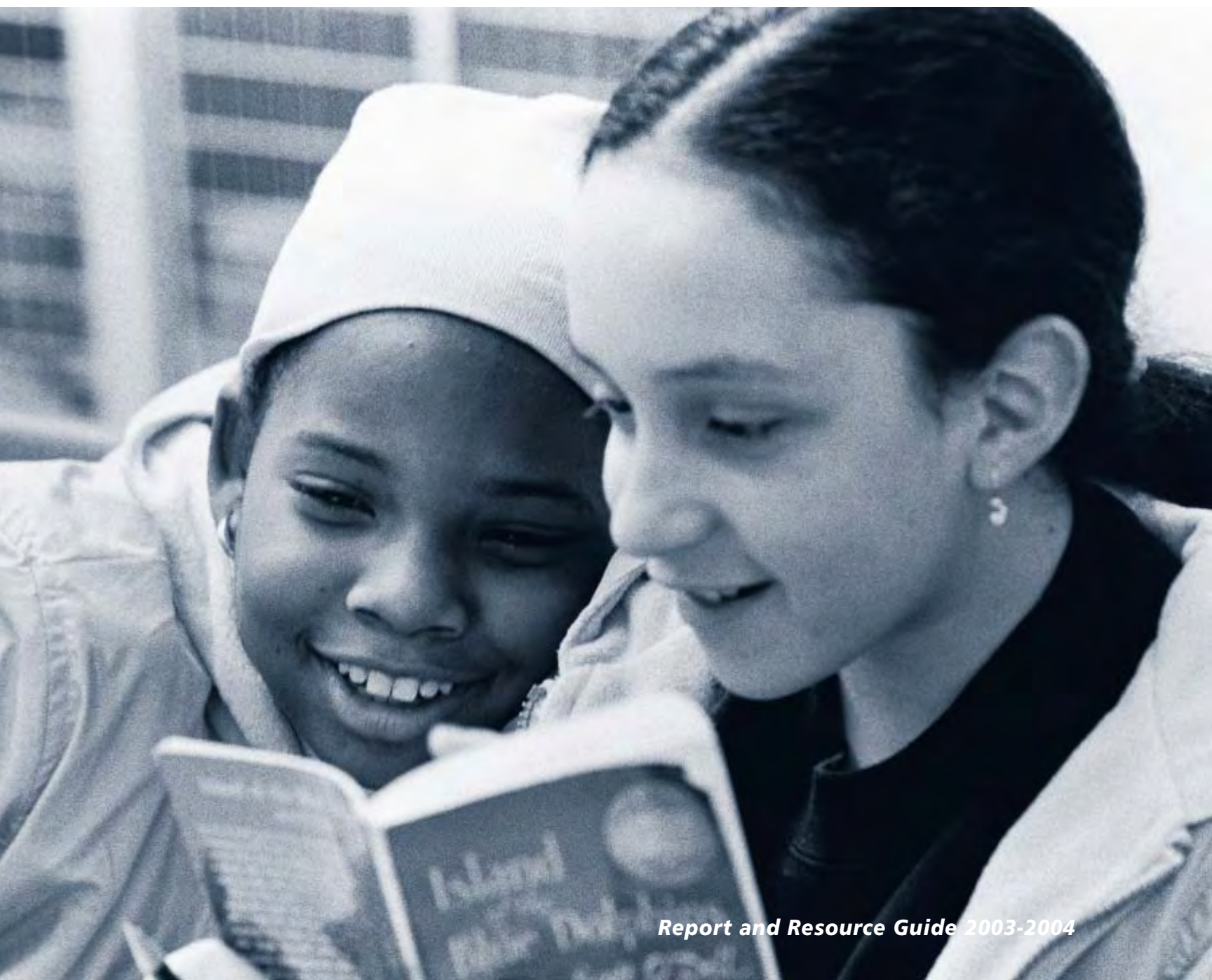


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race • engagement • mentoring • social settings • families
employment • theory • classrooms • welfare • schools • promotion
after-school programs • assets • achievement • participation
program quality • evidence • education • faith-based settings • anti-poverty



WILLIAM T. GRANT FOUNDATION

*Supporting research to improve
the lives of young people*



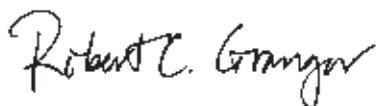
Report and Resource Guide 2003-2004

This year's William T. Grant Foundation Annual Report and Resource Guide highlights our focus on the social settings that make a difference in the lives of young people ages 8 to 25. Through words and pictures, we want to share our vision and goals, and convey how we are trying to help youth live up to their full potential through our grantmaking and other activities.

Inside are essays by our Board Chair and all of the senior staff and associates. They describe the year's work, lay out the intellectual terrain for our grantmaking and communication activities, and examine elements of our portfolio relevant to after-school programs, juvenile justice, and children of immigrants. These are three of the important areas informed by the work of our grantees, and subsequent Annual Reports will focus on others.

The essays are illustrated with photographs of youth who participate in after-school programs funded by the Foundation's Youth Service Grants Program: Figure Skating in Harlem, the Brooklyn Youth Chorus Academy, and the Creative Arts Team Youth Theatre Program. (For more information about these programs, please turn to the inside back cover.)

We hope that you find this report to be a valuable resource in your work, and encourage you to share it with colleagues working to improve the lives of young people. If you would like to share your comments or ideas with us, please email us at info@wtgrantfdn.org.



Robert C. Granger, Ed.D.
President



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William T. Grant is not the biggest of foundations in terms of resources, but it believes in the big idea of **“making a difference”** in the lives of young people. It chooses “stretch goals” for itself and has aligned its staff in a way that asks for the **best that each member has....** We are also studying how to **maximize the skills** of our trustees within the time frame allotted.

A Year of Transitions

Every year seems to offer new challenges and opportunities for the Foundation, and 2003 was no exception. In March, Karen Hein, our president for five years, informed us of a desire to pursue some long-held personal goals with her husband, Ralph. While it's never "just the right time" for a president to leave, particularly someone like Karen, the Board and I felt that her successor was already on-board. Bob Granger, the Foundation's Senior Vice President for Program, was elected President, effective July 1st.

In Bob, we have a well-grounded professional, already familiar with our staff, systems, mission, and current grantees. Now, six months into his term, our confidence has been confirmed by the seamless transition that has taken place with no loss of traction.

We also had turnover on the Board as Rick Price and Tom Barry completed their terms, and Marta Tienda had to resign due to time constraints. We have already secured two able replacements in Larry Aber and Russell Pennoyer, and continue to look for others with the right skills and desire to serve.

In previous letters to you, I have stressed that the Foundation would endeavor to maintain its funding levels despite unfavorable market conditions that saw our assets decline. We did so, and can report now that we fully participated in the market recovery of 2003, providing a healthy increase in our resources and ensuring support for our 2004 plans.

William T. Grant is not the biggest of foundations in terms of resources, but it believes in the big idea of "making a difference" in the lives of young people. It chooses "stretch goals" for itself and has aligned its staff in a way that asks for the best that each member has. We are rarely disappointed. We are also studying how Board time is used and may make some changes to maximize the skills of our trustees within the time frame allotted for the Board and its Committees.

