

2015 ANNUAL REPORT

Supporting Research to Improve the Lives of Young People



 **William T. Grant**
FOUNDATION

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“The William T. Grant Foundation’s top priority has been to support high-quality research that will ultimately make a difference in the real world.”

Letter from the President

Since the time of its founder, the William T. Grant Foundation's top priority has been to support high-quality research that will ultimately make a difference in the real world. Accordingly, the specific focus of the research we support has changed throughout the years to address the pressing problems of the time. At present, we support research in two areas pertaining to youth ages 5–25 in the United States: reducing inequality in youth outcomes and opportunities, and improving the use of research evidence in decisions that affect young people.

Our reducing inequality initiative is about two years old, and some of our first grants are starting to bear fruit. Many of our inequality grants are in the domain of education, including both K–12 and postsecondary education. Of special interest to the research community are two grants to researchers who are building data archives that will be available to many researchers: a nationwide archive of achievement data that reveals inequality at every grade level for every school district in the country, and a school finance archive that will identify funding inequality within and across all 50 states.

Housing inequality is another domain for our grantmaking in this area. We have made two awards to researchers focused on the potential for subsidized housing to reduce inequality for children. In addition, former William T. Grant Scholar Stefanie DeLuca's new book, *Growing Up in the Other America*, vividly portrays the challenges of growing up in poor neighborhoods, and new William T. Grant Scholar Matthew Desmond explores the harshest side of housing realities in his just-published book, *Evicted*. Beyond education and housing, we look forward to developing our inequality portfolio to include research in the domains of child welfare and the justice system.

Our focus on the use of research evidence entered a new phase this year. After five years of deepening our understanding of the conditions under which research evidence is used in policy and practice, we now intend to support research on how to *create those conditions*. This focus involves two primary questions: First, how can one *improve* the use of research evidence? Meaning, how can the relationships and social structures that support evidence use be established and sustained, and how can the production of timely, relevant, and accessible evidence be incentivized and supported? Second, when evidence from research is used to make decisions, what are the results? We assume that using research evidence leads to better outcomes for young people, but now we'd like to put that assumption to the test.

We look forward to creative and rigorous responses to our new call on improving the use of research evidence, as well as our ongoing call for research on reducing inequality.



Adam Gamoran
President



“It is wonderful to be back and to share in the excitement as the Foundation executes its mission with renewed vigor and focus.”

Letter from the Chair

Since 1936, the William T. Grant Foundation has invested in research to improve the lives of young people. The Foundation's record of excellence and the talent of the researchers we fund help to give us a more influential voice than would be expected from our size alone.

Last June, I returned to the Foundation's Board of Trustees as Chair. It is wonderful to be back and to share in the excitement as the Foundation executes its mission with renewed vigor and focus.

I would like to thank Henry Gooss, my immediate predecessor as Chair, for making this transition so smooth. Hank was a trustee for 16 years and Chair for 6. His many accomplishments during his tenure include guiding the Foundation through the financial turmoil of 2008–2009, delivering top decile financial returns to the endowment, and, most importantly, recruiting Adam Gamoran as our President. Hank is also responsible for countless processes and procedures that keep the Foundation running so smoothly.

I would also like to thank Ken Prewitt, who also retired as trustee last year. Ken brought great insights to our Board, which were informed, in part, by his years as director of the United States Census Bureau. We will miss his wit and wisdom.

Finally, last year saw the death of one of the Foundation's great leaders: Judge Robert P. Patterson, Jr. Judge Patterson was a member of the Board from 1974–1988, and its Chair for eight years. Even before joining the Board, he played a pivotal role as senior counsel, helping secure its financial viability ahead of the bankruptcy of the W. T. Grant Company. As Chair, he presided over the establishment of the Commission on Youth and America's Future, best known today for its seminal report *The Forgotten Half*. Judge Patterson also served as president of the Legal Aid Society, and as a federal judge was widely praised for his opinions regarding inmates in city jails and prisons. It is fitting to remember this outstanding lawyer and public servant as the Foundation seeks to invest in research on inequality in a number of domains, particularly the justice system.

Sincerely,



Russell P. Pennoyer
Chair of the Board of Trustees

Our Work

The William T. Grant Foundation supports research to improve the lives of young people ages 5–25 in the United States. As a medium-sized foundation, we center our work in two well defined areas of focus, allowing us to maximize the effectiveness of our grantmaking dollars and staff resources. Currently, we are focused on reducing inequality and improving the use of research evidence.

REDUCING INEQUALITY

In 2014, we introduced our focus on reducing inequality in youth outcomes and opportunities. The research that we support in this focus area seeks to identify and build understanding of the programs, policies, and practices that respond to inequality in a range of domains, including the education, justice, immigration, and child welfare systems. Our work on reducing inequality includes descriptive, intervention, and measurement studies. In 2015, we funded 22 research projects in this focus area.

IMPROVING THE USE OF RESEARCH EVIDENCE

Beginning in 2009, we supported a variety of studies that provide insight into how policymakers, administrators, and service providers acquire, interpret, and use research evidence, as well as how the use of research evidence affects policy and program decisions. In 2015, we announced a new direction in this focus area, calling for studies that identify, create, and test strategies to improve the use of research evidence in ways that benefit youth. We funded seven research projects in this focus area in 2015.

UNDERSTANDING YOUTH SOCIAL SETTINGS

Bringing closure to our focus on understanding youth social settings, which began in 2002, we awarded the four final grants in this area to applicants whose proposals were in the review process prior to 2015.

GRANTMAKING PROGRAMS

The vast majority of our funding is devoted to field-initiated research grants in our two current focus areas. Our competitive research grants program supports a range of projects intended to advance theory, build empirical evidence, and improve policies and practices that affect young people. The William T. Grant Scholars Program provides funding to early-career researchers. Through our Distinguished Fellows program, we seek to narrow gaps between research, policy, and practice by placing grantees in working environments that enhance their understanding of how research is used and produced. And our Youth Services Improvement Grants support community-based organizations in our hometown of New York City.

Finally, a small percentage of our funding is dedicated to staff-initiated discretionary awards that extend the impact of the research we support by building the capacity of organizations and individuals at the forefront of connecting research, policy, and practice.

Highlights from 2015

WILLIAM T. GRANT SCHOLARS MENTORING PROGRAM: 10 YEARS

In 2005, the Foundation began a pilot project to award grants to selected William T. Grant Scholars in order to support their mentoring relationships with junior researchers of color. The awards became an ongoing part of the Scholars Program in 2007 and reflect the Foundation's commitment to fostering our Scholars' professional development as mentors and, at the same time, increasing the number of researchers of color at higher levels of the career ladder. This year marked 10 years since the launch of the program, a milestone that was commemorated at the 2016 mentoring meeting, where three alumni pairs returned to talk about their experiences in the mentoring program and the ways it continues to impact on their work.

CLOSING THE OPPORTUNITY GAP

Robert Putnam, Peter and Isabel Malkin professor of public policy at the Harvard Kennedy School of Government, received a William T. Grant President's Special Initiative award in 2015 to further explore a number of the themes raised in his recent book, *Our Kids: The American Dream in Crisis*.

We joined other funders in supporting Putnam's work at Harvard, where he led five bipartisan working groups of scholars and policymakers to identify evidence-based responses for reducing the opportunity gap in the United States. The overarching goal of the working groups is to inform ongoing debates about poverty and opportunity, and, ultimately, to ensure that young people in families with fewer resources have a more equal chance of succeeding and realizing their potential. A summary of the working groups' findings was published in March 2016.

EVIDENCE AT THE CROSSROADS

In the fall of 2015, the Foundation collected insight and analysis from nearly a dozen contributors to produce a series of blog posts that introduced a discussion about the state of evidence use in policy, specifically federal efforts to build and use evidence of What Works. "Evidence at the Crossroads" gave researchers, policymakers, and advocates a platform to examine what has been learned from federal initiatives that allocate public dollars for evidence-based interventions. In addition to taking stock of these efforts, contributors outlined the key issues that policymakers will have to tackle as they debate the future of evidence-based policy.

A NEW DIRECTION

In 2015, we embarked on a new direction in one of our two major focus areas, shifting our attention from understanding how and under what conditions research is used to understanding *how to create those conditions*. In the first six years of our work supporting studies of the use of research evidence, grantees deepened our understanding of the problem of research use and offered fresh ideas about how to improve its use—particularly with regard to the role of intermediaries in brokering research evidence and the importance of trusting relationships between researchers, decision makers, and practitioners in its uptake. The next phase of this work will build on this knowledge and advance understanding of how to improve the use of research evidence in policy and practice.

