2012 ANNUAL REPORT

William T. Grant Foundation

IN MEMORIAM

1954–2012

LAWRENCE D. MORELAND

SENIOR VICE PRESIDENT, FINANCE AND ADMINISTRATION

2012

ANNUAL REPORT

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LETTER FROM THE PRESIDENT

I am retiring this September. Adam Gamoran will become the new president, and the Foundation's important work will continue. It has been an honor to lead this organization for the past 13 years, and I will miss it. I called Bob Haggerty, the Foundation's president from 1980–1992, and asked him how to retire well. Bob had lots of good advice, including that I should consider taking a few naps. I look forward to those and everything else that comes next.

I am pleased with the stewardship the Board, my colleagues, and I have brought to the Foundation during my tenure. I have always felt that the job of a leader is to create the conditions under which a team can succeed. In that regard, I would like to acknowledge how much I have learned from and enjoyed our team, some of whom I'll mention by name. Board members Gary Walker and Larry Aber were great allies who helped get the best out of us programmatically. Hank Gooss and Russell Pennoyer gave countless hours and their expertise to managing our endowment. I also valued being a member of the Foundation's Senior Program Team, which included two other staff members and three senior program associates. At various times Ed Seidman, Vivian Tseng, Kim DuMont, Dale Blyth, Rebecca Maynard, Tom Weisner, and Brian Wilcox were in this group. We all made each other better. Steve Raudenbush, Howard Bloom, and Nicole Yohalem made our ongoing work with grantees vastly stronger than it would have been without them. As a research funder, we have drawn less on colleagues in other foundations than on federal research staff. But, Mike McPherson and his staff at Spencer are an exception. Mike and I got into our presidencies at about the same time, and he has been a great friend and collaborator in many initiatives. Finally, I acknowledge my assistant of 10 years, Ruth Nolan, who makes the trains run on time.

In an essay in this *Annual Report*, I have written about some of the ideas that marked my tenure, with the hope that the analysis will be useful to Adam Gamoran, my colleagues, Board members, and perhaps other funders. The Foundation is programmatically and financially strong, and Adam's hire represents an evolution of this work. I look forward to seeing the directions he takes—perhaps from the first tee somewhere.

Robert C. Granger, Ed.D.

CHAIR'S REPORT

The Board has always had a close relationship with Foundation staff; our varying areas of expertise extend the Foundation's capabilities and provide additional perspectives. In 2012, as the Foundation began thinking about its next chapter, the Board's relationship to staff took on even more importance. Together, we began preparing for a change in leadership, which will culminate with a presidential transition this year. Bob Granger will retire as our president in September and Adam Gamoran will succeed him. While that is easily said, the process is much more complex.

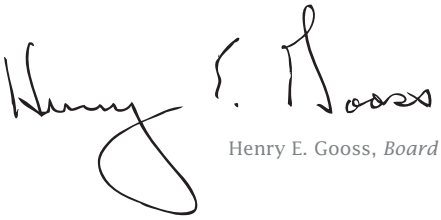
Organizational change can be difficult to address, particularly when you are trying to maintain a successful, well-functioning operation. Once Bob announced his retirement plan early last year, the Board initiated several wide-ranging discussions about his tenure and extensive contributions, particularly his imaginative and innovative focus on youth settings, and more recent efforts to better link research and practice. That said, we also agreed that we had no desire to recruit his clone and a change of leadership would mean some change of strategic direction and tone—notwithstanding our strong consensus that high-quality, useful research must remain at the Foundation's core. Another consideration was Bob's notable success directing the Foundation's dedicated staff; the positive working culture; and its organized, efficient administration. All of this resulted in work notable for its breadth and quality. Thus, management skills were another consideration in the search process.

Our five-member Search Committee was extremely gratified by the number and stature of interested candidates. Though we met with several impressive leaders, in the end Adam Gamoran was the Board's unanimous choice. We enthusiastically await his September arrival.

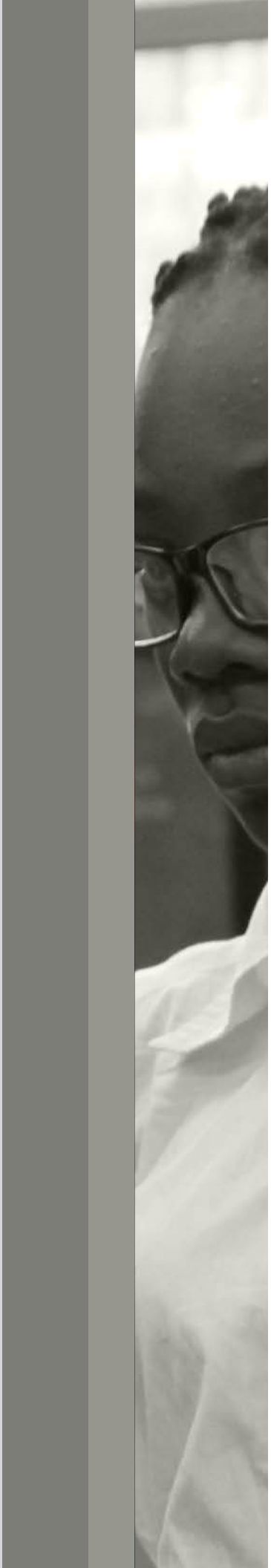
While the Board was leading the search for a new president, we also presided over transitions in our own ranks, due to term limits. Larry Aber retired from his post as head of the Program Committee and was capably succeeded by Melvin Oliver as chair. We also welcomed two new members, Margaret (Peg) Burchinal and Kenneth Prewitt, both of whom lend broad and complementary expertise to our diverse Board. Peg, a senior scientist at the FPG Child Development Institute at the University of North Carolina, has superb methodological skills and a deep interest in the quality of programs for youth. Ken is the Carnegie Professor of Public Affairs at Columbia University's School of International and Public Affairs. A seasoned political scientist, he also has senior-level experience in government and with a major private foundation.

Sadly, I note the tragic passing of Larry Moreland, our longstanding head of finance and administration. Larry and I worked together on the management of the Foundation's endowment, and his death was a loss for us both personally and professionally. We were fortunate to find Deborah McGinn, who has very capably filled that role since late last year.

As we look forward to 2013, we are excited about the opportunity to work with Adam to build on the Foundation's core strengths and Bob's successes while pursuing new paths.



Henry E. Gooss, *Board Chair*



PARTING THOUGHTS

ROBERT C. GRANGER, Ed.D.

Paul LeMahieu, senior vice president at the Carnegie Foundation for the Advancement of Teaching, once joked to me, "Foundations don't have enough natural predators." He's right. Like most foundation presidents, I spent my career on the other side of my current desk, where many people were willing to tell me when my bad ideas were bad. But, when I joined the Foundation in 2000 as senior vice president for program, I seemed to get a bit smarter.

I am going to retire in September 2013, having had the privilege of serving as the William T. Grant Foundation's president since 2003. The quality of my ideas will quickly revert to form, so it seems sensible to get in front of the curve. Here, I examine the merits of several ideas that marked my tenure. Some were good, but others could have benefitted from foundations being lower in the food chain.

As I prepare to step down, I am pleased with what we have been able to accomplish. At the same time, I have embraced, along with our Board and staff, the drive to get better every day. I hope this essay is useful to my colleagues and to others who share that goal.

A FOCUS ON SETTINGS

One of the first changes the Foundation made after I became president was to shift the focus of our research program from the strengths and abilities of young people to the settings that—in theory—produce those strengths and abilities. I came to the Foundation following 11 years as a senior vice president at MDRC, a social policy research firm. There, I developed a great appreciation for the importance of consistent, positive findings as a lever for change. The prime example was MDRC's studies on welfare reforms in the 1980s, which consistently showed that relatively low-cost changes in practice, such as job clubs or job search assistance, could help low-income mothers move from public assistance to employment. When you find such robust and repeated success, especially for low-cost interventions, few care why they work. It is, however, very unusual to identify approaches that produce consistent improvements across a broad range of situations. As a case in point, the MDRC work I led on education and youth interventions produced fewer winning strategies—in most cases, attempts at reform did no better than current services in the community.

At the Foundation, our thought was that interventions focused on individuals might be too weak or transitory to withstand the other influences in their lives. Hence, we shifted to settings. While our primary motivation was a desire to produce better results, we were also being strategic. This shift was designed to leverage federal funding for research and evaluation on youth policies and programs. Much of that funding remains focused on individual outcomes (e.g., student achievement, at-risk behaviors) and on the individual differences in skills, attitudes, and biology that influence those outcomes. Our thinking was that while improved individual outcomes were (and remain) our goal, an important path to those outcomes is through the social settings in which young people spend their days—classrooms, households, youth programs, and neighborhoods. If the federal evaluations showed mixed results, we wanted to create a body of work to help explain why so that we all could do better.

While I remain convinced that it is intellectually and practically powerful to focus on these daily

environments, I and my colleagues have found it surprisingly hard to communicate our interest in settings clearly. At first, I saw this as a routine product of change. When a funder shifts its focus, applicants push the boundaries to see if there is a match between their interests and what the funder will support. That is a normal aspect of the philanthropy "market," and we anticipated our shift in priorities would cause some confusion. But, that confusion endured long enough to warrant a closer examination. Part of the cause is that the focus on settings is atypical in certain disciplines. Many applied developmental scientists are experts at theorizing and studying individual-level phenomena: how motivation or self-concept affects subsequent performance, how individuals respond to differential incentives, how intervention programs affect individual outcomes. They are, however, much less comfortable thinking about how organizations and systems help shape those outcomes. In addition, measurement and quantitative analysis techniques are much further advanced at the level of individuals than at the level of settings or groups of individuals. Part of the problem may be how we view the world. Clinical psychologists have learned that one of the "fundamental attribution errors" humans make is to assume that the behavior of other people is largely determined by their individual tastes and capacities, even though we believe that our own behavior is affected by our current circumstances.

Perhaps for all these reasons, many of the national surveys and data sets that researchers use contain considerable data about individuals but very little information about their settings beyond basic demographics. The National Longitudinal Survey of Youth and the Early Childhood Longitudinal Survey generate good longitudinal data about children's risk behaviors, achievement, and attitudes, but almost nothing about what occurred in their classrooms, youth programs, homes, and neighborhoods.

Given our interests, it is hard for applicants to propose projects meant to explore setting influences without collecting new data. Primary data collection is expensive and takes more time than some career trajectories allow. Because of this, I have worried that our priorities preclude some promising young researchers from applying. Fortunately, the availability of data relevant to our interests is slowly improving. Newer data sets such as the National Longitudinal Study of Adolescent Health (Add Health) gather some setting-level information, such as student social networks in schools.

Better information on settings would also assist efforts to synthesize evaluations of interventions in order to understand what works, such as the Campbell Collaborative, the What Works Clearinghouse, and meta-analytic reviews by academics. These reviews do a good job synthesizing individual-level effects but a weak job explaining variation in those effects across studies. We think that one reason this is true is because the evaluations they summarize do not report on setting-level features, and thus it is not possible to see if such features help explain why some programs or strategies work (or work some of the time) while others do not. For example, it is common to find that a

change in policy or practice is effective in some situations but not others. And, it is easy to imagine that the differences might be due to the characteristics of the community or organization where the change was tested. Yet, such information is rarely collected or included in research and evaluation reports.

All this has led to difficulties for our staff and applicants—too much applicant effort developing and proposing projects that do not have a setting-level focus and lots of staff time reviewing such letters of inquiry and trying to be clear about why we reject them. The problem is likely to remain until the interest in settings is more common among researchers and funders. Interestingly, practitioners understand our interest in settings immediately. They see their practices influenced by their situations and understand that these practices are the critical link to youth.