I must admit that during the year, with all the important changes and decisions we faced, I was concerned the Foundation's momentum would slow. That has not occurred, thanks to the efforts of all members of the William T. Grant family, and I salute them!



Kenneth Rolland

January 2004





While we continue to fund research on youth development, future studies **must improve** our understanding of how social contexts such as families and programs support youth; how systems, organizations, and programs can be improved; and how scientific evidence affects influential adults.

Making Progress

At the William T. Grant Foundation, one of our key interests is how transitions influence young people. We assume that such periods are particularly energized and pivotal for development. The Foundation's experiences in 2003 suggest the same may be true for organizations. Following five successful years, Karen Hein stepped down in June 2003 and I became President. Rick Price and Tom Barry, Chairs of our Board's Program and Finance committees respectively, retired from the Board and Gary Walker and Hank Gooss assumed these key positions. After a national search, we chose Ed Seidman as the new Senior Vice President for Program. Because we experienced 2003 from the strong position created by past and present colleagues within and outside the Foundation, we look forward with great anticipation to continued progress next year and beyond.

During the past year, we adjusted our grantmaking and communication strategies in order to become more effective. As part of that work, we tightened and better defined our focus, committed ourselves to ongoing evaluation as a way to guide our activities, and aligned an important portion of our work around a single topic: improving the quality of after-school programs. This essay discusses our progress in each of these areas and foreshadows some activities and hopes for 2004.

Our Focus and Strategy

Last summer I had a round of individual meetings with all of the Foundation's Trustees. Prompted by my change in role, these were an opportunity to assess our current

status and where we are going. The meetings were reassuring in that they evidenced significant support for our mission, and many useful thoughts about the future. As a result, much of our recent direction was affirmed while a few areas were adjusted as we moved toward 2004.

For the foreseeable future, we will continue using about 80% of our grant budget to support high quality research, including research syntheses, policy analyses, experimentation, and non-experimental work. The focus for this work is tighter than in the recent past. While we continue to fund research on youth development, future studies must improve our understanding of how social contexts such as families and programs support youth; how systems, organizations, and programs can be improved; and how scientific evidence affects influential adults.

Most of our current research portfolio and the letters of inquiry we receive involve the first of these topics: understanding how contexts affect development. We believe there is a large amount still to be learned in this area. (See the essays in this Annual Report by Ed Seidman, Larry Gianinno, Tom Weisner, and Brian Wilcox. Among other things, they each describe some important open questions regarding contextual effects on youth.) But we also believe that there is a reasonable consensus among influential policymakers, practitioners, scholars, and advocates about the sort of settings that young people need. There is much less agreement on how to create these conditions where they do not exist. Therefore, in the future, we will be more assertive about attracting studies on how to improve the quality of such contexts as programs and organizations.

The mission of the Foundation is to help create a society that values young people and enables them to reach their full potential.

Much of what adults do in the name of affecting young people is shaped by the knowledge, views, and behavior of influential scholars, policymakers, practitioners, advocates, and the media. By “influentials,” we mean people who are particularly knowledgeable, well-connected, and able to use their knowledge, access, and resources to influence others on matters important to youth. Given this analysis and the premium we place on evidence-based change, we are also seeking research studies to better understand if, when, and how these influentials use and share research evidence. Beyond being a research focus, as Larry Gianinno describes in his essay (see page 17), all of our communication activities are using a “key influential” approach.

Finally, the year’s review affirmed our desire to focus a portion of our research portfolio, and all of our communication grantmaking, on improving the quality of after-school programs. We chose this topic because it is particularly timely in policy and practice circles; we and other foundations and public agencies have funded a fair amount of supply building, advocacy, and research that has the potential for synergy; and it is an issue where

empirical evidence can be helpful for policymakers and practitioners in making decisions.

During 2003 we met with many influential individuals and institutions in the after-school field, prepared a synthesis of the findings from several recent evaluations of after-school programs (see more below), built our portfolio of grantees in the field, and brought these grantees together as an informal network. From this base, we hope the Foundation and the grantees we support will be important players as the nation tries to build stronger programs in 2004.

Evaluating Our Work

Physician heal thyself. As explained in our Funding Guidelines (see page 29), all of the projects we fund need to gather data about their activities in order to improve their work. But until last year, we did little in the way of formal evaluation of our own activities. That has changed.

Early in 2003 we developed an approach to evaluating our work, and during the year we applied it to three areas that warranted formal evaluation: our first experience in



recent times with a Request for Proposals (RFP) for soliciting research studies; our inaugural implementation of the William T. Grant Foundation Youth Development Prize; and our program of small grants for organizations in New York, New Jersey, and Connecticut that directly serve youth. The evaluations led us to substantially alter course regarding RFPs and the William T. Grant Prize. (The review of our program of small grants largely confirmed continuing as it is.)

The 2002/2003 RFP. In mid-2002, we invited concept papers for research syntheses and intervention studies on two general topics: how to improve youth participation in activities that would further youth well-being, and how to improve youth-serving organizations and systems. We invited 52 proposals from 390 concept papers, received 46 proposals, and funded ten in June 2003. (See our website for a listing of the five interventions and five research syntheses we funded.)

We are pleased with how smoothly the RFP process went. It also generated many more submissions on these topics than we were receiving without an RFP. But the

evaluation clarified how inexperienced most of us are in designing rigorous intervention studies where an organization, like an entire school, is the focus of the intervention and the unit of analysis. Some refer to these as group- or cluster-level intervention studies.

Given these findings, we are delaying a future RFP in this area until we can provide potential bidders with better support for theorizing, designing, and analyzing the data from group-level interventions. As one strategy, we have commissioned Steve Raudenbush and Howard Bloom to conduct several training workshops and to create technical papers and software to help with the planning, design, and analysis of such studies. In particular, their work will explore ways to increase the statistical precision of these studies in order to make them feasible. These training workshops will be announced on our website throughout 2004, and we will post the support materials on our website for download. Once this work is done, our current plan is to issue another RFP focused on improving youth-serving organizations late in the year.

The William T. Grant Foundation Youth Development Prize. Two years ago we designed a prize-based competition, meant to encourage effective youth programming that resulted from collaboration among scholars and practitioners on the program's design, implementation, and evaluation. In March we awarded the inaugural prize to the University-Assisted Community School Program of Philadelphia and chose the New York City Beacons program as the runner-up. Having made the award, we evaluated the experience.

As with the RFP, there was much to like about our experience with the Prize. Over 250 groups were nominated, many were strong, and two worthy exemplars were chosen by a committee created by the National Academy of Sciences at our request.

But upon full evaluation, we have decided not to continue the Prize. Our main concern is its cost-effectiveness as a vehicle for fostering better youth programs. In order to generate the visibility and impact we want, we



now believe we would need to offer the Prize annually (the initial plan was biennial) with perhaps multiple recipients and a large increase in publicity devoted to the Prize and the awardees. In practical terms, this could take 15–20% of our annual grant budget, and we decided to seek other ways to achieve our objective.