William T. Grant Scholars Program

The William T. Grant Scholars Program supports the professional development of promising researchers in the social, behavioral, and health sciences who have received their degree within the past seven years. Scholars identify new methods, disciplines, or content they want to learn, and propose five-year research and mentoring plans that foster their growth in those areas. To support the Foundation's goal of nurturing a pipeline of diverse researchers, Scholars may also apply for opportunities to develop mentoring relationships with junior researchers of color.

In 2015, we awarded five Scholars grants and two mentoring grants.

PATRICK SHARKEY

Associate Professor of Sociology at
New York University

For his Scholar's award, which ended in 2015, Patrick Sharkey shifted from a long-term, multi-generational perspective on neighborhood socio-economic and racial inequality to a focus on specific events that affect the daily lives of children—what he calls “everyday inequality.” In examining the interplay of community disadvantage and educational outcomes, and the particular ways that academic performance may suffer on account of a young person's experiences in his or her neighborhood, Sharkey reached beyond his background in sociology and developed relevant skills and knowledge in new areas, including public policy and neuroscience.

Sharkey's research addresses the question of how children's residential environments influence their development. By looking beyond the abstract characteristics of communities and instead focusing on events in adolescents' environments that have measurable consequences, Sharkey sought to move the literature on neighborhood effects forward. He began by studying the impact of interpersonal violence, which, Sharkey says, “remains one of the most severe forms of environmental stressors facing young people in the nation's most disadvantaged urban areas, despite the decline in homicides that occurred from the mid-1990s to mid-2000s.” More importantly,” he reports, “the impact of violence is felt disproportionately by specific subpopulations and communities where violence is concentrated. And this holds true over time and in cities across the nation.”

A vital component Sharkey's Scholars experience was his stretch into new content and disciplines, including an intensive introduction to neuroscience at the outset of his work, which gave him a better understanding of the connections between external stressors, like violence, and physiological processes within the body. “To understand how violence alters the daily lives of children,” he says, “requires knowledge of how stress affects the brain, how the body responds to it, and how this, in turn, affects children when they walk down the streets of their neighborhoods and when they enter the classroom.”

FEATURED SCHOLAR

With this new knowledge, Sharkey found that children carry the burden of violence with them as they take part in daily life within their neighborhoods or schools. If they have been exposed to violent crime, it stays with them when they sit down in the classroom.

Most studies examining the impact of the neighborhood environment on children look at children who live in different communities. But Sharkey analyzed the outcomes of children who lived in the same neighborhoods and were exposed to incidents of violence at different times. For one study, Sharkey focused on the impact of local violence on children's cognitive functioning, as measured by several assessments of verbal and language skills. He compared the performance of children who were given these assessments in the immediate aftermath of local violence to the performance of children in the same neighborhoods who were given the same assessments either weeks earlier or weeks later, when no recent violence had taken place.

Sharkey's research provided causal evidence of the effect of extreme community violence, and his work demonstrated that the extent of the impact of violence on children is greater than even he imagined. He found that children who are asked to perform a basic assessment of cognitive skills in the aftermath of extreme local violence experience substantial declines in performance, performing as if they have missed two or three years of schooling.

Findings from Sharkey's research have considerable implications for our understanding of the relationship between neighborhood socio-economic and racial inequality and educational outcomes. But they also have paved the way for a new line of research that Sharkey is now carrying out. After broadening his skills and knowledge in the Scholars Program, and demonstrating the consequences of community violence on children, he is now investigating whether the long-term decline of violent crime has reduced inequality in America's cities.

His preliminary findings are showing that academic performance has improved and gaps in achievement have narrowed in the places where crime has declined the most. This research is in its early stages, but Sharkey is pursuing methods that would allow him to make causal claims about the impact of the crime decline. Whereas most of Sharkey's research has reached somewhat pessimistic conclusions about the consequences of violence, he is now focused on a major trend in the nation's cities that is more hopeful.

To understand how violence alters children's lives requires knowledge of how stress affects the brain, how the body responds to it, and how this impacts children when they walk down the streets of their neighborhoods or when they enter the classroom.



Research Grants

Through our research grants program, we seek to build a body of knowledge that has the potential to inform policies, programs, and practices that can improve the lives of young people. The program targets researchers at all career stages for high-quality empirical projects that fit either of our current focus areas. Grants are made three times each year and typically range from \$100,000 to \$600,000, covering two to three years of support.

In 2015, we awarded 28 research grants.

MARK COURTNEY

Professor in the School of Social Service Administration at the University of Chicago

Mark Courtney's research on extending foster care beyond age 18 has the potential to shed light on policies that support youth during the transition to adulthood. This insight may help close gaps in educational and economic outcomes for young people who are disproportionately represented in the child welfare system, specifically low-income and Black and Latino youth.

With his research grant, Courtney seeks to answer two central questions: does extending foster care improve outcomes for youth transitioning to adulthood, and, if so, what mechanisms account for improved adult outcomes among young adults?

Courtney has a deep understanding of the issues inherent in the foster care system and the challenges that confront foster care youth transitioning to adulthood. His research is grounded in the five years he worked for California's child welfare system, during which he provided group home care to abused and neglected teens in foster care and chaired the public policy committee of a statewide association of out of home care providers in California. "My experiences in the field stimulated my interest in conducting research to inform program and policy development and educate future practitioners, program managers, advocates, and policymakers," says Courtney.

The transition to young adulthood is challenging, especially for foster care youth, many of whom are racial and ethnic minorities and come from low-income families. Young people in foster care often suffer from disabilities, have been involved with the juvenile and adult justice systems, have become parents at early ages, or have undergone considerable trauma. Inequalities in educational and economic outcomes abound for these young people, particularly youth of color and those from low-income backgrounds.

But federal, state, and local policies have targeted youth in foster care, and program administrators have allocated considerable resources to support this population, including housing and food, dedicated support for postsecondary education, health insurance, and social services. These responses offer important avenues to address persistent inequalities in outcomes for these young people. Research that examines the effectiveness of policies and services for transition-age foster youth has the potential to illuminate the benefits of such investments for low-income and Black and Latino youth, as well as the broader population of marginalized young people.

FEATURED RESEARCHER

Courtney is investigating whether California's federally approved plan to extend foster care for youth from age 18 to 21, known as AB12, benefits youth in the transition to adulthood. Historically, federal policy provided funding for foster care only to age 18. More recently, the belief that extending foster care past age 18 would benefit foster youth was reflected in the bipartisan passage of the federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act). This law allows states, at their discretion, to extend care to age 21 with federal funding. Policymakers hope that continuing care through age 21 will provide support for programs and practices that will reduce the disparities between their outcomes and those of other young people. Despite this expansion of the federal foster care entitlement, only 22 states have federally-approved plans to extend foster care to youth over 18.

Courtney's California Youth Transitions to Adulthood Study (CalYouth), conducted in partnership with key stakeholders in California's child welfare system, is following young people from the time they are in care as minors until their early-twenties. They examine their trajectories using survey data collected directly from youth at ages 17, 19, and 21 and their child welfare workers. These responses are supplemented with data from government program administrative records of the youth's foster care histories, employment and earnings, public aid receipt, and involvement in postsecondary education. The youth survey data will be linked to the administrative data on care histories and key transition outcomes.

"The results of the study will be of great interest to policymakers and program managers in states that have already opted to extend foster care to young adults, including California, and in states that are considering doing so. The study's findings will also help inform our understanding of risk and protective factors associated with successful transitions to adulthood for young people exiting state care—and by extension to the Foundation's reducing inequality efforts because of the association between foster care youth and other vulnerable populations of young people."

Research that examines the effectiveness of policies and services for transition-age foster care youth has the potential to illuminate the benefits of such investments for low-income and Black and Latino youth, as well as the broader population of marginalized young people.



William T. Grant Distinguished Fellows

The William T. Grant Distinguished Fellows program fosters connections between research, policy, and practice by immersing researchers in policy or practice settings, and, conversely, by embedding policymakers and practitioners in research settings. Distinguished Fellows use these experiences to broaden their perspectives and gain a better understanding of the ways that research is produced and used, ultimately informing their future work.

In 2015, we funded three Distinguished Fellowships.

SUMIE OKAZAKI

Professor of Counseling Psychology at the Steinhardt School of Culture, Education, and Human Development, New York University

For her Distinguished Fellowship, Sumie Okazaki set out to gain insight about how research, practice, and policy intersect to improve the welfare of urban Asian American students. In the first year of her Fellowship, Sumie was immersed in the Research and Policy Support Group within the New York City Department of Education (NYCDOE), and for her second year, at the Coalition for Asian American Children and Families (CACF).