INTERVENTIONS AS A WAY TO ADVANCE THEORY

Having been introduced to large-scale intervention studies at MDRC, I ascribe to the Kurt Lewin idea that "if you want to truly understand something, try to change it." This approach sees studies less as evaluations of particular interventions and more as a tool to advance an understanding of how the world works. Because we wanted to better understand how settings influence young people, we supported interventions meant to change setting-level features and examined the effects on those features and what happened to youth outcomes. For example, if the theory is that classrooms affect youth in large part through the interactions between teachers and students, interventions should try to change those interactions in ways the theory suggests. If the interactions and youth outcomes change in sequence, that is support for the theory and increases the chance that you have identified a critical mechanism. If the interactions change with no accompanying change in youth outcomes, then something is theoretically amiss. And, if the interactions do not change, you need a different intervention. This approach exploits positive and negative findings to better understand why things work as a way to improve youth development and well-being.

Because we have this orientation, we no longer fund evaluations of interventions or programs, *unless* the study is clear about the setting-level theory being tested. In my early tenure, we supported conventional program evaluations and our shift away from them was confusing to many. It was also off-putting to those who argued solely for identifying what works. We see a change occurring as policymakers and evaluators try to make sense of the cascade of null findings that come from impact evaluations of promising programs and policies. For example, recent conferences have had themes such as "why do intervention effects vary?" and "how to explain contradictory findings." Such questions demand better theory about the settings involved.

TOOLS AND METHODOLOGICAL IMPROVEMENTS AS LEVERS FOR CHANGE

Although we thought there were good reasons to study settings, the state of the science at the time made it impractical. As one concrete indicator, when we issued an RFP in 2003 for interventions to improve classrooms and youth programs, we only funded 5 projects from 350 letters of inquiry. The proposals suffered from three main problems: (1) researchers did not have widely available empirical information and tools to estimate how many settings they needed to include in any individual study to produce reliable results, (2) measures of setting-level phenomena such as adult-youth interactions were not well-developed, and (3) the conventional analytical methods and related software for determining if a change at the setting level was causing a change at the individual level were inadequate. Statisticians and psychometricians had been working on these problems with some success, but their methods, and more importantly, widely available software and measurement tools, did not exist. This was a classic chicken-or-egg problem. It was difficult to develop such tools without ongoing studies to empirically test new approaches that would be codified in tools, and without the tools, it was hard to figure out how to design and conduct such studies. This led to what may be one of my best ideas, nine years of support for a collaboration between Steve Raudenbush, Howard Bloom, and their colleagues.

Since 2003, Steve and Howard have worked with our grantees and others to address knotty methodological problems and generate empirical information that informed and tested their solutions. They incorporated this information into software for planning setting-level experiments, created procedures for improving and estimating the reliability and validity of setting-level measures (including tools for classroom observation and the observation of activities in youth programs), and developed new methods for causally linking setting- and individual-level effects. The analytical methods and empirical guidance for planning group-level experiments are built into the new Optimal Design Plus software, available for free on our website. Improving setting-level measurement and estimating the causal relationship between various elements in a theory remain works in progress. What is clear is that incorporating improved methods in accessible and easily used tools is a productive way to change research and practice. For example, until the Optimal Design software was widely available, analysts and funders routinely underpowered setting-level studies. Now, the new methods are becoming standard fare in graduate courses, the tool is referenced in federal research procurements, and more studies are designed appropriately. In a similar vein, until analytical software easily handles new approaches to causal analysis, scholars will continue to use outmoded approaches that they can execute with existing software. And until reliable, valid, and (most importantly) cost-effective measures of setting-level processes exist, few scholars will use such measures in studies.

The impact of setting-level measures on practice has been equally dramatic and instructive. In January 2008, we issued an RFP with the Spencer Foundation to develop more reliable, valid, and cost-effective ways to measure classroom practices and funded seven teams. We organized two meetings a year for these grantees with Steve and Howard serving as consultants. One result was methodological work that clarified that setting-level tools are not as reliable as they need to be to inform high-stakes decisions about the work of individual youth workers or teachers. In addition, the cost can prohibit wide adoption in research or practice. These issues are playing out on a broad stage as states and school districts work to revamp their teacher evaluation systems.

While there are considerable and justifiable controversies around how to identify, reward, and retain

individual staff, there is much less controversy about using measures to try to improve practice in a lower-stakes policy environment. For example, in addition to the work on measures of classroom practice, we focused on improving measures of the quality of program practices in after-school and other youth programs. I wrote about this in my *Annual Report* essay last year, noting that one of the measures we helped develop was being used in approximately 60 systems encompassing 3,000 program sites. As an indication of practitioner hunger for such tools, those numbers have grown in one year to 74 systems and 3,250 sites.

RESEARCH TO PRACTICE

In one of my first *Annual Report* essays, I suggested a logic model for our work that had researchers producing findings that then flowed to practice. When our Board and others asked me to tell them about examples from our work, I realized that few existed. As a Foundation whose tagline is, "research to improve the lives of young people," our track record demanded better. It has not been easy to make progress; the world is complex, with many things affecting young people. But, I now believe part of the problem is how we were thinking about the role of research.

"Research to practice" is a bad idea, even though it fits the prevailing model that many hold about how to achieve evidence-based policy/practice. Research to practice presumes that researchers are the experts (they are in some ways, just not in all ways), and that they will find solutions that can be exported to practice. When that does not happen, the model implies that the solution is a better "translation" of findings or stronger mandates to adopt what researchers learn. Those solutions, however, don't fit the data. Over the last 20 years, the research community has made great improvements in its methods and modes of translation, and it has not made enough of a difference for youth. My sense is that we have many examples of great schools, classrooms, and youth programs that look like what research suggests, but we still do not know how to create them at scale.

"Research and practice" is a better idea, and I still see a stronger connection between research and practice as critical to improving youth performance and well-being. For that connection to lead to improved practices—by teachers, youth workers, social workers, police—the model needs to be less linear. At minimum, the relationships between practitioners and researchers should be reciprocal, with researchers and practitioners working together over time to improve understanding of persistent problems and test promising solutions.

During my tenure at the Foundation, we have tried many strategies for creating productive relationships between researchers and practitioners. These include mentored fellowships for researchers and practitioners to embed themselves in cross-role work; support for ongoing "learning communities," in which researchers and practitioners learn from each other; funding for research studies to better understand how practitioners acquire, interpret, and use research evidence; and advocacy for a greater focus on issues important to practitioners. We are seeing progress in these areas, some of which is discussed in the essay by Vivian Tseng in this *Annual Report*. I have taken to saying "practice to research" to catch people's attention and make a point. Whether or not this greater emphasis on reciprocity and practitioners will result in improved outcomes for young people remains to be seen.

COMMUNICATION THROUGH NETWORKS

In the past 10 years, we have changed how we think about communication. Consistent with the evolution in thinking about research and practice, I came to the Foundation understanding that communication implies a two-way street. But, it was not clear how to take that instinct and turn it into a strategy.

Every day, the surface mail brings journals, reports, policy briefs, and various offers. The volume is stunning. My assistant culls it, forwards about one-fifth to my attention, and I discard all but those few articles that catch my eye. These get read on the commuter train, hopefully.

Like most people, I *want* to stay up-to-date on issues and events that are important to me, and I rely on a rather small network of listservs, blogs, and personal contacts to do so. All the rest is a blur. But, in the fields in which we work, I feel reasonably in touch. My behavior is not unusual, and we have tried to think through what it implies for our communication strategies. We decided that the key is to identify the people and organizations that are the information brokers in various areas, and stay in touch with them. It is not difficult, thanks to the explosion of communication channels.

When I joined the Foundation, we were often approached by scholars asking for media training. Most of the requests were driven by an interest in getting coverage for one's work in the general press. As much as anyone, we like to get mentioned above-the-fold in a major daily. Yet, we have adopted a different communications strategy that is closer to how each of us uses our networks. When we emphasize an area (e.g., after-school programs, measurement of teaching, methodological improvements, studying the use of research), we create a list of the highly networked advocates, intermediary organizations, practitioners, and scholars working in that area. We then listen to these people and target them using various communication channels (e.g., emails, e-newsletters, etc.) and our limited face time.

Our experiences underscore the importance of personal relationships and face-to-face contact. For example, from 2003–2011, we aligned our advocacy, communications, and program development funding around the topic of improving the quality of after-school programs. I devoted considerable time to writing and speaking about that issue, but I also frequently traveled and met with key people. Pam Stevens's recent review of our work in this area showed that such "influentials" thought our focus on after-school was useful, and I was persuaded to write a capstone essay about our work, which originally appeared in last year's *Annual Report*. Subsequently, we sent my essay and Pam's report in a special email to 2,175 people, including 272 influentials. Only 25 percent of the total group opened the newsletter including 64 of the influentials. Some smaller number clicked on the essay, let alone read it. I hoped for more but, on reflection, I had to think about little beyond my own habits. When I need to know something, I reach out to someone I trust.

In addition to sending the essay, I presented its storyline at a dinner run by Grantmakers for

Education for its subgroup of funders working on out-of-school time. Since the mailing and dinner, I have heard from many people that they found my essay useful. To a person, they had not read it until a colleague—many of whom were at the dinner—mentioned it to them.

Our web analytics and anecdotes from experience point in the same direction. Have something to say and say it in writing to make it portable. But, also say it in person to influential people in networks, or better yet, the brokers who connect networks.

SHIFTING STAFF TIME TO MAKE A DIFFERENCE

Every organization has to decide where to deploy its resources, and we made a dramatic shift in our allocation of staff time during my tenure. When I came to the Foundation, I was committed to doing more than picking winners. There are successful individuals and organizations that will do a great job with any foundation's support. Funding such applicants is attractive and very low risk, since the foundation can always claim—rightly or not—some role in their success. But, if a foundation's goal is to make a difference, it has to identify applicants who will not do as well without its support, and provide what is necessary to advance their work.

At the outset, I saw this as looking for and funding the diamonds in the rough. I wanted to find promising applicants who were outside the networks and circumstances that support success. I and other members of the Foundation's Senior Program Team spent a fair amount of time "prospecting" for such people, working with those we found to help develop viable proposals. We attended many conferences and visited universities explaining our interests and held exploratory meetings with potential applicants. And, we funded some projects that would not have gotten through our review process without the up-front support. All this effort came at some cost, though.

Most importantly, we paid very little attention to people after we gave them grant funds. We also had a hard time pointing to notable successes—instances in which we changed a grantee's trajectory. We were funding some very promising researchers, but we were doing little to change their support system in a meaningful way. Money was not enough.

Greg Duncan—a friend and former collaborator, grantee, and member of our William T. Grant Scholars Selection Committee—observed during the annual meeting of current Scholars that the most important part of the process was the informal time we built into the meeting, during which Scholars interacted with each other. It was in these moments that people were admitting to each other what they did not know and getting some help, safe from the scrutiny of senior scholars. Greg was right—but where to get the resources and staff time to do more work with people after the grant award?

While the shift was not immediate, and we learned a lot about how to do it over time, for the last 10 years, we have continuously moved staff time and other resources from pre-award to post-award activities. I and other senior staff each have a portfolio of grants related to our expertise. We are committed to reading and commenting on grantee reports within 30 days (and nag each other when that standard is not met). We also seek out grantees (often in lieu of potential applicants) when we go to meetings or travel. As a result, we see links among grantees, and do what we can to foster collaborative work. A prototype for this shift is the many changes we made in the purpose and structure of the annual meeting for our Scholars Program grantees. That meeting is now run entirely to build the already impressive capacities of that group: lots of workshops, fewer outside experts, more discussion of works-in-progress. We also hold about 10 similar meetings a year with other groups.