The Effectiveness of our Grantmaking. We will continue evaluating certain activities and strategies as we undertake them. This will increasingly focus on what we are doing to leverage portfolios of related grants after they are made. As I noted in my essay last year, we remain deeply committed to high quality peer, staff, and Board review of proposals (see page 57 for a list of our 2003 reviewers). Yet with Ed Seidman coming on-board and the hiring of a third Senior Program Associate to complement Brian Wilcox and Tom Weisner, we are going to work with the Board and grantees to become more useful post-award. Our objectives include, but go beyond, normal due diligence and a desire to evaluate our grantmaking strategy and practices. When warranted, we want to link grantees to other scholars and influential policymakers and practitioners working in similar areas and find opportunities where technical assistance or supplemental funding can leverage grantee work. As a start, we have reviewed all of our active grants, and have implemented new grantee reporting guidelines that should generate briefer, more useful, grantee reports. My reflections below on our after-school portfolio, and the essays by Larry Gianinno, Tom Weisner, and Brian Wilcox all reflect this expansion in the scope of our work.

I am sometimes asked about the criteria we use to judge our success, and here they are. Through our funding, convening, consultation, and the other activities available to a private philanthropy, we want to make a positive impact in three areas: research that identifies the actionable features of settings that improve youth development; studies of organizations and programs that identify interventions that durably improve these settings; and helping key influentials to use such research findings to change theory, policy, and practice in ways that improve the lives of young people.

Improving the Quality of After-School Programs

Over the last half-decade, after-school programs have moved from the periphery to the center of the national education policy debate. Between 1998 and 2002, one of several sources of federal funding for these programs grew from \$40 million to \$1 billion. State support has also grown. In a 2002 ballot initiative, Californians voted for a six-fold increase in funding for after-school programs. Now, the heat is on to demonstrate that after-school programs are effective.

During 2003, research firms released several studies examining how various after-school programs affect measures of academic achievement and other indices of development for elementary and middle school children. We participated in the funding of one of these studies, but Tom Kane, a professor of policy studies and economics at U.C.L.A., and I also read the research reports and wrote some reactions for policymakers, practitioners, and scholars. (See our website for a commentary by Tom and me and a longer paper by Tom.)

Our review of the studies generated four recommendations, summarized in a commentary published in *Education Week*:

- **Programs must increase attendance or they will not achieve their goals.** The most consistent finding among these studies was that many young people attend programs sporadically and for a short period of time. Programs need to adjust their practices to provide the rich, age-appropriate experiences that lead to sustained attendance and engagement.
- **Policymakers, practitioners, and scholars need to be more realistic about what it takes to create discernible effects on achievement test scores.** While it is reasonable to expect that after-school experiences can affect achievement test scores, these tests are constructed so that performance on them is not going to be influenced by modest increments of instruction. Therefore we argued for an interest in intermediate effects—such as more parental involvement in school-related activities and increased

school attendance—that may pay off in improved test scores over time.

- **Programs need to reach vulnerable kids who would otherwise be on their own after school.**

While this issue was not well-covered in the studies, there was some indication that the programs would make more of a difference if they reached more young people who are unsupervised after school.

- **Improve quality by building on some winners.**

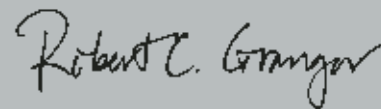
In each of the studies, certain sites stood out as doing a good job. Thus, the message from our review was consistent with the Foundation's priority on research meant to improve programs and organizations. That is, some individual programs are effective, but the average site needs to get better.

In completing and disseminating this review material, we followed several guidelines that we are adhering to for all of our work. First, be careful with the evidence and do not surprise people. We methodically worked through several drafts prior to release, sharing them with the scholars who wrote the reports and other key influentials to ensure that we were not blindsiding anyone. Second, communicate with key players. We will follow the release of our documents in 2004 with a large amount of in-person time with influentials to increase the likelihood that they understand and use the information in their own work.

One group we plan to learn from in the after-school area is the grantees we support. By the end of 2003, we had 16 major grants in this area, comprising about 15% of our active portfolio of research funding and almost all of our support for communications. The grantees represent the range of our grantmaking. Four grantees are doing primary or secondary data analysis to determine the mechanisms and processes by which after-school activities affect young people. Another four are conducting interventions or syntheses of interventions to determine the impact of alternative after-school efforts on youth outcomes. Two more are focused on whole-program improvement. Four grants are meant to build the capacity of the scholarly and practitioner communities to assess

and build program quality. Finally, two are communication grants focused on influential elected officials. In the aggregate, all of these are designed to help ensure that young people are increasingly safe and skilled as a result of their experiences in the hours after school.

In summary, 2003 was an important year of transition, review, and progress for our work. With new Board and staff colleagues, improved alignment across our organization, and a more coherent focus, we look forward to 2004 with great anticipation.



Robert C. Granger, Ed.D.

January 2004



Bob Granger became President of the William T. Grant Foundation in July, 2003. Since joining the Foundation in 2000 as Senior Vice President for Program, Dr. Granger has led the development of its Funding Guidelines; the focusing of its grantmaking on improving the quality of organizations, programs, and other settings that influence youth; and the implementation of a strategy targeting networks of key scholars, policymakers, and practitioners. Previous positions include Senior Vice President of the Manpower Demonstration Research Corporation (MDRC), Executive Vice President at Bank Street College of Education, and Executive Director of the Child Development Associate National Credentialing Program.

Dr. Granger received his Ed.D. in Early Childhood Education in 1973 from the University of Massachusetts. He is an expert on the content and evaluation of programs and policies for low-income children and youth.

For information about the William T. Grant Foundation's active grants, please visit our website at www.wtgrantfoundation.org.



Given that **context matters**, what exactly is context and how does it make a difference in the **lives of children and youth**? While there is a **well-developed** art and science of measuring **individual behavior**, when it comes to understanding and, in particular, assessing context, **the field is in its infancy**.

Social Settings: The Proximal Contexts of Interest

Policymakers, social scientists, and the public concur: context matters. Poignant evidence-based illustrations of this are abundant. Over fifty years ago, a series of studies demonstrated that African-American youth who moved from the South to the North gained, on the average, ten points on standardized intelligence tests. More recently, the *Moving to Opportunity Program* experimentally demonstrated that moving from high poverty areas to low poverty areas positively affected the families and young people, that is, the movement from one neighborhood to another increased well-being and decreased delinquency. And in the context of a less dramatic move, many elementary school children making the transition to junior high school experience a decline in their feelings of self-worth.

Given that context matters, what exactly is context and how does it make a difference in the lives of children and youth? While there is a well-developed art and science of measuring individual behavior and development, when it comes to understanding and, in particular, assessing context, the field is in its infancy. None of this is surprising since we live in a Western world where individualism reigns. Implicitly and explicitly, we are biased toward conceptualizing and measuring social issues and problems through individualistic lenses. In fact, the bulk of our efforts to understand context have made use of the average rating of individuals embedded within a setting, such as the average perceived social climate rating of the children in a school. We need to study context, and social settings in particular, more directly and ultimately link measures of context to individual behavior and outcomes.