Sumie Okazaki's research focuses on the experiences of Asian and Asian American adolescents and young adults. She found herself frustrated by the absence of these diverse experiences in public discourse, and hoped that by learning more about "what goes into the sauce" of policies and practices that affect this population, she would be better able to conduct relevant, action-oriented research.

The Distinguished Fellows program offered Okazaki an opportunity to learn about how research is used in real-world settings. At the New York City Department of Education (DOE), where she was embedded in the Research and Policy Support Group (RPSG), Okazaki sought to develop her understanding of how research and data flowed through the DOE and how English-language learners (ELLs) and immigrant students fared within the education system. There, she learned that the academic needs of some Asian American students were often overlooked in many DOE projects and discussions, largely because, in the aggregate, they outperform all other groups on most measures.

FEATURED FELLOW

While Asian American students are often portrayed as members of a homogenous “model minority,” this population is extremely diverse in terms of national origin and ethnicity, language and dialects, immigration history, documentation status, religion, and socioeconomic status. And when population-level data for major social indicators are available only at the broad racial level, Asian-Americans are seen as relatively problem-free because, as a group, they have high educational and occupational attainment and good health behaviors and outcomes, among other indicators. “By not breaking out the data by ethnicity and language, we mask the diversity within the population and it keeps us from being able to identify subgroups with unmet needs,” says Okazaki. “If students’ struggles are invisible or not taken seriously, their needs will be left unmet and they won’t receive the academic supports afforded other ethnic groups.”

Although the DOE does not collect student ethnicity data, the Distinguished Fellowship allowed Okazaki to conduct an analysis of Asian American students by breaking out the groups by the language spoken at home. The analyses revealed differences among Asian American students’ academic performance by home languages.

Okazaki’s experiences at the DOE carried over into her second Fellowship project, at the Coalition for Asian American Children and Families (CACF). At the time, the organization was actively advocating for New York City to collect more granular ethnicity data for Asian American and Pacific Islander populations. CACF was instrumental in advocating for the introduction of a City Council bill requiring any city agency that collects demographic information regarding ancestry or ethnic origin to include on all forms separate categories for a minimum of 22 Asian Pacific American groups. By supporting CACF’s advocacy work and providing testimony on behalf of its legislative effort, Okazaki learned valuable lessons about the nuances involved in public policy advocacy.

Okazaki has also found that the two years she spent interacting with various city agencies, advocates, and policymakers has unexpectedly propelled her into a broker role between researchers, practitioners, and policymakers. She often fields inquiries about the welfare of Asian American children and families, and has become an increasingly trusted source of information. “Going forward,” she says, “my hope is that the contacts and resources I developed during my Fellowship will serve me well, not only in conducting more relevant research, but also in disseminating and translating research to the public.”

The Fellowship has given me a deeper and nuanced understanding of local policy and practice context and the challenges facing those who advocate on behalf of underserved children and families.



Youth Services Improvement Grants

Youth Services Improvement Grants support community-based organizations that serve young people in the five boroughs of New York City. This program seeks to strengthen the capacity of service providers in our local community who are working every day to improve the lives of young people.

We awarded 13 organizations with a Youth Services Improvement Grant in 2015.

FIGURE SKATING IN HARLEM

Figure Skating in Harlem combines education and figure skating to transform lives and help underserved girls achieve academic success, physical health, and emotional well-being.

For their 2015 Youth Service Improvement Grant, Figure Skating in Harlem introduced STEM initiatives into their academic offerings, giving Black and Latina public school girls access to STEM-based educational opportunities and igniting deeper curiosity in these subjects.

Figure Skating in Harlem (FSH) delivers academic support, fitness activities, and leadership development to more than 225 girls in an after-school program and summer camp designed to promote positive development.

Since it was founded in 1997, FSH has focused on ice skating and other physical conditioning classes, in addition to writing-focused academic enrichment classes, life skills, daily tutoring, academic and college counseling, and test preparation. Students spend up to five days during the school year and four days in the summer months in the program. Among the program's seniors, 100 percent graduate high school, compared to 66 percent of students city-wide.

Seventeen year old high-school senior Lia Castillo says that she had been struggling with writing when she first came to FSH. She turned her daily tutoring sessions into a writing workshop where she would bring her classroom assignments before handing them in. "My tutor and I would go through my assignments together. He would point out where I needed a comma, a semicolon, or other punctuation mark. As a result, I'm a much better writer now, and I even received the best score in my class on an English paper," Lia said.

FEATURED PROGRAM

While FSH's academic classes included public speaking, writing, financial literacy, and communications, educators noticed students' need for more support in math and science, an observation underscored by an assessment that found that only 65 percent of FSH students were performing at or above grade level in math. With their Youth Services Improvement Grant, the organization addressed this challenge by integrating into their existing services innovative STEM-focused programming.

FSH worked with a consultant to develop the curriculum and train staff to deliver lessons that engage students in the sciences through the lens of skating and physical movement. Offering an eight-week after-school curriculum model and a six-week summer program, FSH now combines "fundamentals of biology, physics, math, and engineering with elements of figure skating." The lessons creatively integrate the new topics into ice skating activities, covering subject areas such as cardiovascular and heart health, skeletal and muscular systems and injuries, engineering, physics, and coding.

Ila Epperson, a high-school student who has attended FSH since she was just 8 years old, had been struggling with math, but feels that the new STEM curriculum has helped improve her skills. "The first time I took the PSAT, my score was a 1220; but I got a 1550 after my math classes at FSH," she says. "FSH showed me that you can make room for everything you love and still get good grades."

Figure Skating in Harlem developed an innovative curriculum that creatively engages students in the sciences through the lens of skating and physical movement.



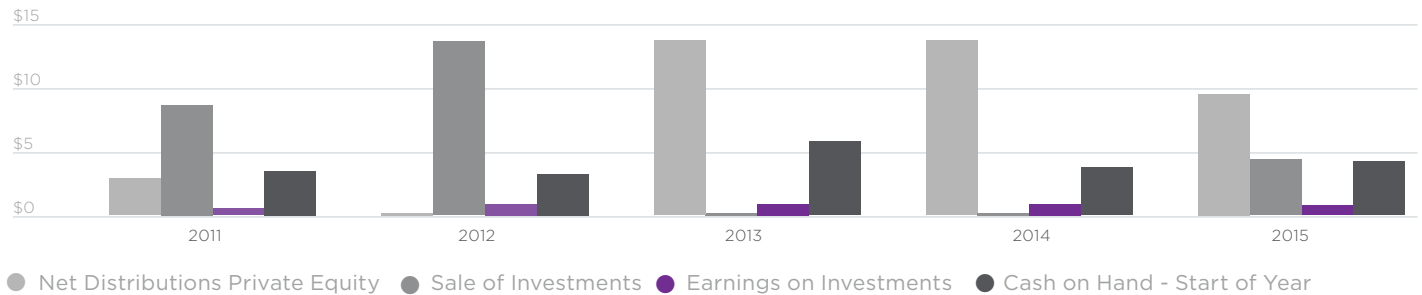
Looking Back & Looking Ahead

WHERE WE SOURCED OUR SPENDING

The Foundation was established to continue in perpetuity. Since we do not accept donations, the Foundation must earn more than we spend over time. The source of the funds spent varies, but a look back over the past five years shows that our returns from private equity investments have supplanted other sources over the past three years.

Sources of Spending

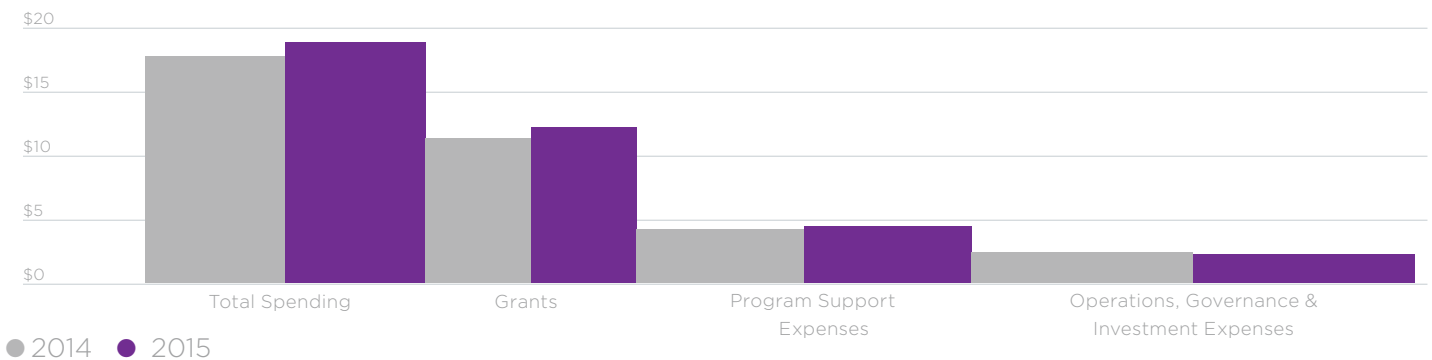
\$s in Millions



The Foundation spent \$900,000 more in 2015 than 2014. Moreover, thanks to lower spending on operations and governance, we were able to increase spending on grants and program support by \$1.2 million.