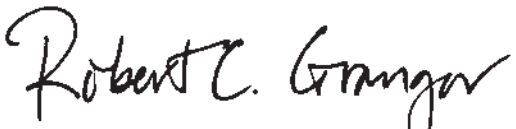
Creating useful "learning communities" has been difficult because most grantees are convinced, at least initially, that funders want to hear that all is well and that funder-sponsored meetings are an exercise in "pitch." We make a joke out of it, telling grantees that the surest way to continue our support is to divulge everything that is not going well—or that they do not understand—and then commit to working on those issues.

While I think of this shift as a signature of my time as president, it has had some costs. Unquestionably, we fail to recognize and support some of the riskier projects we used to develop, and applicants get very little in-person attention prior to being funded. In addition, staff are taxed by the logistics of a small organization holding so many meetings. (We do receive invaluable help through a grant to the Forum for Youth Investment.) As we made this shift, I had some concerns. One was that grantees would attend because they felt they had to. While I am sure this is sometimes true, we have now run this type of learning community for people funded by others, and they come back. In addition, an external review of our work in after-school found that these meetings were very valuable. The other concern is how to sustain support and engagement for participants between meetings. Some certainly occurs, but when it does, it may be a case of the rich getting richer. (Teams with relatively greater resources and capacity reach out for more.) Leveraging and sustaining the work that goes on in these annual or semiannual meetings is a problem we haven't yet solved.

IN CLOSING

It has been a great privilege to work at the Foundation for 13 years, with the responsibility of using its resources wisely. Time will tell if that has been the case. I am glad I took the job late in my career, because it was easier to recall how hard it is to raise support for good work and to see applicants and grantees as our clients rather than the instruments of our vision. Of course we tried to be instrumental and support work that, as a whole, helped to improve the lives of young people. But, as we did that work I often had Edward Meade, Jr. in my ear. For 30 years, Ed was a senior program officer at the Ford Foundation, leading its work on education. Before his death in 1994, he took me under his wing. During my tenure as vice president and dean at Bank Street College of Education in the 1980s, I sought grants from Ford. I was awed by Ed's experience and very appreciative that he would meet with me. He told me to never forget that he had an easy job (and frankly, so did I). The hard work was being done by people in the organizations and communities trying to make changes for the better.

Among his many accomplishments, Ed commissioned Paul Nachtigal and colleagues to do a review of Ford's work in education from 1960–1970, and the team produced the classic "A Foundation Goes to School" in 1972. Paul worried in the report's introduction: "This document may appear to be overly critical, especially to those project directors and foundation personnel who had investments of time and professional status in the projects." None of that concerned Ed. He told me that the report's main conclusions guided his work for the next 20 years. As Ed taught me, too often foundations underestimate the complexity of change and overestimate the role that they and other outsiders can play. Our responsibility is to continue enabling the efforts of individuals, groups, and institutions doing the heavy lifting on enduring problems. Their success is our success. Our role is to help.



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

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FORGING COMMON GROUND: FOSTERING THE CONDITIONS FOR EVIDENCE USE

VIVIAN TSENG, Ph.D.

The birth of community psychology is often dated to the 1965 Swampscott Conference. In the midst of widespread social change, a group of psychologists were dissatisfied with their field's almost-exclusive focus on the individual and individual-level interventions. They wanted to examine the ways social and ecological contexts such as schools, churches, neighborhoods, and entire communities affected people. And, they sought to change those contexts as a means to improve individual and community well-being. As a young student, I was drawn to this field that aspired to meld research and action. It appealed to my predispositions—nerdy enough to enjoy research but eager to improve social conditions.

While graduate school provided excellent research training and reinforced my interest in integrating research and action, it didn't show me *how* to integrate them. The truth is that I came out more confused than I went in, and I don't think my experience is unique. As doctoral students face graduation, they often express a desire to work at the nexus of research and policy or practice—but they are unsure how. I was lucky enough to end up at the William T. Grant Foundation. Ed Seidman had just been hired as senior vice president for program, and he recruited me as a postdoctoral fellow and program associate. Ed told me that the Foundation's goals were to further research that made a difference in policy and practice, and it would be a good place to pursue the questions that had been eluding me.

In 2004—the same year I joined the Foundation—we launched our Distinguished Fellows program, which immerses researchers in policy and practice settings and policymakers and practitioners in research settings. In 2008, we issued our first RFP on Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice. Last year, we aligned our program development funding around improving the connections between research and practice, focusing partially on research-practice partnerships.

This essay draws on those three initiatives to offer lessons my colleagues and I have learned about ways to connect research, policy, and practice—and ultimately forge common ground. I also offer a few cautionary notes about how policymakers and researchers are currently pursuing evidence-based practice. Below I discuss (1) creating conditions for the productive integration of evidence, (2) paving two-way streets for learning, and (3) building relationships and trust.

CREATE CONDITIONS FOR THE PRODUCTIVE INTEGRATION OF EVIDENCE

Political scientists Lorraine McDonnell and Stephen Weatherford were among the first round of grantees from our RFP. Their project follows the Common Core State Standards movement, an effort to promote consistency across states in what children are expected to learn from kindergarten through high school. The movement, they say, provides a window into understanding the uses of research in policy and practice. After all, "advocates for the Common Core explicitly promoted it as 'research and evidence-based' and established procedures to encourage the use of research in drafting and validating the standards." The movement began when President George H.W. Bush and a handful of governors agreed that states would develop educational standards for particular subjects at each grade level. The focus on "national

standards" during the Bush, Sr. and Clinton administrations made some inroads. But things didn't kick into high gear until the movement became a state-driven "common standards" initiative led by the National Governors Association and the Council of Chief State School Officers. The Obama administration's response to the 2008 economic crisis accelerated the action further by tying economic incentives to adoption of common standards in Race to the Top. To date, 45 states have adopted the standards in math and English language arts.

McDonnell and Weatherford's work details how the writers of the Common Core Standards sought out research, but soon came upon roadblocks. In math, strong research was available to inform the standards for K–2 but not for the upper grades. In order to develop standards for a K–12 system, they needed to integrate other types of evidence. Researchers provided professional judgment extrapolated from their knowledge of existing studies and opinions on learning trajectories for the higher grades. The standards also needed to be clear to educators. Thus teachers' unions and staff in state education agencies were incorporated into development of the standards. Agency staff drew on experiences developing prior standards. The American Federation of Teachers (AFT) and the National Education Association (NEA) contributed teachers' professional judgment. The AFT, for example, provided feedback on the wording of the standards, identifying areas that would be confusing to teachers and suggesting ways to clarify them. Thus, the standards reflect an amalgamation of research and other types of evidence. Moreover, the incorporation of multiple types and sources of evidence in the development of the standards gave way to later political support for their adoption.

Advocates of evidence-based policy and practice often promote the use of rigorous research but are silent about how to integrate research with other types of evidence. Policymakers and practitioners do not use research in isolation. They must always integrate research evidence along with other types of evidence as they appraise their work and options. They draw on an existing store of knowledge—experience, local data, policies, and political contexts—to understand the problem and determine, or adjust, a course of action.

The challenge ahead for connecting research, policy, and practice is not just promoting the production and use of rigorous research, but creating the conditions that enable productive integration of multiple types of evidence. It will require building policymakers' and practitioners' capacities to evaluate different types of evidence and weigh their potential contributions to (and limitations for) solving specific problems.

It will entail creating the conditions and incentives for productively integrating different types of evidence to arrive at sound decisions. This is the topic Weatherford and McDonnell are working on for their next paper.

PAVE TWO-WAY STREETS FOR LEARNING

When David DuBois started his Distinguished Fellowship, he was already a leading expert on youth mentoring research. He published prolifically, received funding from various federal agencies and foundations, and advised local and national mentoring organizations on the latest research. For his Fellowship, he left his safe world as research expert to learn about operating and managing one of the nation's largest mentoring organizations, Big Brothers Big Sisters of America and its Chicago chapter.

After his Fellowship, DuBois' greatest insights were not about how mentoring organizations could enhance their use of research, but rather about how researchers could improve their work to meet practitioners' needs. His insights were derived from participating in the agency's strategic planning process in which they discussed how "operational efficiency, fundraising, mission relevance, and staff morale"—factors often neglected by mentoring research—affect programming and other decisions. With deeper knowledge of practitioner concerns, DuBois is better positioned to conduct research that speaks to their goals and constraints. He also developed a greater appreciation for timing. Research that is not influential immediately may later find a window of opportunity, and he now has a keener ability to recognize and take advantage of those windows when they appear.

People often talk of "research to practice" and "research to policy," but neglect the ways in which practice and policy can and should inform research. Researchers often consider policy and practice implications at the end of their studies, when they determine what their findings mean for practice or policy and seek to connect with those audiences. There are fewer incentives and supports for investigators to struggle with these issues at the front end of studies. How can researchers better understand practitioners' and policymakers' concerns and formulate

researchable questions to address them? How can study designs, measurement plans, and sampling choices address practitioners' and policymakers' information needs? How can work plans be configured to deliver research in more timely ways?

Learning more about the needs of local policymakers and agency managers could usefully shape research to identify "what works." Impact evaluations often focus on estimating the effects of programs or policies, with too little attention to how well findings apply to different participants and situations. Local decision-makers are modestly interested in whether something worked elsewhere. What matters most is whether an innovation will work for them—their clients, their staff, and their contexts. When it comes to these questions at the heart of local policy and practice decisions, research has few rigorous answers—but it could. Studying variation in program impacts, for example, would provide agencies with information on what works for whom and under what conditions.

Stronger connections between research, policy, and practice could also inform the study of program implementation. Researchers often measure implementation in terms of dosage (how much of the program was delivered) and fidelity (how closely the services delivered match the original model). This is a more limited definition of implementation than what agency leaders and program administrators need. Those professionals also require knowledge of how to align financing, staffing, and training. Those questions are inadequately documented and studied in empirical projects.

Two-ways streets can foster a cycle of iterative work, of practice to research and back. After findings are shared, practitioners still need to integrate the new information into specific changes. This can include modifying professional development, curricula, or program implementation. It can also mean codifying research findings into tools or protocols that can be readily integrated into daily work. After changes are implemented, further research can reveal whether the intended goals were met. Those findings can then lead to further changes, thus fostering an ongoing cycle of learning.