In the last Annual Report, Bob Granger discussed how the evolving program at the William T. Grant

Foundation elevated context to a central focus. Clearly, context is a concept with great heuristic value and many meanings. In this essay, I would like to underscore, elaborate, and call for greater attention to the study of social settings, that is, the contexts that are proximal in the daily lives of young people. This quest is critical for at least two interrelated reasons. First, it is critical for us to understand more fully the mechanisms by which social settings influence individual development. And second, we need to know how different types of social settings operate so that we can create new, or restructure existing, social settings to foster positive youth development more effectively. Thus, we need to develop new and creative ways to conceptualize and measure social settings.

How are we using the term social settings? Social settings are defined as the pattern of relationships or transactions between two or more people, that is, the behavioral and social regularities. Many of these social settings, while structured, are informal, adapting in response to changes experienced by the members. The clearest examples are families, intimate friendships, and peer group relationships. In contrast, schools; athletic, recreational, and other community-based organizations; and churches, mosques, and synagogues are more formal social settings. Often, they have a physical location and an organizational structure with more overt rules and routines. Neighborhoods, a critical context for many youth, have a physical location, but less formal organizational structures than schools or religious institutions. Programs embedded in a social setting, such as an interpersonal problem-solving curriculum in a school or a mentoring program in a community-based organization, represent another type of social setting. These programs, too, are

intentional efforts to improve the lives of young people by instituting a new program. The questions about the effects of settings on each other, the critical similarities and differences among types of settings, and how they affect behavior and development are all in need of renewed research.

Any informal or formal social setting, no matter how small or large, is a system. Each setting has a set of values, norms, and behavioral and social regularities. As a system, it is often these regularities that are tied to the outcomes for young people participating in the setting. For example, schools that overtly or covertly employ academic tracking procedures are often linked to students' relatively stable position in the academic hierarchy across both subject matter and time. In other words, "the more things seem to change, the more they stay the same." Direct assessment of such norms, routines, and regularities, and their impact on development, requires systematic attention.

The challenge to develop new and creative ways to conceptualize and measure social settings is great and central to our priority of developing and altering settings to foster positive youth development. A long list of salient questions and intertwined measurement issues needs to be addressed. What parameters best define social settings—physical (e.g., size, census tract characteristics, location), economic (e.g., resources), social (e.g., roles, networks, demographic composition, norms, social regularities), or psychological (e.g., perceived sense of community, collective efficacy, identity)? What combination of these parameters matter for which kinds of outcomes and for which groups of young people? Is the setting formal (as in an organization) or informal (as in "hanging out" with a confidant), or both? Should indices of central tendency (e.g., mean, median) or distributional (e.g., variance) or pattern indices be employed to measure these concepts? Is a setting a multivariate or holistic concept? Embedded within institutions and society, settings change with time. How do settings change over time as they grow in size, resources, or simply age? How do settings change with the implementation of a new

program or broader reform effort? Each of these questions begs for a variety of research studies. Definitional and measurement issues need to be addressed in order to pursue the rigorous study of context, without the assumption that the findings will lead to a single definition to be used in research.

Some of this work has already begun. During the past decade we have witnessed a burgeoning literature on the study of neighborhoods and its impact on youth development. The methodological sophistication in assessing neighborhood contexts has grown accordingly. The most promising assessments of neighborhoods focus upon the concepts of social capital or resources realized through interpersonal relationships and social networks; norms (such as collective efficacy); physical, economic, and social resources; and compositional models, such as aggregate demographic characteristics. Each concept has been related to human development as a direct, mediating, or moderating effect. Nevertheless, this literature has just begun to scratch the surface. There is much work to be done.

The literature on understanding and measuring the nature and influence of social settings that serve youth is less developed. But conceptually, there have been important landmark studies in these areas. In a classic study, *Big School, Small School*, Barker and Gump (1964) discovered that in small schools where there were more roles than pupils (later referred to as under-populated settings), students were more engaged with, attached to, and satisfied with school. In essence, they implied the use of a physical parameter (school size) in conjunction with a social parameter (number of roles) to create a ratio of under- versus over-population that was the mechanism that influenced behavior. Other intriguing inferences abound about the power of settings. For example, changing norms about sexual behavior by influencing opinion leaders result in greater practices of safe sex in communities of gay men. But the norms or changes in the norms have not been measured directly. The drop in self-esteem and academic performance for youth making the transition from elementary school to

junior high school is assumed to be, at least in part, a function of the change in organizational structure between the two types of schools. But rarely has the structure or the difference in structure been directly assessed. These and related conceptualizations can serve as jumping-off points for future endeavors aimed at the measurement and assessment of settings, and changes in settings.

A full understanding of social settings will only come with use of more dynamic conceptions and measurement operations. Existing assessment methods are most developed at the level of micro-settings, that is, families and peer groups. However, research at this level of analysis has less potential to improve the well-being of large numbers of youth than do larger settings, such as schools, community-based organizations, churches, and voluntary organizations, or a program embedded within these settings.

The real test of the utility of these conceptualizations and measurement operations will be in determining *how* social settings enhance the supports and opportunities critical for youth development. More specifically, for which inhabitants of a social setting are positive effects enhanced—all, those in early, middle, or late adolescence; boys or girls; or young people from a particular racial or ethnic background. Armed with this information, we will more effectively be able to create, develop, and restructure settings, policies, and programs to promote youth development and prevent negative behavioral, social, and health outcomes.

It is to these levels of analysis that the William T. Grant Foundation will focus greater attention in the next few years. The Foundation is extremely interested in:

- Facilitating the development of comprehensive conceptual frameworks and mixed-method measurement operations of social settings from multidisciplinary perspectives, and

- Supporting innovative investigations:
 - To assess social settings,
 - To identify the mediating and moderating mechanisms of social settings that account for the success/failure in fostering youth development, and
 - To create or restructure social settings to prevent maladaptive outcomes and/or promote positive youth development.

We hope that you will take us up on our challenge.



Edward Seidman, Ph.D.

January 2004



Edward Seidman is Senior Vice President, Program, at the William T. Grant Foundation. For the last 15 years, his research has examined the nature and course of the positive developmental trajectories of economically at-risk urban adolescents, and how these trajectories are affected by the social contexts of family, peers, school, and neighborhood, and their interaction. He is particularly interested in the impact of school transitions on these trajectories and its implications for the prevention/promotion of well-being and educational reform. He is a Professor of Psychology at New York University, and previously at the universities of Illinois (Urbana-Champaign) and Manitoba, as well as the Vice President and Dean of Research, Development, and Policy at Bank Street College. He has been a Resident Scholar at the Rockefeller Bellagio Center, a Senior Fulbright-Hays Scholar, and the recipient of several national awards for distinguished science, education, and mentoring.

For information about the William T. Grant Foundation's active grants, please visit our website at www.wtgrantfoundation.org.



An **important** part of our **focus** on after-school programs is the Foundation's work with intermediary organizations: **to build bridges** between the different groups of **influentials** who are invested in this topic, and **create** an ongoing dialogue so that they can come to **trust, understand, and learn** from each other.

New Direction and Progress

The William T. Grant Foundation supports research that will change policies and practices that affect young people. In light of this goal, the Strategic Communication unit within the Foundation concentrates on “influentials”—researchers, policymakers, and practitioners who can make a difference in the lives of young people—in all of our communication activities. In 2003, we also aligned our communication activities to focus on a single topic: improving the quality of after-school programs. An important part of our focus on after-school programs is the Foundation’s work with intermediary organizations: to build bridges between the different groups of influentials who are invested in this topic, and create an ongoing dialogue so that they can come to trust, understand, and learn from each other. We also established Communication Grants to support the efforts of youth-serving organizations to reach policymakers and practitioners and advocate for the improvement of after-school programs.