Comparison of Spending 2014 to 2015

\$s in Millions

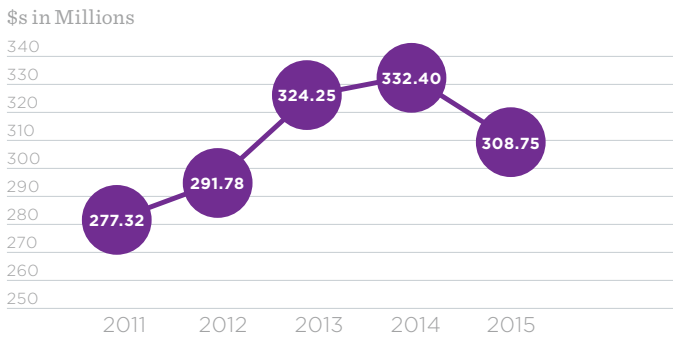


FINANCIAL PERFORMANCE

ENDOWMENT

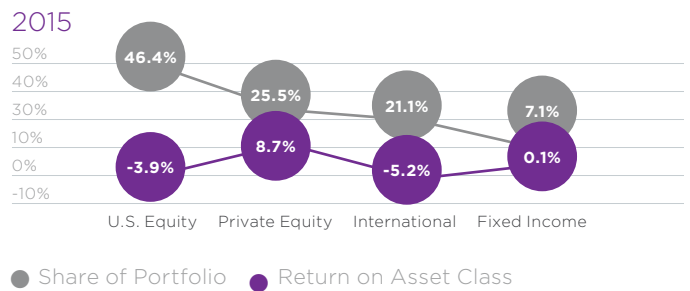
Our endowment began 2015 continuing the strong investment performance of 2014. But a mid-year turn led to a decrease in the portfolio's value by year's end. The return on our endowment for the year was -0.59%, down sharply from the 8.2% return in 2014, but consistent with what was happening in public markets. By comparison, the most aggressive benchmark the Foundation measures itself against was -1.52% for the year.

Assets At Year End



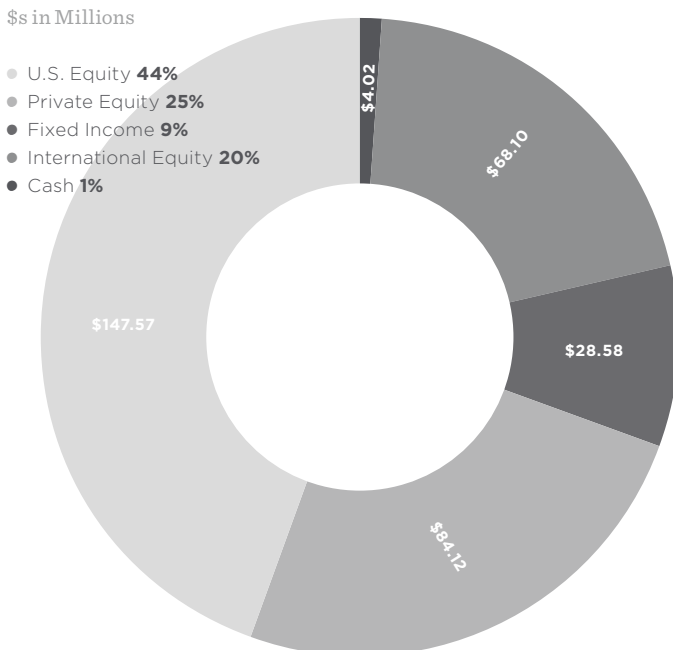
The Endowment rose by 11.3% from 2011 through 2015, even after funding 5 years of Foundation spending, and despite the lower market performance in 2015.

Diversification of asset classes is a key pillar of the Foundation's investment strategy, and proved valuable in 2015. Our investments in private equities, which ended the year in positive territory, helped the 2015 performance.

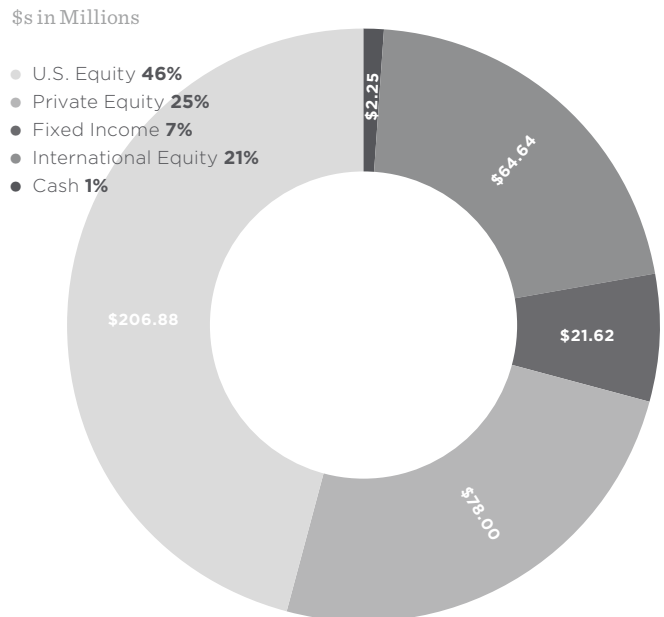


Diversification targets by asset class remained unchanged in 2015, and the composition of our portfolio remained relatively the same year over year.

2014 Portfolio Totals \$332.4 Million



2015 Portfolio Totals \$308.8 Million



Grants Awarded or Current in 2015



RESEARCH GRANTS

Reducing Inequality

Indicators of Educational Inequality in U.S. States 1993–2011

Bruce Baker
Rutgers University
\$257,039, 2015–2016

Changing School Settings as a Result of Desegregation: Evidence from Randomized Trials

Peter Bergman
Columbia University
\$24,984, 2015–2017

The Educational Opportunity Monitoring Project Archive: Joint Small Grants Competition

Leana Chatrath
Russell Sage Foundation
\$100,000, 2015–2017

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

Angela Clarke
West Chester University
\$23,200, 2015–2017

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

Mark Courtney
Harold Pollack
University of Chicago
\$282,462, 2015–2018

Reducing Inequality: What American Scholarship Can Learn from the European Experience

Thomas DiPrete
Columbia University
\$218,071, 2014–2016

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

Jason Fletcher
Jenna Nobles
University of Wisconsin-Madison
Stephen Ross
University of Connecticut
\$312,715, 2015–2017

Understanding the Diversity and Equity of a New Generation of Controlled School Choice Policies

Erica Frankenberg
Pennsylvania State University
\$24,863, 2015–2016

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

Dan Goldhaber
Roddy Theobald
American Institutes for Research
\$460,433, 2015–2017

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

Amy Halberstadt
North Carolina State University
Pamela Garner
George Mason University
Sherick Hughes
University of North Carolina at Chapel Hill
\$349,980, 2016–2017

Post-Prison Parole Supervision, the Transition to Adulthood, and Inequality

David Harding
Heather Harris
University of California, Berkeley
\$25,000, 2016–2017

Testing Messages to Address Inequality

Alan Jenkins
Ellen Braune
Julie Fisher-Rowe
The Opportunity Agenda
\$25,000, 2014–2015

How Black Youth Utilize Engagement and Activism to Challenge Social Inequalities on PWI Campuses

Veronica Jones
Richard Reddick
University of Texas at Austin
\$25,000, 2015–2016

The Effects of the Kalamazoo Promise Scholarship on Post-Secondary Educational Attainment: Implications for the Benefits and Costs of Generous and Universal College Subsidies

Marta Lachowska
Timothy Bartik
Brad Hershbein
W.E. Upjohn Institute For Employment Research
\$25,000, 2015–2015