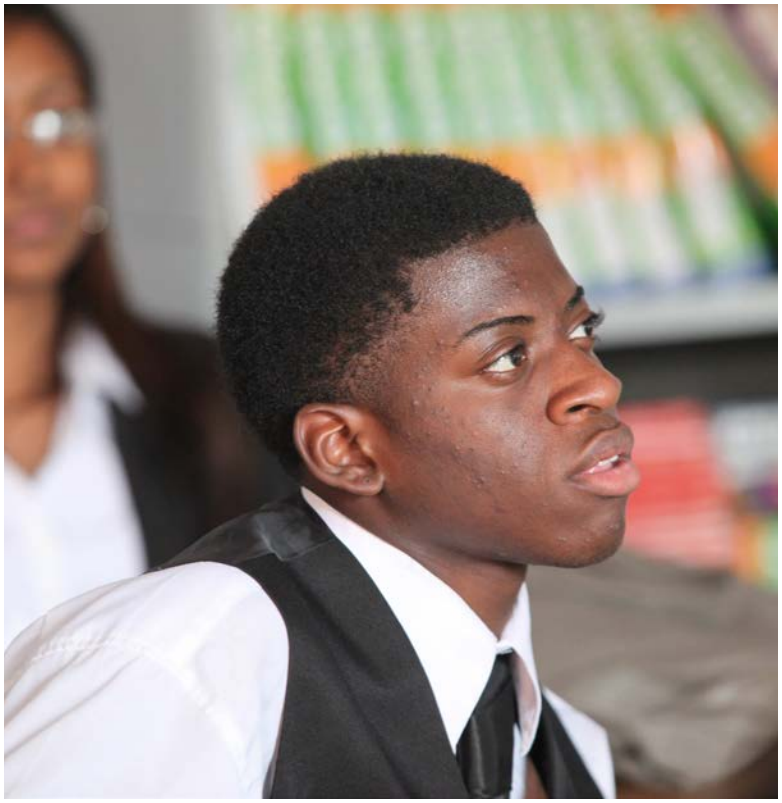
BUILD RELATIONSHIPS AND TRUST

In 2006, Michael Sorum, then the chief academic officer of Fort Worth Independent School District in Texas, was approached by Professor Paul Cobb of Vanderbilt University to participate in a study. Sorum initially declined. His office was inundated with research requests. Furthermore, he had had experiences with researchers who treated districts simply as objects to be studied, drawing down staff time and resources, without providing findings that were useful and timely enough to inform district decision-making or that matched districts' improvement goals. But Cobb was persistent and ultimately persuasive. His team had done their homework. They knew the district—its goals, challenges, and students—and they were eager to learn more about its theory of action, capacities, and strategies for improving middle school math. These conversations spawned the Middle-school Mathematics and the Institutional Setting of Teaching (MIST) partnership.

Each year since then, Cobb's team has travelled from Nashville, Tennessee, to Fort Worth to interview district leaders about their middle school math strategies, collect and analyze data on how those strategies are playing out in schools and classrooms, and meet with district leaders to discuss findings and consider ways the district can adjust its work the following year. Then, the cycle is restarted. Sorum reports that the partnership has contributed to a smooth implementation of a new math curriculum and gradual increases in student achievement. The research-practice partnership has had other unexpected benefits: it provides professional growth and fulfillment for senior staff, contributes to the district's stability in the event of staff turnover, and helps the district focus on making continuous incremental improvements rather than chasing the next silver bullet.

Before Cobb could begin his study, he had to build a relationship with the district—and the *people*—he wanted to work with. Relationships are important building blocks to bridging research, policy, and practice. We often focus on the technical skills required to develop research questions, design rigorous studies, analyze the data, and communicate results. Similarly, we talk about the technical capacities practitioners need to understand research. Technical skills are important, but it's also crucial not to overlook the social systems in which the work occurs.

Relationships are key pathways by which policymakers and practitioners acquire, interpret, and use research. Trust is important. Studies find that when decision-makers encounter research, their trust in it is melded with their trust in its source. Confronted with questions about a program or reform, agency administrators frequently look to peers who work in analogous positions, serving similar populations, and working under comparable conditions. Intermediaries are also vital: agencies turn to consultants, technical assistance providers, and professional associations. Legislators and their staff look to advocacy groups and think tanks for what research suggests for their work. Intermediaries have the potential to broker not only information, but also relationships of trust between researchers, practitioners, and policymakers.



In a recently commissioned paper, Cynthia Coburn, William Penuel, and Kimberly Geil describe a burgeoning sector of research-practice partnerships in education, which are grappling with these issues. These are long-term partnerships that depart from the more transient ways researchers and practitioners typically work together through one-off research projects and consultations. Research-practice partnerships strive for sustained, joint commitments that enable them to take on larger questions and explore issues in greater depth. Working collaboratively, researchers can better understand genuine problems of practice and the constraints and opportunities for making change in districts. Practitioners, in turn, can trust that researchers will share their findings in a timely and useful fashion and help them apply the research to their work.

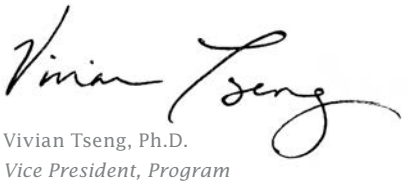
BACK TO SCHOOL

My mentors in community psychology cautioned us against "more-of-the-same" interventions. When an intervention doesn't work, there is a tendency to redouble the same efforts to make it work. I sometimes wonder whether the field's call for more "research-to-practice" and "research-to-policy" efforts aren't more of the same. When frustrated that research isn't sufficiently making it into practice or when research findings are misconstrued, researchers often push harder for the production and use of rigorous research evidence, or better translation at the end of studies. I have no doubts that rigor is crucial and that clearly communicating research is important. But unless the streets for learning run both ways, I suspect that the way we approach the problem will be more of the same.

In the past six months, I've gone back to school—literally and figuratively—in order to learn more about local education policy and practice. I've approached school district leaders about shadowing them or chatting with them about their work. Jennifer Bell-Ellwanger, chief achievement and accountability officer in Baltimore City Schools, allowed me to follow her through a day of meetings with staff, other district leaders, teacher union representatives, and consultants as they designed new evaluation systems for teachers, school leaders, and schools—all to be rolled out next year. I visited Sharon Locke, chief academic officer in New Britain, the lowest-performing school district in Connecticut with a per capita income of $18,404. It was Sharon's first year as CAO and walking through the halls of their central office, we passed a lot of empty desks—the result of recent budget cuts. Ritu Khanna; chief of research, planning, and evaluation in San Francisco Unified School District; talked with me about the capacity challenges districts face in applying research to their work, even when the studies are conducted in their districts. These visits have been humbling. They have revealed the complexity of district decision-making—the sea of information

and considerations to weigh, the constraints to work within, the opportunities to seize, the relationships to nurture—and the modesty of research relevant to their decisions.

People are sometimes surprised when I tell them that this is how I'm spending my discretionary time as an officer of the William T. Grant Foundation. Shouldn't a research funder be focused on the researchers who are carrying out the work? Yes and no. Yes, my colleagues and I spend the vast majority of our time listening to and talking with researchers because of the Foundation's longstanding investment in the research community. At the same time, promoting research that matters in policy and practice requires paying attention to those voices as well. I suspect the greatest lessons for improving our work to bridge research with policy and practice will come from understanding life on the other side of the bridge.



Vivian Tseng, Ph.D.
Vice President, Program

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Tseng, V. (2013). Forging Common Ground.
In *2012 Annual Report* (pp. 18–25). William T. Grant Foundation.

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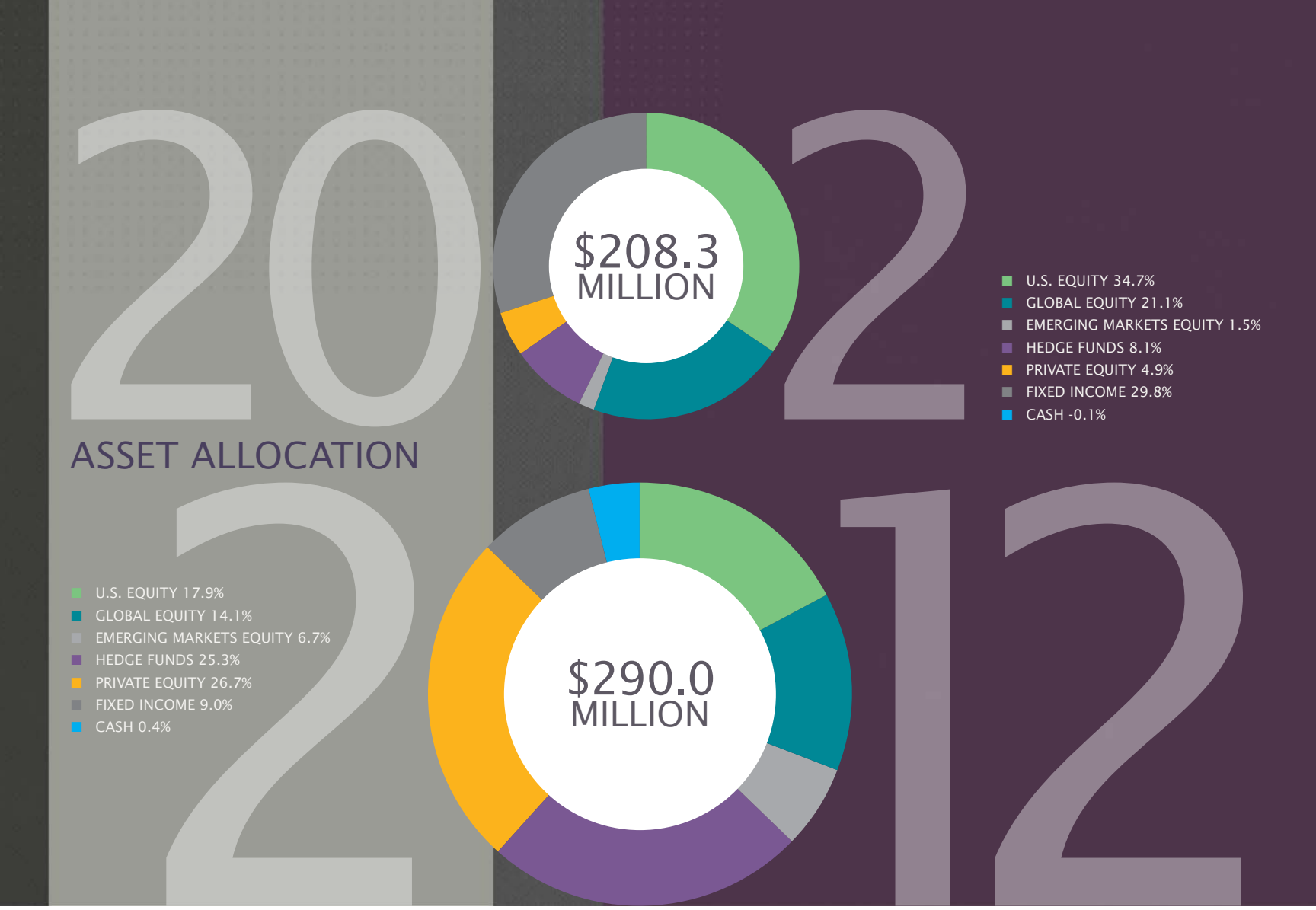
STABILITY AND NEW PERSPECTIVES DURING TRANSITIONS

DEBORAH McGINN

In September, the William T. Grant Foundation welcomed me aboard as vice president, finance and administration. I followed Lawrence Moreland, who had steered the Foundation's administrative functions for more than 10 years before his tragic death in June. My transition was helped greatly by the staff's professionalism and the strong policies and procedures that Larry had established during his tenure. Even in the wake of their loss, the Foundation—and especially the Finance and Administration department—admirably continued their routine work while completing several big projects. For example, they found and moved in a subtenant and performed the difficult task of filling Larry's seat in the interim. I was the beneficiary of this strong and sound infrastructure.

Still, joining the Foundation was a big transition for me. I have worked at several nonprofit organizations that relied upon grantmaking foundations, such as the William T. Grant Foundation, for support. Therefore, I came into this position knowing that strong, stable, and supportive foundations can help calm the nerves of nonprofit organizations as they struggle to raise funds year after year to continue their work. This understanding fuels my commitment to preserving and growing the assets of the Foundation, ensuring an efficient and effective operation, and working with my staff to support the Foundation's funding initiatives to advance our mission.

I have weathered several recessions and uncertain funding climates on the other side of the funding fence, so I have a deep appreciation for a foundation that stretches to keep its spending steady in hard times. The William T. Grant Foundation began 2012 with an $11 million grantmaking budget that was virtually unchanged from the prior year. Yet, by midyear, the abundance of strong grant proposals demanded that the Foundation increase its funding budget—even though we would have satisfied the IRS-required 5 percent payout regardless. By year's end, we had funded an additional $600,000 of worthy projects.