This essay discusses in more detail our new direction and progress associated with these activities, and ways in which more established activities have been aligned with these new efforts. It concludes by describing some new questions calling for communication-related research to address in the future.

Engaging an Influential Audience

Influentials are integral to the Foundation’s entire strategic communication program, especially regarding its efforts to improve the quality of after-school programs. We will actively engage these influentials in an ongoing dialogue, and not merely inform them. One-way communication efforts directed from foundations and their grantees to

influentials only rarely produce changes in policy and practice. This is largely because research is too often not useful or on-point to policymakers, practitioners, and others, and too often politics and values trump research. As a result, the Foundation adopted the strategy of involving key influentials in two-way communication activities, moderated by intermediaries expert in this process. The goal of this strategy is to build working relationships among the different groups involved (e.g., researchers, policymakers, and practitioners), in settings where these groups can come together to learn from each other, and where they can gain a shared understanding of the strengths, limits, and implications of the best empirical evidence available.

For example, the Foundation is currently working closely with one intermediary organization, the Forum for Youth Investment, to reach its communication goals in the after-school field. In the past year, the Foundation funded the Forum for Youth Investment to “bridge,” or create connections, among grantees, practitioners, and policymakers on issues related to improving the quality of after-school programs. Recently, the Forum brought all of the Foundation’s after-school research and communication grantees together for two days in Washington, D.C., to help the Foundation begin to form a network among them. The purpose of the meeting was to help grantees understand each others’ projects and see how they could help each other; hear directly from advocates and practitioners about key questions facing them so that research can be more policy- and practice-relevant; and improve communication plans by having them reviewed by advocates and communication specialists. More such meetings are planned involving this network.

Advocating for Social Change

Consistent with its focus on influentials, and as part of the re-alignment of its grantmaking and communication strategies, the Foundation initiated Communication Grants to enable organizations to disseminate research-based evidence to key influentials (policymakers and practitioners, in particular), and advocate directly for the improvement of the quality of after-school programs.

The Foundation funded two Communication Grants for this purpose in 2003. One supports the implementation and evaluation of the Washington, D.C.-based organization Fight Crime: Invest in Kids (FCIK) and its “grasstops” research dissemination initiative. The initiative enlists community leaders to work with FCIK’s law enforcement leader and crime victim membership to serve as spokespeople for children and youth. It is designed to educate, through in-person meetings and briefings, key federal policymakers and their staffs in 15 swing states about the importance of expanding and improving programs that foster positive youth development, including after-school programs. For example, FCIK was instrumental this past year in helping to influence U.S. Senate and House members to approve \$1 billion for after-school programs, thus helping to maintain level funding for these programs in the 2005 budget. More recently, FCIK has been working with key Republican moderates in the Senate to introduce an amendment intended to broaden the reach and quality of services provided by the Child Care Development Block Grant (which currently allots approximately \$670 million per year for after-school programs). The goal is to increase funding for this program by at least \$1 billion over a five-year period.

The second Communication Grant supports the Every Child Matters Education Fund (ECM) and its goal of making children and youth issues, especially after-school programs, more visible in the January 2004 Iowa presidential caucuses and in the January 2004 New Hampshire presidential primary. ECM’s most visible

activity has been to sponsor and run a series of one-hour interviews with eight of the nine candidates for the Democratic presidential nomination. These interviews were held at the University of New Hampshire this past fall. As a consequence of ECM’s credibility and skill in marshalling Iowa and New Hampshire voters’ concerns about children’s and young people’s issues, the Democratic presidential hopefuls have committed to strengthening after-school programs.

Re-directing the Focus of More Established Activities

The Strategic Communication unit has successfully re-directed the focus of other, longer established communication activities taking place at the Foundation. This Annual Report, for example, highlights the Foundation’s focus on understanding how contexts affect the development of young people, and how these contexts can be improved. It features a number of essays on different social settings and youth development, including, for instance, an essay summarizing reactions to evaluations of after-school programs, another essay on the juvenile justice system, and another on children of immigrants in the U.S. Other communication vehicles, like our website and email campaigns, provide the Foundation with direct links to its audience of influentials, concentrating on transmitting messages about the after-school topic.

Open Questions Calling for Research

Three topics are the focus of research supported by the Foundation: how contexts such as families and programs support youth development; how youth-serving programs, organizations, and systems can be improved; and how scientific evidence affects influential adults. An examination of communication-related literature suggests some important new questions that research on these topics might address in the near future.

The Diffusion Phase of Social Change. Over the next several years, the Foundation's grantees will be studying ways to improve the experiences of young people that are likely to enhance their well-being as well as improve the programs and organizations that serve them. But how can we ensure that once grantees have identified these improvements, they can be transplanted into new settings? The adoption and continued use of evidence-based improvements is not guaranteed by the changes or innovations themselves. What's called for is a diffusion or dissemination phase of change to "provide prospective adopters with instructive guidance, essential resources, and positive incentives for success."¹ How, for example, do you overcome motivational resistance by management and staff to the adoption of improvements? How do you successfully introduce and implement evidence-based change from within? The Foundation is hoping to attract research proposals that study the efficacy of different diffusion strategies for this purpose, using the same high standards of evidence and rigorous methods as are devoted to the identification of the effective improvements themselves.

How Scientific Evidence Affects Policymakers.

The Foundation is strongly encouraging studies to understand the role of research in the making and analysis of social policy affecting young people. In particular, we support research to identify and understand the factors affecting influentials' use (or non-use) of research in this process. How important is scientific evidence when placed alongside ideology, politics, and the social and economic benefits and costs associated with particular legislation? Where and when does scientific evidence play a role in the legislative process? How do scientific evidence and its providers become accepted and trusted by key influentials? And what can be done to improve their use of scientific evidence in governing? A focus on open questions such as these is an important part of the Foundation's efforts to understand and reach influentials, and to encourage them to use credible information to bring about social change.

Final Remarks

Change based on evidence is the Foundation's focus, and it is key in the development of individuals and organizations. But it is not easy to accomplish. The Strategic Communication unit is now positioned to enhance the Foundation's efforts to support research that results in changes in policies and practices that affect young people.



Lawrence J. Gianinno, Ph.D.

January 2004



Lawrence Gianinno is Vice President, Strategic Communication, at the William T. Grant Foundation. His chief role at the Foundation is to make the work of grantees visible to and used by key policymakers and practitioners.

Trained at the University of Chicago, Dr. Gianinno is a developmental psychologist whose longstanding research interests center on how culture and society, the media and communications, and the marketplace influence economic socialization. Before joining the Foundation, he was Vice President for Program, Social, and Developmental Research at the ABC Television Network, responsible for primary research for all network programming.

For information about the William T. Grant Foundation's active grants, please visit our website at www.wtgrantfoundation.org.

¹ See A. Bandura. *Self-Efficacy: The Exercise of Control*. 1997. New York: W.H. Freeman and Company. Page 515.