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

Peter Levine
Kei Kawashima-Ginsberg
Tufts University
\$125,000, 2015–2016

Does Attending an Elite University Help Low-Income Students? Evidence from Texas

Michael Lovenheim
Cornell University
Scott Imberman
Michigan State University
Rodney Andrews
University of Texas at Dallas
\$277,993, 2015–2017

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

Sandra Newman
C. Scott Holupka
Johns Hopkins University
\$395,823, 2012–2016

Developing Indicators of Educational Equity

Natalie Nielsen
Judith Koenig
National Academy of Sciences
\$100,000, 2015–2017

Informational Texts in Family Literacy Practices: Supporting Comprehension Strategies with Immigrant Parents and Students

Silvia Nogueroń-Liu
University of Colorado, Boulder
\$24,948, 2015–2016

Recasting the Challenges of Classroom Management: Strengthening Capacity of Teacher-Student Interactions to Engage Diverse Learners

Robert Pianta
Jason Downer
University of Virginia
\$24,994, 2014–2016



Education Opportunity Monitoring Project

Sean Reardon
Stanford University
\$349,979, 2016–2018

Paradoxes and Inequities in Special Education and the Law

Adai Tefera
Virginia Commonwealth University
Alfredo Artiles
Arizona State University
Pedro Noguera
Catherine Voulgarides
New York University
\$22,867, 2015

Understanding For Whom and Under What Conditions Growth Mindset Interventions Reduce Educational Inequalities: A Nationally-Representative Experiment

David Yeager
Robert Crosnoe
Chandra Muller
University of Texas at Austin
\$290,239, 2015–2017

Use of Research Evidence

What Counts as Evidence for Adolescent Preventive Health Services Policy and Practice? A Study of the U.S. Preventive Services Task Force

Ronald Bayer
Daniel Fox
David Johns
Constance Nathanson
Gerald Oppenheimer
Bhaven Sampat
Columbia University
Alan Fleischman
Albert Einstein College of Medicine
Sandro Galea
Boston University
\$549,226, 2014–2016

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

Karen Bogenschneider
Robert Asen
University of Wisconsin-Madison
\$435,281, 2015–2017

Research Use by Federal Policymakers on Student and School Success

Prudence Carter
Linda Darling-Hammond
Stanford University
\$596,258, 2012–2016

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

Cynthia Coburn
James Spillane
Northwestern University
Megan Hopkins
Pennsylvania State University
Anna-Ruth Allen
University of Colorado, Boulder
\$543,284, 2015–2017

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

Joshua Glazer
Marian Robinson
The George Washington University
\$549,412, 2015–2018

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

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

Edu-Philanthropy: Understanding its Power and Potential

Frederick Hess
American Enterprise Institute
Jeffrey Henig
Columbia University
\$25,000, 2014–2015

How Do Intermediary Organizations Promote Research Evidence for Educational Policymaking?

Christopher Lubienski
University of Illinois at Urbana-Champaign
Elizabeth DeBray
University of Georgia
Janelle Scott
University of California, Berkeley
\$607,052, 2011–2015

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

Thomas Mackie
Rutgers, the State University of New Jersey
James Benneyan
Northeastern University
Laurel Leslie
Tufts Medical Center
Christopher Sheldrick
Tufts University School of Medicine
\$549,509, 2015–2018

Amici and the Courts: A Case Study of the Research Use Process of Intermediary Actors

Patricia Marin
Michigan State University
Liliana Garces
Pennsylvania State University
Catherine Horn
University of Houston
Karen Miksch
University of Minnesota
\$398,752, 2014–2017

Co-Creating the Conditions to Sustain the Use of Research Evidence in Public Child Welfare

Allison Metz
University of North Carolina at Chapel Hill
\$25,000, 2015–2016



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

Constance Nathanson
Columbia University
James Colgrove
Peter Messeri
John Santelli
Columbia University
\$528,239, 2012–2016

Intermediaries’ Role in Transferring Research Evidence from “Producers” to “Consumers”: The Case of School-Based Programs

Jennifer Neal
Zachary Neal
Michigan State University
\$540,126, 2014–2017

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

Erik Ness
James Hearn
University of Georgia
\$350,000, 2013–2016

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

Sarah Reckhow
Michigan State University
Megan Tompkins-Stange
University of Michigan
\$277,895, 2015–2016

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

David Rubin
Children's Hospital of Philadelphia
Zachary Meisel
University of Pennsylvania
\$598,892, 2014–2017

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

Janelle Scott
University of California, Berkeley
Elizabeth DeBray
University of Georgia
Christopher Lubienski
University of Illinois at Urbana-Champaign
\$443,944, 2015–2017

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

Judith Warren Little
University of California, Berkeley
William Penuel
University of Colorado, Boulder
\$585,216, 2012–2015

Research Evidence Use by Private Child Welfare Agencies

Fred Wulczyn
Chapin Hall at the University of Chicago
Lawrence Palinkas
University of Southern California
\$214,729, 2013–2016

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

Itzhak Yanovitzky
Matthew Weber
Rutgers University
\$457,862, 2016–2017

Youth Social Settings

The Dynamics of Peer Influence and Student Decision Making In An Era of School Choice

Megan Andrew
Jennifer Flashman
University of Notre Dame
\$571,629, 2015–2017

Understanding Consequential Assessment of Teaching (UCAST)

Courtney Bell
Educational Testing Service
Nathan Jones
Boston University
Jennifer Lewis
Wayne State University
\$537,866, 2012–2015

Girls' Early Adversity and Maturation Study

Renee Boynton-Jarrett
Boston University
\$25,000, 2014–2015

Understanding Transactional Relationships Between Supportive Classroom Settings and Positive Youth Development

Marc Brackett
Susan Rivers
Yale University
Christina Crowe
University of Massachusetts, Dartmouth
\$90,537, 2013–2015

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

Catherine Bradshaw
Debra Furr-Holden
Philip Leaf
Johns Hopkins University
\$750,000, 2011–2016

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

Christopher Browning
Catherine Calder
Elizabeth Cooksey
Ohio State University
Mei-Po Kwan
University of Illinois at Urbana-Champaign
\$599,952, 2012–2017

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

Harris Cooper
Duke University
\$56,955, 2013
\$336,036, 2013–2016

Improving Chronically Underperforming School Settings? Regression-Discontinuity Evidence from NCLB Waivers

Thomas Dee
Stanford University
Brian Jacob
University of Michigan
Steven Hemelt
University of North Carolina at Chapel Hill
\$298,252, 2014–2016

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

Nancy Deutsch
Valerie Futch
University of Virginia
\$596,465, 2013–2016

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

Ken Frank
Kristen Bieda
Michigan State University
Serena Salloum
Ball State University
Peter Youngs
University of Virginia
\$599,996, 2014–2017

The Middle School Classroom Language Environment: Interactions Among Teachers and Youth and Effects on Literacy

Perla Gamez
Loyola University Chicago
Nonie Lesaux
Harvard University
\$239,172, 2015–2017

Income Instability, Family Processes, and Youth Development

Lisa Gennetian
Pamela Morris
New York University
Heather Hill
University of Washington
\$299,997, 2013–2016



Constructing Affordability: How Institutional and Relational Contexts Affect Retention of Undergraduates from Low-Income Families
Sara Goldrick-Rab
Nancy Kendall
University of Wisconsin-Madison
\$600,000, 2014–2016

The Causes of Truancy and Dropout: A Mixed-Methods Experimental Study in Chicago Public Schools
Jonathan Guryan
Northwestern University
Sandra Christenson
University of Minnesota
Amy Claessens
Jens Ludwig
University of Chicago
Philip Cook
Duke University
Mimi Engel
Vanderbilt University
\$597,811, 2011–2015

Advancing Research on Youth Settings by Exploring Program Quality and Outcomes for Runaway/Homeless Youth
Marya Gwadz
Charles Cleland
Noelle Leonard
New York University
James Bolas
Margo Hirsch
Empire State Coalition for Youth and Family Services
\$593,480, 2014–2016

Mentor Families: Setting-Level Component to Improve Mentoring Outcomes for At-Risk Youth
Shelley Haddock
Kimberly Henry
Rachel Lucas-Thompson
Lise Youngblade
Colorado State University
Lindsay Weiler
University of Minnesota
\$599,784, 2015–2018

Networks of Teachers Affect Children in Transition (Project NTACT)
Jill Hamm
University of North Carolina at Chapel Hill
Soo-Yong Byun
Pennsylvania State University
\$529,432, 2012–2016