2012: 29 Investment Managers/ 41 Funds

(Our strong portfolio performance in the beginning of the year, part of a continued recovery from 2008 stock market losses, helped make this possible.) This commitment to grantmaking is evident in our functional allocation of expenses—the percentage of funds that we spend on program services, administration, and investment and taxes. Our allocation compares favorably to peer foundations, even considering that the larger foundations have greater economies of scale than we do. We will continue to minimize management and general expenses when possible as we strive to maximize our spending on programs.

Like other endowed foundations, our ability to increase, or simply maintain, our spending is not entirely in our control. Sharp fluctuations of our investments impact our ability to make grants. The sharper and longer the fluctuation, the greater challenge it poses to our stability. To mitigate that challenge, we base our annual spending on the 36-month rolling average of our assets. This creates a more gradual change in our annual grantmaking budget than if we went by the trailing 12 months alone. In 2012, we took another step and refined the spending rate on which we will base our future annual budgets. Historically, the spending rate had been 6 percent of the 36-month rolling average of our asset base, including taxes and investment expenses. Going forward, we will employ a spending rate of 5.7 percent, excluding taxes and investment expenses. Removing those expenses, which are neither discretionary nor predictable but are a function of our portfolio size, will ensure that our planning is focused on the expenses that we can control.

In 2012, the Foundation's endowment earned an 11 percent return on investments, finishing the year with a higher endowment, even after increased grant spending. While we had a respectable year, our five-year return is still only 3.74 percent, or less than our rate of spending during that period. Our Finance and Investment Committee is exceptionally active, meeting frequently with both current and potential managers in an ongoing effort to boost the portfolio's return while managing risk to an appropriate level. Reflecting this effort, the structure of the portfolio has changed greatly between 2002 and 2012 (see graphs).

The economic outlook for 2013 and beyond remains uncertain. The inevitable cuts to federal spending and changes to the tax code could have drastic financial impacts for the nonprofit sector. The cuts to the federal budget, although unknown at this time, will result in decreases to federal, state, and local funding for grant-dependent organizations. The American Taxpayer Relief Act of 2012, enacted on January 2, 2013 as a partial resolution to the United States "fiscal cliff" limits itemized deductions, including charitable giving. The nonprofit sector will feel the pinch of these changes as well. Thus, it will be even more important for endowed foundations to remain strong and stretch to fill the resulting gaps. While the William T. Grant Foundation's 2013 budget is slightly lower than its final 2012 spending, it exceeds last year's original budget and includes a higher level of grantmaking.

Our dual priorities for the coming year are increasing efficiency and effectiveness. Our goal is to ensure that our grantmaking is the highest priority and has the greatest impact in the service of our mission.

Last year, my predecessor discussed the Foundation's 75-year history as a grantmaking institution. Those years included several changes of leadership, some shifts in priorities, and shaky economic climates. Through it all, the Foundation has remained strong and steady. In 2013, as we welcome aboard our new president, we will draw on that strength again. Given the ease of my own transition, I am confident that the Foundation will handle this one just as smoothly.

Deborah McGinn, *Vice President, Finance and Administration*

Suggested citation:
McGinn, D. (2013). Stability and New Perspectives During Transitions. In *2012 Annual Report* (pp. 26–29). William T. Grant Foundation.

OUR RESEARCH INTERESTS

The Foundation was founded in 1936 to support strong social science research focused on "the enrichment of life, with a primary interest in people and in their adjustment to the world in which they live." Today, our funding priorities reflect this interest in research that affects young people's lives.

All of our funding opportunities are designed to strengthen the connections between researchers, policymakers, and practitioners. We are focused on *both* the researchers who produce the research and the policymakers and practitioners who use it to improve the lives of American youth.

The majority of our funding supports high-quality social science research, with the ultimate aim of improving policies and practices that affect youth. Each of our programs is described below.

Research Grants support projects that explore our current research interests: understanding (1) youth social settings and (2) the use of research evidence. We accept letters of inquiry three times each year in January, April, and August. Our website includes information for potential applicants, including funding guidelines, application procedures, and eligibility requirements.

The **William T. Grant Scholars Program** offers five-year career-development awards for young researchers. These highly competitive grants have been made by the Foundation since 1982, and include a mentoring component to help facilitate the Scholars' acquisition of new skills and expertise. Grantees also meet at an annual retreat to share work in progress, discuss challenges, and learn from each other.

The **Distinguished Fellows Program** allows influential mid-career researchers, policymakers, and practitioners to immerse themselves in each other's roles to get a sense of the challenges and needs of such work. Specifically, the program gives policymakers and practitioners the opportunity to work in research settings, so they can better recognize and use high-quality research. Conversely, researchers spend their Fellowship in practice or policy settings so they can gain a stronger sense of the kinds of research that would be relevant and useful to people in those roles.

Our **Youth Service Improvement Grants (YSIG)** fund youth programs in our community. YSIG grants are open to community-based organizations within the five boroughs of New York City that directly serve youth. The grants are designed to help such organizations improve the quality of their services. Awards include consultation services with the Youth Development Institute.

WILLIAM T. GRANT SCHOLARS PROGRAM

The William T. Grant Foundation is invested in the professional development of researchers and building the capacity of the fields in which they work. Our Scholars Program supports early-career researchers—those within seven years of the receipt of their terminal degrees—as they pursue research projects and receive mentoring to expand their expertise.

Since its inception in 1982, the Scholars Program has aided the careers of scores of young researchers in the social, behavioral, and health sciences. These five-year awards of $350,000 enable Scholars to push the boundaries of their current skills and disciplines. Members of the newly inducted 2017 class of Scholars are tackling projects that deal with policy implementation, self-regulatory functions, and the interplay of environmental and genetic influences on youth. They are working across the settings of foster care, neighborhoods, and classrooms.

Mentoring is a keystone of the Scholars Program. As they pursue innovative research projects, Scholars forge relationships with senior researchers, who help them develop new skills and broker access to networks and opportunities. In the first three years of their awards, Scholars are also eligible for smaller grants to build their own mentoring relationships with junior researchers of color. These awards serve the dual purpose of honing Scholars' skills as mentors while promoting diversity in the research field—another area of interest to the Foundation. Several Scholars have taken advantage of these awards since they were introduced in 2005. In 2012, we awarded one grant to Candice Odgers at Duke University to support her mentoring relationship with Lin (Victor) Wang, a postdoctoral student. More information about the Scholars Program is available on our website.

Current Scholars, their familes, Foundation representatives, and invited consultants gather at the annual retreat in 2012.

SCHOLARS SELECTION COMMITTEE

Cynthia García Coll, Ph.D., *Chair*
Robinson and Barstow Professor of Education, Psychology, and Pediatrics
Brown University

W. Thomas Boyce, M.D.
Sunny Hill Health Center-BC Leadership Chair in Child Development
Professor of Pediatrics
University of British Columbia

Robert C. Granger, Ed.D.
President, William T. Grant Foundation

Susan M. Kegeles, Ph.D.
Professor of Medicine
Co-Director, Center for AIDS Prevention Studies
University of California, San Francisco

Vonnie C. McLoyd, Ph.D.
Ewart A.C. Thomas Collegiate Professor
Department of Psychology
University of Michigan

Elizabeth Birr Moje, Ph.D.
Arthur F. Thurnau Professor of Language, Literacy, and Culture
Associate Dean for Research, School of Education
Faculty Associate, Institute for Social Research
Faculty Affiliate, Latino/a Studies
University of Michigan

Richard J. Murnane, Ph.D.
Juliana W. and William Foss Thompson Professor of Education and Society
Graduate School of Education
Harvard University

Lawrence Palinkas, Ph.D.
Albert G. and Frances Lomas Feldman Professor of Social Policy and Health
School of Social Work
University of Southern California

Mary Pattillo, Ph.D.
Harold Washington Professor of Sociology and African American Studies
Faculty Affiliate, Institute for Policy Research
Northwestern University

Robert C. Pianta, Ph.D.
Dean, Curry School of Education
Novartis US Foundation Professor of Education
Director, Center for Advanced Study of Teaching and Learning
Director, National Center for Research in Early Childhood Education
University of Virginia

Andrew C. Porter, Ph.D.
Dean, Graduate School of Education
George and Diane Weiss Professor of Education
University of Pennsylvania

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

Hirokazu Yoshikawa, Ph.D.
Academic Dean and Professor of Education
Graduate School of Education
Harvard University

CURRENT WILLIAM T. GRANT SCHOLARS

CLASS OF 2012

Christina Gibson-Davis, Ph.D.
Associate Professor
Sanford School of Public Policy
Faculty Fellow, Center for Child and Family Policy
Duke University
Marriage and Parenthood in the Lives of Adolescents and Young Adults

Nikki Jones, Ph.D.
Associate 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 of Human Development & Urban Education Advancement
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

CLASS OF 2013

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

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

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

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

CLASS OF 2014

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

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

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

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

CLASS OF 2015

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

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

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

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

CLASS OF 2016

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

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

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

Elizabeth Levy Paluck, Ph.D.
Assistant Professor
Department of Psychology
Princeton University
Creating Tolerant School Settings: A Proposal for a Social Networks-based Field Experimental Intervention

Dallas Swendeman, Ph.D., M.P.H.
Executive Director
Center for HIV Identification, Prevention, and Treatment Services (CHIPTS)
University of California, Los Angeles
Mobile Phone Ecological Momentary Assessment for Family Functioning, Daily Routines, and Settings

CLASS OF 2017

Jason Fletcher, Ph.D.
Associate Professor
Department of Health Policy and Management
Yale University
Interconnected Contexts: The Interplay Between Genetics and Social Settings in Youth Development

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

Tamara G.J. Leech, Ph.D.
Assistant Professor
Sociology Department
Director, Survey Research Center
Indiana University-Purdue University Indianapolis
Pockets of Peace: Investigating Urban Neighborhoods Resilient to Adolescent Violence

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

Monica Tsethlikai, Ph.D.
Assistant Professor
Department of Psychology
University of Utah
An Examination of Cultural and Cognitive Processes Facilitating Positive Youth Development in American Indian Communities

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

DISTINGUISHED FELLOWS

Launched in 2007, the Distinguished Fellows Program forges links between the research, practice, and policy communities. Researchers immerse themselves in policy or practice settings, and policymakers and practitioners in research settings. For example, a practitioner from Big Brothers, Big Sisters Alaska has worked with mentoring researchers at Portland State University and an adolescent reproductive health scholar from the University of Michigan is spending time at Planned Parenthood.

The program is open to influential mid-career professionals. Fellows get an up-close look at the complexities and challenges facing their counterparts in different fields. The goal is for our Distinguished Fellows to use these experiences to inform their future work, influence their colleagues, and produce or use high-quality, relevant research.

In 2012, we began accepting applications for this program three times per year. This change allows for increased flexibility in the design of Fellowship experiences, including possible start dates. Complete program and eligibility information is available on our website.