Foundation-sponsored **research** is not only describing the diversity of the **immigrant experience**... but also **discovering** how immigrant **children and youth cope** with adversity and **find success**.... there are successful pathways to be found amidst the real **challenges** children of immigrants face.

Children of Immigrants

Social settings deeply matter in children's lives. Understanding how settings affect children, and how to change social contexts to better support kids, are central Foundation goals. Ed Seidman reminds us how complex contexts really are, and what we need to know to better understand them (see page 13). It is useful to think about contexts at three levels: structural and institutional (school classrooms and church groups; structural barriers due to language, race, and class); informal everyday relationships and interactions (parenting practices, peer relations, social supports); and shared beliefs and values learned in families and communities (achievement goals, respect for family, perceptions of race and identity). Of course, these are all blended together as we engage in our everyday activities, and are always jointly influencing behavior.

In this essay, I review some Foundation-sponsored research on the social contexts that shape the lives of children of immigrants, with examples at each of the three levels: school achievement (institutional), peer and social supports (interactional), and identity (beliefs, values). For each of these levels of formal and informal social settings, there are successful pathways to be found that help youth negotiate the many real challenges children of immigrants face.

Studying immigrants is important due to their sheer numbers and their impacts on neighborhood and institutions. Children of immigrants comprise 20 percent of all youth in the United States today. There are over 30 million recent immigrants—adults and children—currently living in the U.S., the great majority from Asia, Latin America, and the Caribbean, but representing nearly every nation in the world. Immigrants are concentrated in specific regions of the country, making their local impacts significant in neighborhood and community change in many parts of the U.S. And of course, we live

in a diverse society ethnically and regionally due to past waves of immigration.

Children of immigrants and their families also provide terrific opportunities to better understand contexts. Immigrants bring new ideas and ways to adapt to change, increasing the range of successful child-rearing methods available for study in the U.S. We can compare families in the natal countries of immigrants to those in the U.S. to understand how change occurs, and what specifically changes in family contexts after arrival in the U.S. For instance, processes of change for kids can occur due to change from parent to child generations, change at the community level, and change in U.S. institutions.

There certainly is ample variation in the lives of children of immigrants available for exploring these issues. Not only are immigrants in the U.S. here in large and increasing numbers, but the experiences and backgrounds of children of immigrants are enormously complex and diverse. Immigrant children include just foreign-born children who have migrated to the U.S.; the more inclusive "children of immigrants" category includes children born in the U.S. of foreign-born parents as well as foreign-born children. Other circumstances, in addition to place of birth, shape immigrant backgrounds and adaptation, and all are affected by immigrant status. For example both the child and parental age at which immigration occurs and the language abilities of children and parents profoundly affect immigrant experiences with U.S. society. The reasons for immigration (family reunifications, war, economic opportunity, education for a child), expectations of permanent residence in the U.S., and degree of contact with the sending community all influence the nature of experiences in the U.S. Mapping these complexities is vital for understanding the impact of the immigrant

experience on children, since there is no single, uniform “immigrant child” experience.

In addition to facing the challenges of being ethnic minorities, youths from immigrant families must negotiate the sometimes conflicting worlds of family, new peer and school relationships, and work experiences in the U.S. How adolescents from immigrant families figure out how they fit in with their families, use and reinterpret their cultural backgrounds, and find their place in their new communities have important implications for their success in adapting to American society. Foundation-sponsored research is not only describing the diversity of the immigrant experience, and taking advantage of the variety of immigrant lives here in the U.S., but also discovering how immigrant children and youth cope with adversity and find success.

Institutional Contexts: Schools and Successful Pathways to Achievement

When asked to complete the sentence, “In life the most important thing is...,” Ramon [an immigrant child from El Salvador, in the U.S. with his mother after a three-year separation from age 12–15] promptly responded: “My school.”¹

Children learn more, and more deeply, when they are supported by family, and by public and private institutions in ways that fit their cultural worlds and build bridges across diverse groups. For example, both social relations and values/beliefs within family contexts moderate immigrant children’s school success. Andrew Fuligni has focused on important features of family life related to success: family duty, obligation, and assistance. Fuligni looks at the transition to adulthood among youths from immigrant families (Chinese, Filipino, Mexican, Central American) in the San Francisco area. Although immigrant and non-immigrant youth alike mentioned the importance of family obligations in high school, the immigrant youth differed from the non-immigrant youth in that they continued to report such

obligations to family extending three or more years post-high school. Asian- and Latin-American youth particularly reported stronger values and expectations regarding their duty to assist, respect, and support their families, compared to peers from Euro-American families. Immigrant youth make more financial contributions to support their families, and show greater persistence towards getting further education of some kind, even when those youth might have had poor grades in high school (making this kind of persistence both more important and more difficult to sustain). Fuligni and his collaborators currently are following up on the lives of these young adults into their mid-20s.

Relational Contexts: Disrupted Family Networks and Interdependent Supports

Of course, social relations in the family and local community are well-recognized contexts that influence children. However, family relationship networks are often disrupted due to immigration, far more than in non-immigrant families. These disruptions negatively affect children’s adaptation in the U.S. For example, Marcelo and Carola Suárez-Orozco found that immigrant youth are frequently separated from their parents for extended periods. They are following 400 children recently arrived from China, the Dominican Republic, Haiti, Mexico, and countries in Central America, recruited from seven school districts in the Boston and San Francisco areas. The children in this study have spent 80% or more of their lives living outside the U.S. Fully 85% of them were separated from one or both parents after coming to the U.S., for significant amounts of time (many months or years). This disruptive and difficult experience affects engagement in schools and non-school programs and contexts in many ways. Furthermore, immigrant children undergoing lengthy separations are more likely to report depressive symptoms than children who do not undergo such separations.

The Meaning and Experience of Context: Identities

Marcelo and Carola Suárez-Orozco asked children to complete the sentence, "Most Americans think [people from my country] are _____." Sadly, 65% had a negative comment. These adolescents finished the sentence by saying that most Americans would think they are garbage, that they could not do what [most Americans] can do, would think they are useless, or would think they are bad, lazy, thieves.²

Unfortunately, too many children in the U.S. experience negative mirrored identities like these. Conceptions of self and ethnic identity can support or hinder youth development just as much as family obligation and motivational beliefs, or directly observable features of contexts (classrooms, family, peers, community programs).

Children's identities are shaped by societal institutions, beliefs, and supports just as identities, in turn, shape how children respond in those contexts. Identities influence how children of immigrants and others respond in situations that may appear the same in form, but mean different things and have different consequences because of the experiences children bring to them. Identity is context-sensitive and pluralistic. Different identities are displayed by youth in different situations (e.g., with peers, parents, or kin; in schools; or in political activities). Research on immigrant children shows striking differences in youths' responses to negative experiences of racial or ethnic derogation and inequality. Children's responses included sadness, anger, and resignation—but also resistance and the transformation of such experiences into positive motivations that can enhance adaptation. Positive identities come from success in school and work, family and peer supports, and a political and institutional climate that sends clear messages of tolerance and pluralism.