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

Changing Youth Programs and Settings: An Experimental Evaluation of the Quality Mentoring Systems Initiative
Thomas Keller
Carla Herrera
Bowen McBeath
Portland State University
Renee Spencer
Boston University
\$604,949, 2013–2016

Influences of Classroom-level Social Settings on Language and Content Learning in Linguistically Diverse Classrooms
Amanda Kibler
Nancy Deutsch
Valerie Futch
Lauren Molloy
University of Virginia
\$580,002, 2014–2017

Out With the Old, In With the New: When Are Principal Successions Successful?
Katherine Klein
University of Pennsylvania
N. Andrew Cohen
The George Washington University
\$592,110, 2013–2019

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

Development of Self-Direction in Youth-Program-Family Interaction Systems: Latino and Non-Latino Adolescents
Reed Larson
Marcela Raffaelli
University of Illinois at Urbana-Champaign
\$640,034, 2010–2013
\$699,806, 2013–2017

Bright Stars: Technology-Mediated Settings for Urban Youth as Pathways for Engaged Learning
Cynthia Lewis
Cassandra Scharber
University of Minnesota, Twin Cities
\$599,905, 2015–2017

A Meta-Analytic Exploration of Variability in the Effects of Youth Programs
Mark Lipsey
Sandra Wilson
Vanderbilt University
Joseph Durlak
Loyola University Chicago
\$297,825, 2012–2014
\$198,260, 2014–2015
\$24,938, 2015–2016

Can Housing Assistance Reduce Inequality Among Youth?
Sandra Newman
C. Scott Holupka
Johns Hopkins University
\$384,424, 2016–2017

Strengthening After-School Programs
D. Wayne Osgood
Kathryn Hynes
Daniel Perkins
Pennsylvania State University
Howard Rosen
Hempfield Behavioral Health
Emilie Smith
University of Georgia
\$1,499,920, 2009–2015

The Motivational and Learning Benefits of Autonomy-Supportive Classroom Practices
Erika Patall
University of Texas at Austin
\$92,684, 2012
\$400,008, 2013–2015



Complex Equations: Algebra Instruction in the Common Core Era
Morgan Polikoff
University of Southern California
Thurston Domina
University of California, Irvine
\$503,612, 2014–2017

Learning from Variation In Program Effects: Methods, Tools, and Insights from Recent Multi-site Trials
Stephen Raudenbush
University of Chicago
Veronica Wald
NORC at the University of Chicago
\$516,306, 2014–2017

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

Susan Rivers
Marc Brackett
Peter Salovey
Yale University
Christina Crowe
University of Massachusetts, Dartmouth
\$336,198, 2011–2013
\$495,725, 2013–2017

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

Melissa Roderick
Camille Farrington
University of Chicago
\$330,796, 2013–2016

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

Sandra Simpkins
University of California, Irvine
Cecilia Menjivar
Arizona State University
\$386,382, 2013–2017

Do Physical School Settings Influence Student Success?

Kevin Stange
Isaac McFarlin
University of Michigan
Francisco (Paco) Martorell
RAND Corporation
\$25,000, 2014–2016

APT Validation Study II: Improving Rater Reliability

Allison Tracy
Wellesley College
Linda Charmaraman
Wellesley Centers for Women
\$300,000, 2013–2015

How Big Are Summer Learning Gaps? Using Seasonal Comparisons to Understand Whether Schools or Other Settings Are the Primary

Source of Test-Score Inequality
Paul von Hippel
University of Texas at Austin
Doug Downey
Ohio State University
\$299,671, 2013–2015

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

Robert Waldinger
Massachusetts General Hospital
\$90,996, 2010–2011
\$24,956, 2012–2016

WILLIAM T. GRANT DISTINGUISHED FELLOWS

Addressing the Needs of Children Exposed to Violence by Integrating Practice, Policy and Research

Megan Bair-Merritt
Boston Medical Center
\$169,025, 2014–2017

The Makerspace Movement: Sites of Possibilities for Equitable Opportunities to Engage STEM among Under-represented Youth

Angela Calabrese Barton
Michigan State University
\$199,512, 2016–2017

Improving the Well-Being of California's Youth: Understanding the Use of High-Quality Evidence in Policy Formation

Lisa Chamberlain
Stanford University
\$168,259, 2014–2015

Increasing Student Engagement: Integrating Research, Policy, and Practice

Jennifer Fredricks
Connecticut College
\$141,103, 2015–2016

Child Care Assistance in Illinois: A Fellowship to Shape a Translational Research Agenda

Julia Henly
University of Chicago
\$175,000, 2015–2016

The Real World Test: Integration of Evidence-Based Research into Urban Public Schools' Disciplinary Practices

Jeffrey Kaczorowski
University of Rochester Medical Center
\$163,230, 2013–2015

Asian American Students in an Urban Public School District: Bridging Research, Policy, and Practice

Sumie Okazaki
New York University
\$151,974, 2014–2015

Restorative Justice and the Reclamation of Civic Education for Youth

Maisha Winn
University of Wisconsin-Madison
\$153,933, 2015–2016

WILLIAM T. GRANT SCHOLARS

Class of 2013

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

Stefanie DeLuca
Johns Hopkins University
\$350,000, 2008–2015

Class of 2014

Causal Inference Methods for Studying Instruction Effects on Language Minority Students

Guanglei Hong
University of Chicago
\$350,000, 2009–2015

Peer Networks and Adolescent Sexual Development

Derek Kreager
Pennsylvania State University
\$350,000, 2009–2015

Social Processes in Juvenile Probation

Craig Schwalbe
Columbia University
\$350,000, 2009–2015



Testing the Efficacy of Mindfulness Training for Teachers on Improving Classroom Settings for Early Adolescents

Robert Roeser
Andrew Mashburn
Ellen Skinner
Portland State University
\$450,000, 2014–2017

An Experimental Study of Neighborhood Stigma and the Penalty of Place

Patrick Sharkey
New York University
\$24,810, 2013–2015



Executive Functions and Biological Sensitivity in Classroom Settings

Jelena Obradovic
Stanford University
\$350,000, 2012–2017

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

Monica Tsethlikai
Arizona State University
\$350,000, 2012–2017

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

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

Class of 2018

Adolescents and the Social Contexts of American Schools

Aprile Benner
University of Texas at Austin
\$350,000, 2013–2018

Neighborhood Social Capital and Oral Health for Publicly-Insured Adolescents

Donald Chi
University of Washington
\$350,000, 2013–2018

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

David Deming
Harvard Graduate School of Education
\$350,000, 2013–2018

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

Adriana Galván
University of California, Los Angeles
\$350,000, 2013–2018

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

Phillip Hammack
University of California, Santa Cruz
\$350,000, 2013–2018

Class of 2019

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

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

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

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

Class of 2015

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

Elizabeth Ananat
Duke University
\$350,000, 2010–2015

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

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

Rethinking College Choice in America

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

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

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

Class of 2016

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

Joshua Brown
Fordham University
\$350,000, 2011–2016

Social Settings as a Context for Neurobiological Sensitivity in Adolescence

Amanda Guyer
University of California, Davis
\$350,000, 2011–2016

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

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

Promoting Tolerant School Settings: A Social Networks Field Experimental Intervention

Elizabeth Paluck
Princeton University
\$350,000, 2011–2016

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

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

Class of 2017

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

Jason Fletcher
University of Wisconsin-Madison
\$350,000, 2012–2017

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

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

Pockets of Peace: Investigating Urban Neighborhoods Resilient to Adolescent Violence

Tamara Leech
Indiana University-Purdue University Indianapolis
\$350,000, 2012–2017

A New Look at Neighborhood Ethnic Concentration: Implications for Mexican-Origin Adolescents' Cultural Adaptation and Adjustment
Rebecca White
Arizona State University
\$350,000, 2014–2019

Benefits and Challenges of Ethnic Diversity in Middle Schools: The Mediating Role of Peer Groups
Joanna Williams
University of Virginia
\$350,000, 2014–2019

Toward a Sociological, Contextual Perspective on Psychological Interventions
David Yeager
University of Texas at Austin
\$350,000, 2014–2019

Class of 2020

Transiciones: Examining the Latino Transition to College in Support of Academic Equality
Leah Doane
Arizona State University
\$350,000, 2015–2020

Teacher Effects on Students' Non-Cognitive Competencies: A Study of Impacts, Instruction, and Improvement
Matthew Kraft
Brown University
\$350,000, 2015–2020

Using Unified School Enrollment Systems to Improve Access to Effective Schools and for Research and Evaluation
Parag Pathak
Massachusetts Institute of Technology
\$350,000, 2015–2020