CURRENT DISTINGUISHED FELLOWS

Jennifer Barber, Ph.D.
Professor, Department of Sociology
Research Professor, Population Studies Center and Survey Research Center
University of Michigan
The Role of Research in Enhancing Family Planning and Pregnancy Prevention for Teens

Maria Cancian, Ph.D.
Professor, La Follette School of Public Affairs
Associate Dean for Social Sciences, College of Letters & Science
University of Wisconsin-Madison
Integrating Child Welfare, Income Support, and Child Support to Improve Outcomes

Kevin Crowley, Ph.D.
Associate Professor, School of Education
Director, Center for Learning in Out-of-School Environments
University of Pittsburgh
Understanding the Educational Ecology of Formal and Informal Organizations in Pittsburgh

Elizabeth Devaney, M.A.
Deputy Director
Providence After School Alliance
Using Data to Build the Capacity of After-School and Youth Development Providers

Peter Salem, M.A.
Executive Director
Association of Family and Conciliation Courts
Improving Research, Policy, and Practice in Family Courts through Interdisciplinary Collaboration

John Tyler, Ph.D.
Professor, Department of Education
Associate Dean of Academic Affairs
Brown University
Designing, Implementing, and Validating the Next Generation of Teacher Evaluation Systems

YOUTH SERVICE IMPROVEMENT GRANTS

Founded in 2006, our Youth Service Improvement Grants (YSIG) directly support youth service providers in our own community. These grants, which are $25,000 each, are designed for mid-sized organizations in the five boroughs of New York City that want to improve their programs for youth. New grantees also have the option of consulting services through the Youth Development Institute to help them make sustainable improvements.

All Youth Service Improvement Grantees provide direct services to youth ages 8 to 25. This year, applicants proposed projects related to curriculum development, tutoring, social work, bullying, and health.

Youth Service Improvement Grants are reviewed by a dedicated volunteer committee of non-senior Foundation staff, which reviews applications twice each year. Additional information about this program is available on our website.

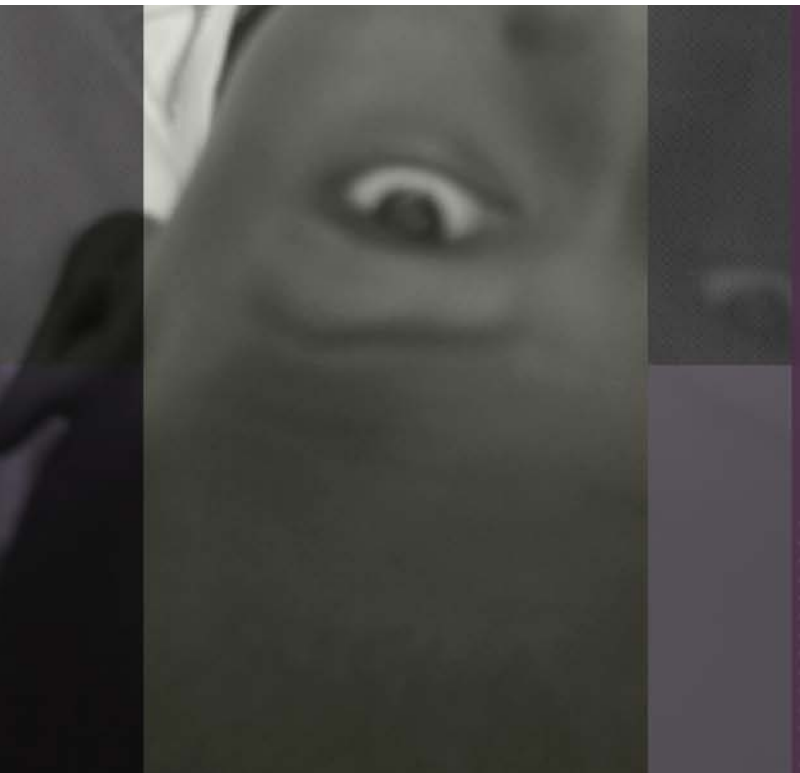
Two recent YSIG grantees, Multicultural Music Group and Opportunities for a Better Tomorrow, are featured in images throughout this *Annual Report*. Information about both organizations and their grant projects is provided on the following pages.

MULTICULTURAL MUSIC GROUP

Symphonic Youth Project
Bronx, NY

The Multicultural Music Group (MMG) aims to promote cultural awareness and academic achievement by teaching musical styles from around the world. Students are taught to read and play music with the hope that they gain a lifelong appreciation. In 2011, MMG applied for a Youth Service Improvement Grant for its Symphonic Youth Program (SYP), which works with public elementary schools in the South Bronx. SYP provides students with music instrument lessons that integrate music, history, and aesthetic reflection. Simultaneously, the program cultivates teaching artists with a focus on multicultural and urban instrumental music instruction. MMG had noticed that its more advanced students were becoming disinterested in lessons because they had to wait for their less-experienced peers to catch up. Also, the teaching artists were struggling with classroom management and using the curriculum.

To address both of these issues, MMG implemented peer-to-peer instruction training, teacher training camps, ongoing professional development, and additional on-site visits by programming staff. As a result, SYP retained 85 percent of its participants in the 2011–2012 school year. Through the peer-to-peer instruction technique, the more advanced students developed social and leadership skills while the newer students appreciated lessons that were more informal and less intimidating. Teachers developed stronger command of the classroom and students demonstrated improvements in their musical skills.



OPPORTUNITIES FOR A BETTER TOMORROW

College Access Project
Brooklyn, NY

Founded in 1983, Opportunities for a Better Tomorrow (OBT) serves at-risk, out-of-school youth in the Brooklyn neighborhoods of Sunset Park and Bushwick. Its nationally recognized Youth Education, Employment, and Training program provides classes in business English and math, computer training, and public speaking and communications. The program also provides counseling and job placement services as well as networking events. While OBT had previously focused on helping participants attain their GEDs, it has updated its goal to reflect the new economic reality that an associate's degree is often required for entry-level employment. In addition, staff had noticed that a number of participants who had the potential to succeed were not moving on to college.

In the spring of 2011, we awarded a Youth Service Improvement Grant to Opportunities for a Better Tomorrow to initiate the College Access Project. This program created a pathway for low-income youth to successfully transition into college. OBT staff hired a full-time College Access Counselor to facilitate college workshops, campus visits, and individual counseling. They also designed and offered classes in advanced math, reading, and writing to prepare students for higher education. Finally, this grant allowed OBT to pay students' college application fees. Since the implementation of this project, OBT has seen significant improvements. It has met or surpassed all of its original goals for enrollment and created meaningful bridges with college admission testing and precollege programs. Future, long-term success also seems promising.

NEW AND ONGOING GRANTS IN 2012

CAPACITY BUILDING

Distinguished Fellows

The Role of Research in Enhancing Family Planning and Pregnancy Prevention for Teens
Jennifer Barber, Ph.D.
University of Michigan
$199,784, 2011–2013

Integrating Child Welfare, Income Support, and Child Support to Improve Outcomes
Maria Cancian, Ph.D.
University of Wisconsin-Madison
$190,966, 2009–2012

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

Using Data to Build the Capacity of After-School and Youth Development Providers
Elizabeth Devaney, M.A.
Providence After School Alliance
$162,878, 2009–2012

Improving Research, Policy, and Practice in Family Courts through Interdisciplinary Collaboration
Peter Salem, M.A.
Association of Family and Conciliation Courts
$186,417, 2009–2012

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

Research Methods and Infrastructure

Understand Why Intervention Effects Vary
Thomas Brock, Ph.D.
Howard Bloom, Ph.D.
James Riccio, Ph.D.
MDRC
$100,000, 2011–2012

Scaling: Understanding the Predictors of Impacts and the Link between Quality and Impacts
Robert J. Ivry, Ph.D.
Thomas Brock, Ph.D.
James Riccio, Ph.D.
MDRC
$25,000, 2011–2012

Qualitative Consulting Service for Supporting Mixed-Method Research and Workshops
Eli Lieber
University of California, Los Angeles
$80,825, 2011–2012
$76,322, 2012–2013

What Accounts for Variability in the Outcomes of Youth Programs? Meta-Analytic Exploration Across Multiple Program Areas and Target Populations
Mark Lipsey, Ph.D.
Vanderbilt University
Joseph Durlak, Ph.D.
Loyola University Chicago
Sandra Jo Wilson, Ph.D.
Vanderbilt University
$23,782, 2012
$297,825, 2012–2014

Improving Studies of the Impact of Group-Level Interventions on Program Quality and Youth Outcomes
Stephen Raudenbush, Ed.D.
University of Chicago
Howard Bloom, Ph.D.
MDRC
$150,000, 2011–2012
$300,000, 2012–2013

Tracking the Research Evidence from Group-Randomized Trials in Education
Jessaca Spybrook, Ph.D.
Western Michigan University
$24,057, 2012

Research-Practice Partnerships

Catalyzing a Network of Educational Networks to Learn How to Improve
Anthony Bryk, Ph.D.
Carnegie Foundation for the Advancement of Teaching
Louis Gomez, Ph.D.
University of California, Los Angeles
Jennifer Russell, Ph.D.
University of Pittsburgh
$100,000, 2012–2014

From Users to Co-Producers of Research Evidence: A Study of Place-Based Research Partnerships
Cynthia Coburn, Ph.D.
Northwestern University
William Penuel, Ph.D.
University of Colorado, Boulder
$585,216, 2012–2014

Building Strong Research-Practice/Policy Connections in Child Welfare
Christine James-Brown
Child Welfare League of America
$25,000, 2012–2013

District-University Partnerships to Improve English Learner Instructional Policies and Practices
Sean Reardon, Ph.D.
Stanford University
$20,000, 2012–2013

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
$60,000, 2011–2013

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

The Impact of School and Classroom Environments on Youth Mental Health: Moderation by Genetic Polymorphisms
Joshua L. Brown, Ph.D.
Fordham University
$350,000, 2011–2016

Moving Matters: Residential Mobility, Neighborhoods, and Family in the Lives of Poor Adolescents
Stefanie DeLuca, Ph.D.
Johns Hopkins University
$350,000, 2008–2013

Interconnected Contexts: The Interplay Between Genetics and Social Settings in Youth Development
Jason Fletcher, Ph.D.
Yale University
$350,000, 2012–2017

Minority Student Success in Higher Education
Alisa Hicklin Fryar, Ph.D.
University of Oklahoma
$350,000, 2008–2013

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
$60,000, 2011–2013

Social Settings as a Context for Neurobiological Sensitivity in Adolescence
Amanda E. Guyer, Ph.D.
University of California, Davis
$350,000, 2011–2016

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

Consequences of the Within-Race/Ethnicity Gender Imbalance in the College Campus Setting
Micere Keels, Ph.D.
University of Chicago
$350,000, 2012–2017

Peer Networks and Adolescent Sexual Development
Derek Kreager, Ph.D.
Pennsylvania State University
$350,000, 2009–2014

Pockets of Peace: Investigating Urban Neighborhoods Resilient to Adolescent Violence
Tamara G.J. Leech, Ph.D.
Indiana University-Purdue University Indianapolis
$350,000, 2012–2017

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

The Internet as a Setting for Sexual Health Development Among Gay Youth
Brian Mustanski, Ph.D.
Northwestern University
$350,000, 2008–2013

Innovating Culturally Relevant Pedagogy: Insights from Community Arts Programs Serving Immigrant Youth
Bic Ngo, Ph.D.
University of Minnesota
$350,000, 2011–2016

Executive Functions and Biological Sensitivity in Classroom Settings
Jelena Obradović, Ph.D.
Stanford University
$350,000, 2012–2017

Macro-to-Micro Contextual Triggers of Early Adolescent Substance Exposure
Candice Odgers, Ph.D.
Duke University
$350,000, 2009–2014
$85,000, 2012–2014

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, 2009–2012

Adolescents as Resources in School-Based Prevention: Effects on Program Outcomes and Youth Development
Emily Ozer, Ph.D.
University of California, Berkeley
$60,000, 2009–2012

Promoting Tolerant School Settings: A Social Networks Field Experimental Intervention
Elizabeth Levy Paluck, Ph.D.
Princeton University
$350,000, 2011–2016