Conclusions

These research programs emphasize positive outcomes for children of immigrants, without ignoring those who do not fare as well, nor the many real struggles these

children face. The findings suggest that there is no one road to well-being. There are features of context unique to immigrants as they adapt to the U.S., and others that are shared with children of non-immigrants. Foundation-sponsored researchers are finding both the unique and the universal contexts that support children and families. This work in turn can be used to improve formal and institutional contexts for immigrant youth, building on new findings illuminating the features of social settings (institutional, relational, and meaning- or experience-based) that already exist and are supporting children and families.



Thomas S. Weisner, Ph.D.

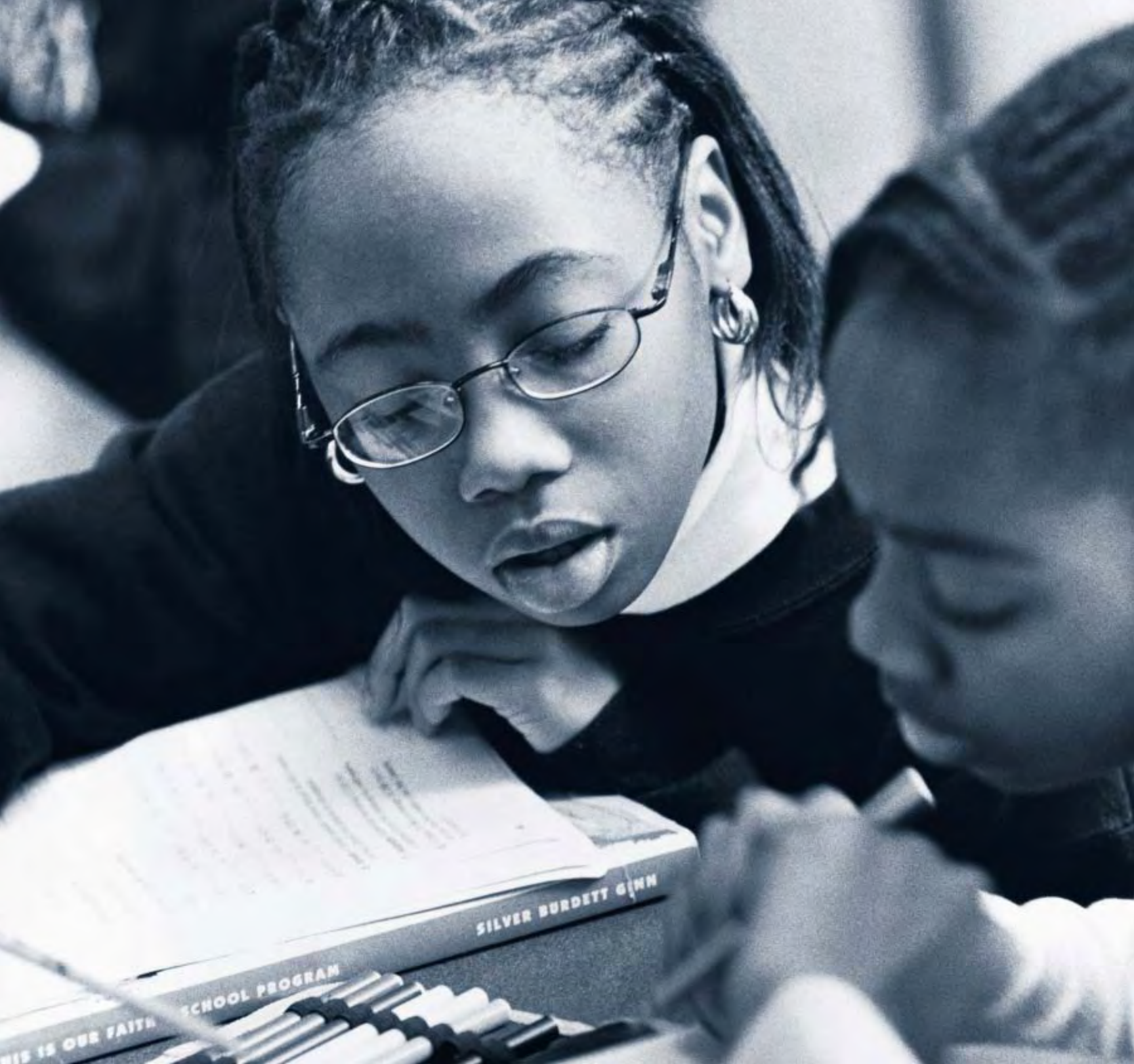
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Thomas S. Weisner is a Senior Program Associate at the William T. Grant Foundation, involved in all program activities, including the development of priorities and new initiatives, review of proposals, and ongoing contact with grantees. He is a Professor of Anthropology in the Departments of Psychiatry (NPI Center for Culture & Health) and Anthropology, University of California, Los Angeles. His research interests are in culture and human development, families and children at risk, and the use of mixed methods in research on culture and context in children's lives. He has been a Fellow at the Center for Advanced Studies in the Behavioral Sciences at Stanford, a member of the MacArthur Network on Successful Pathways in Middle Childhood, and is President-elect of the Society for Psychological Anthropology.

For information about the William T. Grant Foundation's active grants, please visit our website at www.wtgrantfoundation.org.

^{1,2} Carola & Marcelo Suárez-Orozco, *Children of Immigration*, Cambridge, Harvard University Press, 2001.



We have been **encouraging** researchers to bring their skills to bear on important **issues** facing youth, and that focus has become sharper... [We] are **committed** to the ideas that good **science** can **inform practice** and policymaking, and that policy and practice are fertile grounds for **meaningful** research questions.

The Juvenile Justice System as a Developmental Context

For better or worse, the juvenile justice system serves as a significant developmental context for a large number of youth in the United States. On any given day, over 100,000 youth are assigned to a residential placement because of an offense they've committed. In 2001, roughly 2.3 million arrests of juveniles were made by law enforcement officers, although the rate of juvenile arrests at that time was at its lowest point since 1983. Courts with jurisdiction over juveniles disposed of approximately 1.6 million delinquency cases in that year.

In recent years the William T. Grant Foundation has supported a variety of research and programmatic activities in the juvenile justice area. Two subpopulations of youth in the juvenile justice system have been of special interest to the Foundation: serious juvenile offenders, and juvenile offenders with mental disorders. Additionally, we have been interested in the ways in which policy changes, such as the transfer and prosecution of juveniles in adult criminal court, are affecting juvenile offenders. While several of these studies are designed to elucidate the contextual features affecting developmental processes over time, each of these studies is also intended to provide information that should assist in the promotion of more rational and effective policies and practices within the juvenile justice system.

Serious Juvenile Offenders and Desistance from Offending

Concerned with increasing rates of serious juvenile crime in the late 1980s and early 1990s, legislatures around the country passed new laws making it easier to transfer

juveniles to adult courts. Many legislators argued that the juvenile justice system, with its historical focus on treatment and rehabilitation, was not up to the task of dealing with what some referred to as a new breed of serious juvenile offenders—super-predators—and that more punitive approaches were necessary. This political debate was not well-informed by relevant research, but it must also be noted that social science had little to offer in the way of data on several key questions. We know, for example, relatively little about the patterns of escalation to serious offending among youth. Similarly, we know even less about the patterns of desistance from offending among serious juvenile offenders.

