department of
Psychiatry
University of California, Los
Angeles

Brian L. Wilcox, Ph.D.
Director, Center for Children,
Families, and the Law
Professor of Psychology
University of Nebraska, Lincoln

From left, seated: Gabrielle Diharce, Hee Jin Bang, Lawrence D. Moreland, Brian L. Wilcox, and Ruth Nolan. From left, standing: Krishna Knabe, Vivian Tseng, Thomas S. Weisner, Damisela Taveras, McPhail Simon, Nancy Rivera-Torres, Robert C. Granger, Julie Wong, Joseph Ferra, and Linda Rosano. Not pictured: Colleen Ammerman, Sharon Brewster, Sarah Diaz, James Lui, Yvette Marksman, Sarah Martino, Edward Seidman, and Irene Williams.



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ENACT

For more than 20 years, ENACT has used creative drama to teach social and emotional skills in New York City's public schools. Today, the program serves more than 10,000 kids annually in schools across the five boroughs, with a specific focus on students in high-poverty areas. The photos featured in this *Annual Report* were taken during ENACT sessions in three classrooms at the Academy for Personal Leadership and Excellence/M.S. 363 in the Bronx. Professional actors, who have been trained in ENACT's technique, lead weekly interactive exercises in which students are exposed to the basics of theatrical performance and methods. The exercises are designed to help students identify and manage their emotions, communicate effectively, and practice responsible decision-making.

In 2008, ENACT began a mentoring program in which senior actor-teachers observe other staff in action, using tools developed by Teachers College at Columbia University. While doing this, ENACT learned that some of its staff were having difficulty putting the social and emotional learning methods to work in classrooms. With support from the William T. Grant Foundation, ENACT is tackling this issue by creating training sessions and supporting materials for staff that reinforce the core concepts of social, emotional, and behavioral development. ENACT is also building on the existing mentoring program by implementing group advisory sessions to strengthen staff's understanding of the principles guiding their work.



BROOKLYN YOUTH CHORUS ACADEMY

Since 1992, Brooklyn Youth Chorus Academy (BYCA) has provided high-quality, professional music education to youth in New York City. Under the leadership of artistic director and founder Diane Berkun, BYCA offers comprehensive instruction to more than 300 students at its facility in Cobble Hill, Brooklyn. Choruses from BYCA have performed at Radio City Music Hall, the White House, and Carnegie Hall, and with philharmonic orchestras across the country. In addition, BYCA's students have accompanied artists including Andrea Bocelli, Sir Elton John, Billy Joel, and John Legend, and won a Grammy for their collaboration with composer John Adams.

In 2010, BYCA received a Youth Service Improvement Grant from the William T. Grant Foundation to add a sixth level—the Senior Chorus—to their musical instruction. This additional level has helped ease overcrowding and better serve the musical ability of each student. In addition, BYCA used the grant to introduce a peer-to-peer mentoring program to help new students adjust to the demands of chorus performance.



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