Intergenerational Influences on Men's Transitions to Adulthood
Kevin Roy, Ph.D.
University of Maryland
$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

Mobile Phone Ecological Momentary Assessment for Family Functioning, Routines, and Settings
Dallas Swendeman, Ph.D., M.P.H.
University of California, Los Angeles
$350,000, 2011–2016

An Examination of Cultural and Cognitive Processes Facilitating Positive Youth Development in American Indian Communities
Monica Tsethlikai, Ph.D.
University of Utah
$350,000, 2012–2017

Settings for Success Among Emancipating Foster Youth: Youth and Workers in Communication and Collaboration
Tuppett M. Yates, Ph.D.
University of California, Riverside
$350,000, 2012–2017

Youth Service Improvement Grants

ACE Summer Pilot Program
Katrina Adams
Harlem Junior Tennis & Education Program
$25,000, 2012–2013

Educational Benchmarking Framework
Erica Ahdoot
The GO Project
$25,000, 2012–2013

Second Year Curriculum Development Project
Claudette C'Faison
New York Youth at Risk
$25,000, 2012–2013

Young Adult Program
Jill Eisenhard
Red Hook Initiative
$25,000, 2012–2014

Queens Teens: A Tiered Approach
Tom Finkelpearl
Queens Museum of Art
$25,000, 2012–2014

ALLL Teaching Artists Training
Ila Lane Gross
Learning Through an Expanded Arts Program
$25,000, 2012–2013

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

Basic Skills Boot Camp
Amanda Kraus
Row New York
$25,000, 2012–2013

Writing Improvement Project
John McIvor
Summer on the Hill
$25,000, 2012–2013

Curriculum Development Project for Coro's Mayor's Youth Leadership Council
Scott Millstein
Coro New York Leadership Center
$25,000, 2012–2013

Gender-Specific Program for Middle School Boys
William Newlin
Jacob A. Riis Neighborhood Settlement House
$25,000, 2012–2013

College Bound
Ted Smith
New Heights Youth, Inc.
$25,000, 2012–2013

Social Worker in Residency Project
Kellie Terry-Sepulveda
The Point Community Development Corporation
$25,000, 2012–2013

Other

The Taproot Foundation Service Grant Program
Robert Acton
The Taproot Foundation
$40,000, 2010–2012
$25,000, 2011–2012

Project SCOPE: Summer Counselor Outreach for Improving Postsecondary Enrollment
Christopher Avery, Ph.D.
Harvard University
$24,956, 2012–2013

Advancing Evidence-Based Reforms in New/Different Federal Youth Programs Through Use of Prior Successful Strategies
Jonathan Baron, J.D.
Coalition for Evidence-Based Policy
$100,000, 2010–2012

Building a Sustainable Model for Promoting Evidence-Based Youth and Family Policy
Karen Bogenschneider, Ph.D.
University of Wisconsin-Madison
$200,000, 2011–2012

A Pilot Project to Enhance Career Development of Promising Interdisciplinary Research Scientists in Adolescent Health
S. Jean Emans, M.D.
Children's Hospital Boston
$25,000, 2010–2012

Expanded Learning Time for High School Students
Lucy Friedman
The After-School Corporation
$125,000, 2011–2012

Harlem Children's Zone: Community Development as Education
Edmund Gordon, Ph.D.
Rockland Community College Foundation
$25,000, 2010–2012

Facilitating Use of Evidence-Based Observational and Improvement Tools in K–12
Bridget K. Hamre, Ph.D.
Robert Pianta, Ph.D.
University of Virginia
$24,983, 2011–2012

Enhancing Diversity in Science: Collaboration on What We Measure—When, Who, What, Why and How?
Sally Hillsman, Ph.D.
American Sociological Association
$5,000, 2012–2013

Career Programming in Out-of-School Time
Kathryn Hynes
Pennsylvania State University
$25,000, 2011–2012

National Model for Application of Research to Practice
Christine James-Brown, Ph.D.
Child Welfare League of America
$25,000, 2011–2012

Contexts that Support Effective Teaching in New York City Schools
James Kemple, Ph.D.
New York University
William Marinell, Ph.D.
Harvard University
$25,000, 2012–2013

For Youth Who Drop Out: Pathways or Merely Stops Along the Way?
Peter Kleinbard
Good Shepherd Services
$25,000, 2011–2013

The Summer Matters Initiative
Lori Slutsky
The New York Community Trust
$10,000, 2011–2012

Archiving Data from a 70-Year Longitudinal Study of Human Development
Robert Waldinger, M.D.
Massachusetts General Hospital
$24,956, 2011–2013

The Pioneer Messenger Service (and Other Adventures of a Do-Gooder in Science and Politics)
Gary Walker, Ph.D.
Public/Private Ventures
$25,000, 2011–2012

Young Scholars Program
Niobe Way, Ph.D.
Society for Research on Adolescence
$20,000, 2011–2012

The NICHD Summer Institute on Applied Research in Child and Adolescent Development Travel Support
Julie Wolf-Rodda, Ph.D.
Foundation for the National Institutes of Health
$5,040, 2011–2012

Bridging Research, Policy, and Practice in Youth Development
Nicole Yohalem
Forum for Youth Investment
$360,000, 2011–2012
$567,745, 2012–2013

SRCD Congressional Fellowship Program
Martha Zaslow, Ph.D.
Lonnie Sherrod, Ph.D.
Society for Research in Child Development
$375,000, 2009–2012
$25,000, 2011–2012

UNDERSTANDING AND IMPROVING YOUTH SETTINGS

Descriptive Research

Organizing Schools and Classrooms to Engage Latina/o Youth in Academically Challenging Work
Betty Achinstein, Ph.D.
Rodney Ogawa, Ph.D.
University of California, Santa Cruz
$580,000, 2010–2013

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, 2010–2014

Housing Contexts and Youth Development within Urban Low-Income Families
Rebekah Levine Coley, Ph.D.
Boston College
Tama Leventhal, Ph.D.
Tufts University
Linda Burton, Ph.D.
Duke University
$324,841, 2011–2012

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
$322,315, 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, 2010–2012

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, 2009–2012

The Role of Youth Settings in Young Adult Development: The Ecological Context of Rural Poverty
Gary Evans, Ph.D.
Cornell University
$406,399, 2009–2014

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, 2008–2012
$32,977, 2009–2012

Attributes of Good Learning Experiences for Youth
Robert Halpern
Erikson Institute
$24,167, 2010–2012

Networks of Teachers Affect Children in Transition (Project NTACT)
Jill Hamm, Ph.D.
University of North Carolina, Chapel Hill
Soo-yong Byun, Ph.D.
Pennsylvania State University
$529,432, 2012–2015

Principal Transitions: A Longitudinal, Multilevel Social Network Analysis
Katherine Klein, Ph.D.
University of Pennsylvania
Alan Daly, Ph.D.
University of California, San Diego
Kara Finnigan, Ph.D.
University of Rochester
Andrew Cohen, Ph.D.
University of Pennsylvania
$ 24,990, 2011–2012

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

Investigating the Malleability of Teacher Talk in Urban Middle School Classrooms
Nonie Lesaux, Ph.D.
Perla Gamez. Ph.D.
Harvard University
$24,973, 2011–2012

Estimating Neighborhood Effects on Low-Income Youth
Jens Ludwig, Ph.D.
University of Chicago
Brian Jacob, Ph.D.
Jeffrey Smith, Ph.D.
University of Michigan
$367,207, 2005–2012

The Role of the Family Setting in Young Adult Outcomes During Economically Turbulent Times
Sandra Newman, Ph.D.
C. Scott Holupka, Ph.D.
Johns Hopkins University Institute for Policy Studies
$395,823, 2012–2014

Contextualizing Gay-Straight Alliances: Who They Serve and Variability in How They Function as Youth Settings
Paul Poteat, Ph.D.
Boston College
$24,754, 2012

Understanding Processes of Crime and Desistance Among Gang-Associated Delinquent Youths
Victor M. Rios, Ph.D.
University of California, Santa Barbara
$305,019, 2011–2014

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, 2009–2013
$25,000, 2011–2013

Crime, Context, and Academic Performance
Amy Schwartz, Ph.D.
Patrick Sharkey, Ph.D.
New York University
$300,000, 2011–2013

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, 2010–2013

Violence, Sleep, and Child Health
James Spilsbury, 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
Robert Teranishi, Ph.D.
New York University
Carola Suárez-Orozco, Ph.D.
Marcelo Suárez-Orozco, Ph.D.
University of California, Los Angeles
$499,201, 2010–2013
$25,000, 2012–2013

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, 2006–2013
$150,000, 2009–2013

Observing the Setting-level Impact of a High School Behavioral Change Intervention: A 60-School Randomized Trial
Catherine Bradshaw, Ph.D.
C. Debra Furr-Holden, Ph.D.
Philip J. Leaf, Ph.D.
Johns Hopkins University
$750,000, 2011–2014

Experimental Program to Evaluate Court-Based Services for Divorcing Families
Sanford Braver, Ph.D.
Irwin Sandler, Ph.D.
Arizona State University
$500,000, 2008–2012

Changing Classroom Climate and Other School Micro-Contexts: The 4Rs Setting-Level Study
Joshua Brown, Ph.D.
New York University
Stephanie Jones, Ph.D.
Harvard University
$524,340, 2006–2012
$14,107, 2007–2012

How Volunteer Programs Affect Health and Well-being in Low-Income Youth
Edith Chen, Ph.D.
Kimberly Schonert-Reichl, Ph.D.
University of British Columbia
$25,000, 2011–2012

Marital Conflict-Focused Parent Education for Families with Adolescents
E. Mark Cummings, Ph.D.
Jennifer Cummings, Ph.D.
Julie Schatz, Ph.D.
University of Notre Dame
W. Brad Faircloth, Ph.D.
North Carolina Department of Health and Human Services
$405,995, 2008–2012
$150,000, 2010–2012
$99,000, 2012–2013

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, 2008–2012

Testing the ARC Organizational Intervention Strategy for Community and School-based Youth Service Programs
Charles Glisson, Ph.D.
University of Tennessee, Knoxville
$1,483,573, 2008–2012

The Causes of Truancy and Dropout: A Mixed-Methods Experimental Study in Chicago Public Schools
Jonathan Guryan, Ph.D.
Northwestern University
Jens Ludwig, Ph.D.
University of Chicago
Philip Cook, Ph.D.
Duke University
Mimi Engel, Ph.D.
Vanderbilt University
Amy Claessens, Ph.D.
University of Chicago
Sandra Christenson, Ph.D.
University of Minnesota
$597,811, 2011–2014

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, 2007–2012

Parenting New Teen Drivers
Robert Laird, Ph.D.
University of New Orleans
$515,382, 2012–2015

Early Adolescents' Experiences of Continuity and Discontinuity of School Micro-contexts: Implications for Place-Based Treatment Effects
Maria LaRusso, Ph.D.
Strategic Education Research Partnership (SERP)
Joshua Brown, Ph.D.
Fordham University
Stephanie Jones, Ph.D.
Harvard Graduate School of Education
$500,000, 2009–2011
$24,976, 2009–2013
$40,804, 2012–2013

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, 2009–2014

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, 2010–2012

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, 2009–2012
$25,000, 2009–2012

Strengthening After-School Programs
Emilie Smith, Ph.D.
Daniel Perkins, Ph.D.
Linda Caldwell, Ph.D.
D. Wayne Osgood, Ph.D.
Pennsylvania State University
Howard S. Rosen, Ph.D.
Hempfield Behavioral Health, Inc.
$1,499,920, 2009–2014