Adolescent Well-Being in an Era of Family Complexity
Laura Tach
Cornell University
\$350,000, 2015–2020

Deferred Action and Postsecondary Outcomes: The Role of Migrant Youth Settings in Effective and Equitable Policy
Eve Tuck
University of Toronto
\$350,000, 2015–2020

GRANTS TO WILLIAM T. GRANT SCHOLARS TO MENTOR JUNIOR RESEARCHERS OF COLOR

Mentoring and Career Development
Aprile Benner
Kelly Minor
University of Texas at Austin
\$85,000, 2015–2017

Mentoring and Career Development
Donald Chi
Stephanie Cruz
University of Washington
\$60,000, 2014–2016

Mentoring and Career Development
Adriana Galván
Diane Goldenberg
University of California, Los Angeles
\$60,000, 2014–2016

Mentoring and Career Development
Amanda Guyer
Robertta Schriber
University of California, Davis
\$85,000, 2013–2015

Mentoring and Career Development
Noelle Hurd
Aisha Griffith
University of Virginia
\$85,000, 2015–2017

Mentoring and Career Development
Micere Keels
Elan Hope
Myles Durkee
University of Chicago
\$85,000, 2013–2015

Mentoring and Career Development
Tamara Leech
Amy Irby-Shasanmi
Indiana University-Purdue University
Indianapolis
\$85,000, 2014–2016

Mentoring and Career Development
Bic Ngo
Brian Lozenski
University of Minnesota, Twin Cities
\$59,970, 2013–2015

CAPACITY-BUILDING AND COMMUNICATIONS GRANTS

Developing Creative, Practical Policy Tools to Assist Federal Officials in Implementing New Federal Evidence-Based Reforms
Jonathan Baron
Coalition for Evidence-Based Policy
\$100,000, 2013–2015

Planning for Long-Term Sustainability for an Effective Model of Building Evidence-Based Youth and Family Policy
Karen Bogenschneider
University of Wisconsin-Madison
\$50,000, 2013–2015

Catalyzing a Network of Educational Networks to Learn How to Improve
Anthony Bryk
Carnegie Foundation for the Advancement of Teaching
Louis Gomez
University of California, Los Angeles
Jennifer Russell
University of Pittsburgh
\$100,000, 2012–2015

Building Capacity and Bridging Research, Practice, and Policy
Thaddeus Ferber
Alicia Wilson-Ahlstrom
The Forum for Youth Investment
\$484,800, 2014–2015
\$289,295, 2015–2016

Learning about Research Evidence Use in Education and Child Welfare Policymaking
Loretta Goodwin
American Youth Policy Forum
\$199,979, 2015–2017

Strengthening Connections Between Education Research and Practice in New York City
James Kemple
New York University
\$150,000, 2014–2017

Advancing Public Scholarship in Education Research at the 2016 AERA Annual Meeting
Felice Levine
Jeannie Oakes
American Educational Research Association
\$50,000, 2015–2016

Qualitative Consulting Service for Supporting Mixed-Methods Research and Workshops
Eli Lieber
University of California, Los Angeles
\$118,496, 2014–2016

Generating and Communicating the Most Effective Policy Responses to the Opportunity Gap
Robert Putnam
Harvard Kennedy School of Government
\$256,306, 2014–2015

Improving Studies of the Impact of Group Level Interventions on Program Quality and Youth Outcomes
Stephen Raudenbush
University of Chicago
Howard Bloom
MDRC
\$466,628, 2013–2015

NPR's Coverage of Children, Youth and Families, and the Issues Confronting the Disadvantaged
Lorraine Ross
National Public Radio
\$275,000, 2015–2017

SRCD Congressional Fellowship Program
Lonnie Sherrod
Martha Zaslow
Society for Research in Child Development
\$354,984, 2013–2015
\$137,199, 2016–2017

National Education Research-Practice Partnerships Network
Ruth Turley
Rice University
\$300,000, 2015–2018

YOUTH SERVICES IMPROVEMENT GRANTS

Dean Leadership Program
Chitra Aiyar
Sadie Nash Leadership Project
\$25,000, 2015–2016

Opening Doors to the Future/Abriendo Puertas al Futuro
Grace Bonilla
The Committee for Hispanic Children and Families, Inc
\$25,000, 2014–2015

Essential Improvements to DTE's Arts for Under-Served Youth Program
Martha Bowers
Dance Theatre Etcetera
\$25,000, 2013–2015

Girls and Boys Projects Training and Implementation
Nicole Cicogna
Hartley House, Inc.
\$25,000, 2015–2016

STEM Initiative of Figure Skating in Harlem
Sharon Cohen
Figure Skating in Harlem
\$25,000, 2015–2016

Professional Development & Training Materials for Youth Teaching Artists
Noah Cornman
SAY: The Stuttering Association for the Young
\$25,000, 2015–2016

Ensemble Program Curriculum Improvement
Katherine Damkohler
Education Through Music, Inc.
\$25,000, 2014–2015

Hour Tutoring Program
Tesa Fitzgerald
Hour Children
\$25,000, 2015–2016

ABLE Staff Training
Elizabeth Gaynes
The Osborne Association
\$25,000, 2014–2016

Bottom Line NY Career Program
Ruth Genn
Bottom Line New York, Inc.
\$25,000, 2014–2015

Ravenswood College Access Program Intensive Track
Christopher Hanway
Jacob A. Riis Neighborhood Settlement House
\$25,000, 2015–2016

Strengthening Grandparent-led Families
Rimas Jasin
Presbyterian Senior Services
\$25,000, 2014–2015

Peter Cicchino Youth Project
Doug Lasdon
Urban Justice Center
\$25,000, 2014–2015

Project WIDE: Workplace Internship Development & Education
Hong Lee
Chinatown Manpower Project
\$25,000, 2015–2016

Project STEM
Terence Li
CitySquash
\$25,000, 2014–2015

Science Curriculum Improvement Project
Matthew Mahoney
Operation Exodus - Inner City
\$25,000, 2014–2015

Garden Apprentice Program
Scot Medbury
Brooklyn Botanic Garden
\$25,000, 2014–2015

Improvements for Wave Hill's Empowerment Programs for Teens: Forest Project and Woodland Ecology Research Mentorship
Karen Meyerhoff
Wave Hill Incorporated
\$25,000, 2015–2016

Isaacs Center Group Leader Professional Development Project
Gregory Morris
Stanley M. Isaacs Neighborhood Center, Inc.
\$25,000, 2014–2016

Survivors to Leaders
Stephanie Nilva
Day One New York, Inc.
\$25,000, 2014–2015

Outreach & Enrollment Improvement Project
Maya Nussbaum
Girls Write Now
\$25,000, 2015–2016

Helping Children Heal from Trauma: Creative Interventions in Play Therapy
Mary Pulido
New York Society for the Prevention of Cruelty to Children
\$25,000, 2014–2015

STARS Creative Therapy Group
Regina Quattrochi
Bailey House
\$25,000, 2014–2015

Spring and Fall SAT Prep
Darren Quinlan
Renaissance - EMS
\$25,000, 2013–2015

Building Blocks Training Videos
Ana Reyes
I Challenge Myself
\$25,000, 2015–2016

WDP Special Education Initiative
Tom Ridgely
Waterwell Productions
\$25,000, 2015–2016

Epic Remix/NEXT Service Improvement Program
Ron Russell
Epic Theatre Center, Inc.
\$25,000, 2015–2016

Strengthening the Career Readiness of Teens Through Improvement of the Capacity of the Fellows Program
David Weiner
Pencil, Inc.
\$25,000, 2015–2016

Training and Professional Development of Teaching and Performing Artists for Music Education Programs
Suzanne Wilson
Midori & Friends
\$25,000, 2014–2015

Sunnyside Community Services After-School Literacy Curriculum
Judith Zangwill
Sunnyside Community Services
\$25,000, 2014–2016

OTHER GRANTS

The Coleman Report at 50: Its Legacy and Enduring Value
Karl Alexander
Johns Hopkins University
\$25,000, 2014–2016

Identifying Strategies to Improve the Use and Usefulness of Research in Child Welfare
Clare Anderson
Chapin Hall at the University of Chicago
\$18,165, 2014–2015

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

Fund for 2025
Ronna Brown
Philanthropy New York
\$25,000, 2014–2015

Support for the Carnegie Foundation Summit for Improvement in Education
Anthony Bryk
Penny Carver
Carnegie Foundation for the Advancement of Teaching
Penny Carver
\$5,000, 2015–2016