State and Local Policies Regarding Implementation of Nurse-Family Partnership and their Impact on Participant Retention
William Thorland, Ph.D.
Nurse-Family Partnership
David Olds, Ph.D.
University of Colorado
$25,000, 2010–2012

Measurement Development

Understanding Consequential Assessment of Teaching
Courtney Bell, Ph.D.
Nathan Jones, Ph.D.
Education Testing Services
Jennifer Lewis, Ph.D.
Wayne State University
$537,866, 2012–2015

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

Toward an Understanding of Classroom Context: A Validation Study
Drew Gitomer, Ph.D.
Rutgers University
Courtney Bell, Ph.D.
Educational Testing Service
$531,095, 2008–2012
$50,512, 2009–2012

Establishing National Child Welfare Agency Norms for the Organizational Social Context (OSC) Measurement System
Charles Glisson, Ph.D.
University of Tennessee, Knoxville
$24,904, 2011–2012

Refining and Validating a Measure of Classroom Quality for English-Language Learners
Claude Goldenberg, Ph.D.
Edward Haertel, Ph.D.
Stanford University
$99,999, 2009–2013

Improving the Measurement of Classroom Mathematics Instruction
Heather Hill, Ph.D.
Harvard University
Robin Jacob, Ph.D.
University of Michigan
Geoffrey Phelps, Ph.D.
University of Michigan
$400,000, 2009–2013

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, 2010–2014

Measuring Quality Assessment in Science Classrooms through Artifacts and Self-Reports
Jose Felipe Martinez, Ph.D.
University of California, Los Angeles
Hilda Borko, Ph.D.
Stanford University
$394,775, 2009–2012

Procedures that Optimize the Reliability and Validity of Classroom Observations
Andrew Mashburn, Ph.D.
Portland State University
Joseph P. Allen, Ph.D.
J. Patrick Meyer, Ph.D.
University of Virginia
$224,388, 2011–2013

Interim Measures for Young Adult Workforce Programs Project
Louis Miceli, Ph.D.
JobsFirstNYC
$25,000, 2010–2012

Assessing the Viability of Staff Surveys as a Measure of After-school Program Quality
Neil Naftzger, M.P.A.
American Institutes for Research
$125,000, 2011–2013

The Motivational and Learning Benefits of Autonomy-Supportive Classroom Practices
Erika Patall, Ph.D.
Keenan Pituch, Ph.D.
University of Texas at Austin
$92,684, 2012
$400,008, 2012–2014

Toward Improving Settings Serving Youth with Emotional Disturbances: Measuring Social Processes in Special Education Phase I
Susan Rivers, Ph.D.
Marc Brackett, Ph.D.
Peter Salovey, Ph.D.
Yale University
$336,198, 2011–2013

A Grants Program for Early-Career Researchers to Conduct Secondary Data Analyses of the Measures of Effective Teaching Longitudinal Database (MET LDB)
Brian Rowan, Ph.D.
University of Michigan
$143,750 2013–2014

Development of Training Materials for the Promising Practices Rating System
Deborah Lowe Vandell, Ph.D.
University of California, Irvine
$50,000, 2010–2012

USE OF RESEARCH 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, 2009–2012

Activity Space, Social Network, and Community Influences on Adolescent Risk
Christopher Browning, Ph.D.
Mei-Po Kwan, Ph.D.
Elizabeth Cooksey, Ph.D.
Catherine Calder, Ph.D.
Ohio State University
$599,952, 2012–2014

Research Use by Federal Policymakers on Student and School Success
Prudence Carter, Ph.D.
Linda Darling-Hammond, Ph.D.
Stanford University
$596,258, 2012–2014

Exploring Knowledge Diffusion Among District Administrators
Matthew Clifford, Ph.D.
American Institutes for Research
Julie Kochanek, Ph.D.
Education Development Center
$186,767, 2010–2012

Implementation and Outcomes Evaluation of California's AB 12
Mark E. Courtney, Ph.D.
Jennifer Mosley, Ph.D.
Amy Dworsky, Ph.D.
University of Chicago
$25,000, 2011–2012

Understanding Social Network Structure in Schools Under Corrective Action: A Longitudinal Comparative Analysis of Research Definition Use and Diffusion in Urban Districts
Alan Daly, Ph.D.
University of California, San Diego
Kara Finnigan, Ph.D.
University of Rochester
$342,246, 2009–2014
$559,916, 2011–2014

Contextual Predictors of Research Evidence Use Among High- and Low-Minority Concentrated Areas
Antonio Garcia, Ph.D.
University of Pennsylvania
$25,000, 2012–2013

State Education Agency Use of Research Evidence to Improve Schooling for Youth
Margaret Goertz, Ph.D.
University of Pennsylvania
Carol Barnes, Ph.D.
Diane Massell, Ph.D.
Elizabeth Moje, Ph.D.
University of Michigan
$596,823, 2010–2013

Understanding the Obama Plan for Growing Evidence-based Policies
Ron Haskins, Ph.D.
Isabel Sawhill, Ph.D.
Kent Weaver, Ph.D.
Brookings Institution
$300,000, 2011–2013

Research Use as Learning: The Case of School District Central Offices
Meredith Honig, Ph.D.
University of Washington
$383,338, 2011–2013

Fostering Evidence Use in Child Welfare Policies Regarding Psychotropic Medications
Laurel Leslie, M.D., M.P.H.
Tufts University
Lawrence Palinkas, Ph.D.
University of Southern California
$405,643, 2011–2012

How Do Intermediary Organizations Promote Research Evidence for Educational Policymaking?
Christopher Lubienski, Ph.D.
University of Illinois, Urbana-Champaign
Elizabeth DeBray, Ed.D.
University of Georgia
Janelle Scott, Ph.D.
University of California, Berkeley
$607,052, 2011–2014

Research Use in Organized Out-of-School Contexts
Joseph Mahoney, Ph.D.
University of California, Irvine
$249,998, 2012–2014

Policy Ideas, Entrepreneurs, and Education Research
Lorraine McDonnell, Ph.D.
M. Stephen Weatherford, Ph.D.
University of California, Santa Barbara
$453,620, 2010–2012

Healthy Start: Children as Targets for Preventing Disease in Adult Life
Constance Nathanson, Ph.D.
James Colgrove, Ph.D.
Peter Messeri, Ph.D.
John Santelli, Ph.D.
Columbia University
$528,239, 2012–2015

Using Evidence to Improve Medicaid Mental Health Services for Massachusetts Children and Youth
Joanne Nicholson, Ph.D.
Dartmouth College
Laurel Leslie, M.D.
Tufts Medical Center
Susan Maciolek, M.P.P.
University of Southern Maine
$552,517, 2010–2012

Improving the Quality, Use, and Utility of Social Science Research
Miron L. Straf, Ph.D.
National Academy of Sciences
$350,019, 2006–2012

Networks, Organizational Culture, and Limited Differences: Examining the Use of Research
David Takeuchi, Ph.D.
Jerald Herting, Ph.D.
Taryn Lindhorst Ph.D.
University of Washington
$158,496, 2011–2012
$7,655, 2012–2013
$548,078, 2012–2015

Communications/ Advocacy

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

Advancing Quality After-School Programs
Jodi Grant, J.D.
Afterschool Alliance
$300,000, 2010–2012

Pre-Design Phase for the Center for Evidence-based Policymaking
James Kohlmoos
National Association of State Boards of Education
$25,000, 2012–2013

2011 Big Ideas Retreat "Opportunities in the New Normal: Leveraging Knowledge to Move Forward"
James Kohlmoos
NEKIA Center for Knowledge Use
$10,000, 2011–2012

Influencing Social Policy
Kenneth Maton, Ph.D.
University of Maryland
$25,000, 2012–2014

Improving After-School Program Quality and Access
Jennifer Peck
Partnership for Children and Youth
$75,000, 2011–2012

Examining California's After-School Movement Post-Proposition 49
Sam Piha
Partnership for Children and Youth
$20,175, 2012–2013

NPR's Coverage of Youth-Related Issues
Lorraine Ross
National Public Radio
$275,000, 2011–2013

Other

Are We Learning From K–12 Philanthropic Investments?
Jeffrey Henig, Ph.D.
Columbia University
$25,000, 2012–2013

Education Policy and Youth Voting
Peter Levine, Ph.D.
Tufts University
$24,873, 2012–2013

BOARD OF TRUSTEES

In 2012, the Foundation's Board of Trustees played a vital role in managing transitions and preparing for our future. In June, Larry Moreland, our senior vice president, finance and administration, passed away after 11 years with the Foundation. While Larry had created sustainable systems and led a capable staff, the Board—especially members of the Audit and Budget and Finance and Investment Committees—helped to guide the Foundation through this difficult time and played a critical role in the orientation of his successor, Deborah McGinn. The Board's Selection Committee also led the process to appoint the Foundation's next president, after Bob Granger announced he would retire in 2013. The Committee interviewed many qualified candidates and ultimately chose Adam Gamoran.

In March, the Board said goodbye to Larry Aber, chair of the Program Committee, who retired after serving the maximum of three terms as a Trustee. It also welcomed two new Trustees—Margaret Burchinal and Kenneth Prewitt.

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

Bottom Row (L to R): Christine James-Brown, Kenneth Prewitt, Robert Granger, Nancy Gonzales, Andrew Porter
Top Row (L to R): Sara McLanahan, Judson Reis, Henry Gooss, Russell Pennoyer, Melvin Oliver, Margaret Burchinal
Not Pictured: J. Lawrence Aber, Olivia Golden, Lisa Hess

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 earned his doctorate at Yale University.

Margaret R. Burchinal, Ph.D. is a senior scientist at the FPG Child Development Institute at the University of North Carolina, Chapel Hill and an adjunct professor in the Department of Education at the University of California, Irvine. She serves on the editorial boards for *Child Development* and E*arly Childhood Research Quarterly*. Dr. Burchinal earned her doctorate in quantitative psychology from the University of North Carolina, Chapel Hill.

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

Nancy Gonzales, Ph.D. is a Foundation professor of clinical psychology at Arizona State University. She has done significant research regarding the wellbeing of youth, particularly Mexican immigrant youth. Dr. Gonzales earned her doctorate at the University of Washington in Seattle.

Henry E. Gooss (Chair) is a senior 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 earned his 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 for program. His previous positions include senior vice president of MDRC and executive vice president at Bank Street College of Education. He earned his doctorate at the University of Massachusetts.

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

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

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

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

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

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

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

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

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Los Angeles

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

Bottom Row (L to R): Brian Wilcox, Joseph Ferra, Gabrielle Diharce, Deborah McGinn, McPhail Simon
Middle Row (L to R): Ruth Nolan,. Julie Wong, Linda Rosano, Vivian Tseng, Nancy Rivera-Torres, Ellen Bracken
Back Row (L to R): Kim DuMont, Miguel Collado, Tom Weisner, Robert Granger, Krishna Knabe, Edward Seidman
Not Pictured: Sharon Brewster, Mary Heglar, James Lui, Damisela Taveras, Irene Williams

2012 REVIEWERS

Our reviewers play an indispensible role in ensuring that we fund high-quality, relevant work. We thank them for their service in 2012.

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INDEX OF INSTITUTIONS

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Editor: Krishna Knabe
Associate Editor: Mary Annaïse Heglar
Design: Nicholas Smith Design + Illustration

The photographs in this Annual Report *were taken at Multicultural Music Group and Opportunities for a Better Tomorrow, described on pages 40–41, which were funded by the Foundation through the Youth Service Improvement Grants program.*

William T. Grant Foundation
Supporting research to improve the lives of young people

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