Studying Implementation: Is It Time to Talk About Standards?
Jeanne Century
University of Chicago
Catherine Darrow
Abt Associates
\$24,983, 2015–2016

Grant Study Documentary
Jeremy Cohan
Emily MacKenzie
New York Foundation for the Arts (for Artmakers)
\$25,000, 2015–2016

Evidence and Policy Meeting
Elizabeth Farley-Ripple
University of Delaware
\$25,000, 2015–2016

Journal of Research Use
Elizabeth Farley-Ripple
University of Delaware
Daniel Laitsch
Simon Fraser University
\$2,500, 2015–2016

Toward a Shared Vision of Evidence-based Policy and Practice
Maria Ferguson
The George Washington University
\$24,881, 2014–2015

Fighting for Reliable Evidence: The Next Challenge
Judith Gueron
MDRC
\$17,250, 2013–2016

Spectrum of Services Program Delivery
Liz Hamburg
The Taproot Foundation
\$25,000, 2015–2016

National Conferences on the New Orleans School Reforms
Douglas Harris
Tulane University
\$25,000, 2014–2015

Assessing the Effectiveness of Research-Practice Partnerships at the District Level
Erin Henrick
Paul Cobb
Vanderbilt University
\$25,000, 2015–2016

Education Funder Strategy Group
Lynn Hommeyer
National Public Education Support Fund
\$25,000, 2014–2015

Influencing Social Policy
Kenneth Maton
University of Maryland, Baltimore County
\$25,000, 2012–2015

Connecting Research to Policy and Practice
Laura Perna
Kim Nehls
Association for the Study of Higher Education
\$24,998, 2014–2015

Leading and Managing i3-Funded Projects: New Perspectives on the “Practice of Educational Reform”
Donald Peurach
University of Michigan
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Sean Reardon
Stanford University
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Tom Roderick
Morningside Center for Teaching Social Responsibility
Anne Gregory
Center for Applied Psychology in the Graduate School of Applied and Professional Psychology at Rutgers University
\$25,000, 2014–2015

Transforming Police Interactions with Youth of Color
Miriam Rollin
David Kass
Council for a Strong America
\$25,000, 2015–2016

Society for Research on Adolescence Young Scholars Program
John Schulenberg
Jeffrey Cookston
Rosalie Corona
Society for Research on Adolescence
\$23,000, 2015–2016

SRCD Inaugural Presidential Pre-Conference: Equity and Justice in Developmental Sciences
Lonnie Sherrrod
Society for Research in Child Development
Lynn Liben
Pennsylvania State University
\$15,600, 2014–2015

Seventh Annual Science of Dissemination & Implementation Conference
Lisa Simpson
AcademyHealth
\$25,000, 2014–2015

Eighth Annual Meeting on the Science of Dissemination & Implementation
Lisa Simpson
AcademyHealth
\$25,000, 2015–2016

Researcher-Policymaker Interactions
Cheryl Smithgall
University of Chicago
Sara Benning
University of Minnesota
Jenni Owen
Duke University
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Research-Practice Engagement: Case Studies in New York City and State
David Steiner
Ashley Berner
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Stephen Bowen
Council of Chief State School Officers
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School Performance Measurement in California’s CORE School Districts: A Policy Analysis
Thomas Toch
Georgetown University
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Carmen Valdez
Lauren Caldwell
American Psychological Association
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Mark Warren
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The Graduate Center, CUNY
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Educating and Engaging State Legislative Leaders on K-12 Education Policy
Ross Wiener
Danielle Gonzales
Aspen Institute
\$25,000, 2015–2016

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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



Standing: Lawrence Palinkas, Susan M. Kegeles, Vonnie C. McLoyd, Margarita Alegría, Richard J. Murnane, Edith Chen, Mary Pattillo
Seated: Adam Gamoran, Elizabeth Birr Moje, Andrew C. Porter, Jane Waldfogel
Not Pictured: Linda M. Burton, Robert C. Pianta

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Andrés A. Alonso

Andrés A. Alonso is Professor of Practice at the Harvard Graduate School of Education, where he teaches education reform in urban districts and schools, and co-chairs the Public Education Leadership Project. Dr. Alonso served as CEO of Baltimore City Public Schools and also as Deputy Chancellor for Teaching and Learning in New York City, after teaching students with disabilities and English Language Learners in Newark, N.J. for twelve years. He received his law degree from Harvard Law School and his doctorate from the Harvard Graduate School of Education.

Margaret R. Burchinal

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

Prudence L. Carter

Prudence L. Carter is a professor of education and (by courtesy) sociology at Stanford University and Faculty Director of the John W. Gardner Center for Youth and Their Communities. Prior to joining Stanford, Dr. Carter was an associate professor of sociology at Harvard University. She earned a doctorate in sociology from Columbia University.

Greg Duncan

Greg Duncan is Distinguished Professor, School of Education at the University of California, Irvine. Duncan's recent work has focused on estimating the role of school-entry skills and behaviors on later school achievement and attainment and the effects of increasing income inequality on schools and children's life chances.

Scott Evans

Scott Evans is Deputy Comptroller for Asset Management and Chief Investment Officer for the City of New York Pension Systems. He currently serves as a member of the investment committee of Tufts University and as an external advisor to the Dutch Pension Fund, ABP. In prior assignments, he has served as President of Asset Management and Chief Investment Officer for TIAA-CREF, Trustee of Barnard College, member of the Dean's Advisory Council at Northwestern University's Kellogg School of Management, and Chair of the Finance Committee of the Rockefeller Family Fund. He earned his M.B.A. from Northwestern University.

Adam Gamoran (president)

Adam Gamoran joined the William T. Grant Foundation as President in 2013. Previously, he was the John D. MacArthur Chair in Sociology and Educational Policy Studies at the University of Wisconsin-Madison. He received his doctorate in education from the University of Chicago.

Nancy Gonzales

Nancy Gonzales is an ASU Foundation Professor of Psychology (Clinical) and co-director of the Principal Research Core at the Prevention Research Center of Arizona State University. Her research focuses on the influence of culture, neighborhood, and other contextual factors on adolescent mental health and the development of culturally sensitive prevention and promotion strategies for high risk youth. Dr. Gonzales earned her Ph.D. in psychology from the University of Washington.

Russell Pennoyer (chair)

Russell Pennoyer is a senior advisor to Brittany Capital Group, Inc. a broker-dealer based in New York. He was previously the president of Benedetto, Gartland & Co., Inc. He received an A.B. from Harvard College and J.D. from Columbia Law School.

Andrew C. Porter

Andrew C. Porter is on the faculty of the University of Pennsylvania, where he was Dean of the Graduate School of Education from 2005 to 2014. Previously, Dr. Porter taught at Michigan State, the University of Wisconsin-Madison, and Vanderbilt University. He received his Ph.D. from University of Wisconsin-Madison. He is a former president of the American Educational Research Association (2001), a member of the National Academy of Education and a Lifetime National Associate of the National Academies among other distinctions. Dr. Porter is a member of numerous scholarly editorial and advisory boards and the author or co-author of over 130 articles and book chapters.

Judson Reis

Judson Reis 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 was a visiting professor at the Darden School of Business at the University of Virginia from 1987 through 2008. He earned his M.B.A. at Harvard Business School.



Estelle B. Richman

In more than 30 years of public service, Estelle B. Richman has held key roles at the local, state, and federal levels. After serving as managing director for the City of Philadelphia, she served for seven years as secretary of the Pennsylvania Department of Public Welfare, before serving as chief operating officer of the U.S. Department of Housing and Urban Development during the administration of President Barack Obama. In prior roles, Ms. Richman was Philadelphia's commissioner of public health and deputy commissioner for mental health, mental retardation, and substance abuse services. She holds a master's degree from Cleveland State University as well as honorary doctorates from Alvernia University and Drexel University.

Noah Walley

Noah Walley leads Investor Growth Capital's technology investment effort in North America and prior to 2003 was a partner at Morgan Stanley's Venture Capital group. Noah has been active in venture capital since 1994 and prior to that worked for McKinsey & Company. He holds a J.D. from Stanford Law School and earned M.A. and B.A. degrees from Oxford University.

Left to Right: Kenneth Prewitt (retired June 2015), Andrew C. Porter, Margaret R. Burchinal, Greg Duncan, Adam Gamoran, Scott Evans, Prudence L. Carter, Russell Pennoyer, Judson Reis, Henry E. Gooss (retired December 2015)

Not pictured: Andrés A. Alonso, Nancy Gonzales, Estelle B. Richman, Noah Walley



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