In work supported by the Foundation, Edward Mulvey and colleagues are engaged in a large-scale prospective study of serious juvenile offenders. By focusing on “deep end” offenders—those who have penetrated the juvenile justice system deeply—the research team hopes to study the criminal careers, and desistance from such activities, in the population of most interest to policymakers. The research study is tackling three general issues. First, Mulvey and colleagues will attempt to identify distinct pathways out of involvement with the juvenile justice system, as well as the characteristics of the youth who fall into the different patterns. Second, the researchers will examine the role of several social, contextual, and developmental factors theorized to promote either the continuation or desistance of offending. Finally, they will study whether various sanctions and juvenile justice system interventions alter the pathways out of involvement with the juvenile justice system.

The answers to these questions can directly address key juvenile justice policy questions. For example, current transfer and waiver policies treat youth as if they will all follow identical developmental trajectories unless adult sanctions are applied to them. However, if this research demonstrates that serious offenders show distinct patterns of desistance and nondesistance, with some youth being more likely to have favorable outcomes than others, policymakers might wish to readdress the current transfer and waiver policies. Knowledge of the factors affecting these trajectories could help focus the types of intervention efforts used within the juvenile justice system. For example, if relationships with family members are an important predictor of desistance, interventions could be designed to bolster those relationships. And knowledge regarding the relative effectiveness of various juvenile justice system sanctions and interventions should assist judges and juvenile justice professionals in allocating resources more efficiently and rationally.

A subset of serious youthful offenders are labeled as psychopaths, and some researchers have raised concerns about the validity of our methods for assessing psychopathy among juveniles, as well as the potential consequences of falsely labeling youth as psychopaths. Judges, for example, might use the diagnosis of juvenile psychopathy as grounds for transferring youth to the adult criminal justice system on the assumption that psychopaths are generally less amenable to treatment than non-psychopaths. Elizabeth Cauffman and Jennifer Skeem are currently studying questions regarding the validity of the assessment of juvenile psychopathy by examining the stability of psychopathy over time for adolescents and adults, the relationship of psychopathy to measures of developmental maturity, and the relationship between psychopathy and aggression over time. This study, supported by the Foundation, should help researchers and practitioners determine whether juvenile psychopathy, as currently assessed, is a valid and reliable construct and potentially of use to the courts in determining sentences.

Juvenile Justice and Mental Health

A few years ago, the *New York Times* correspondent Fox Butterfield wrote a series of articles highlighting the plight of youth with serious mental health problems within the juvenile justice system. Butterfield found that many youth with mental health problems were being “warehoused” in juvenile corrections facilities due to a paucity of mental health service options for adolescents. Early surveys found that many juvenile offenders had significant mental health needs that often went undetected or ignored. Other youth with serious mental illnesses have been incarcerated because no appropriate services were available, resulting in the criminalization of mental illness among some youth.

For a number of years the William T. Grant Foundation has been supporting the research being conducted by Linda Teplin and her colleagues at Northwestern University, who are examining the alcohol, drug abuse, and mental health (ADM) services needs of adolescents processed through the juvenile justice system. This longitudinal study is the first of its kind, and is tackling three main issues. First, the researchers are assessing the incidence and prevalence of mental health and substance abuse disorders in a large sample of juvenile detainees over time, thereby providing us with solid estimates of the rates of ADM problems, the degree of comorbidity (or co-occurrence) of such problems in this population, and the extent to which such problems vary by gender and change over time. Preliminary findings indicate that rates of ADM problems are much higher in this population than the general youth population, and that rates of comorbidity are also very high. Second, the research team is examining the patterns of ADM services usage by these youth after their cases reach disposition. This should give us a clearer picture of the barriers to service use as well as the pathways into various services and the pattern of service use and nonuse. Finally, Teplin and colleagues are studying patterns of drug use, violence,

and HIV risk behaviors among these youth in an attempt to understand why these risky behaviors occur with such high frequency and what variables predict risk-taking. This ambitious study should give us a much clearer picture of the ADM needs of delinquent youth, and in doing so may serve as a catalyst for states to address these needs.

Some states have policies in place requiring that juvenile court intake and detention centers assess the mental health needs of adolescents entering the juvenile justice system, but efforts to implement these policies have been limited because there were no screening instruments available that could be readily used by juvenile justice system personnel. With support from the William T. Grant Foundation, Thomas Grisso and colleagues developed a short mental health screening tool, the Massachusetts Youth Screening Instrument-2nd Revision (or MAYSI-2). The MAYSI-2 has now been used in a wide variety of juvenile justice facilities with demonstrated reliability and validity. Presently the Foundation is supporting a national norming study so that the Massachusetts-based norms can be replaced for the MAYSI-2. This study will examine scale differences by age, gender, race/ethnicity, and variations in the types of juvenile facilities. The scale's developers believe that a reliable, valid, and easily used mental health screening instrument can be a powerful tool in establishing the need, and creating a demand for, quality mental health services for these youth.

Good Science Grounded in Policy and Practice

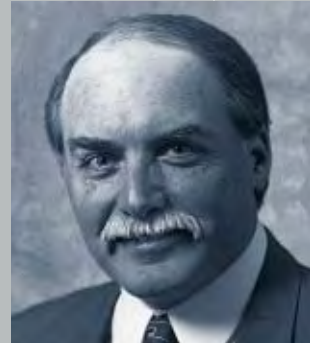
The studies described here all share two features: all are examples of high quality research studies, theoretically grounded and using state-of-the-art methods, and each is designed to address important questions of policy or practice, the answers to which could benefit large numbers of young people. The William T. Grant Foundation has been encouraging researchers for many years to bring

their skills to bear on important practical issues facing youth, and that focus has become much sharper over the past five years. All of us at the Foundation are committed to the twin ideas that good science can inform practice and policymaking, and that the policy and practice arenas are fertile grounds for the generation of theoretically and practically meaningful research questions.



Brian L. Wilcox, Ph.D.

January 2004



Brian L. Wilcox is a Senior Program Associate at the William T. Grant Foundation, involved in all program activities, including the development of priorities and new initiatives, review of proposals, and ongoing contact with grantees. He is Professor of Psychology and Director of the Center on Children, Families, and the Law at the University of Nebraska, where he is affiliated with the Developmental Psychology and Law and Psychology programs. Much of his work focuses on the interface of child and youth development and public policies, most recently in the areas of child maltreatment, adolescent pregnancy and sexual behavior, and children's media. He was previously the director of the American Psychological Association's Public Policy Office, an SRCDC Congressional Science Fellow for Senator Bill Bradley, and a faculty member at the University of Virginia.

For information about the William T. Grant Foundation's active grants, please visit our website at www.wtgrantfoundation.org.

Mission and Current Focus

The mission of the William T. Grant Foundation is to help create a society that values young people and enables them to reach their full potential. In pursuit of this goal, the Foundation invests in research and in people and projects that use evidence-based approaches. Our current grantmaking for research, policy analyses, and evaluations of interventions is restricted to the three interrelated topics that follow.

I Youth Development

Understanding how youth develop strengths and assets such as the skills and relationships that contribute to their development and well-being. We are particularly interested in how contexts such as families, organizations, programs, and informal activities influence youth during times of heightened change and transition.

Current priorities include:

- The impact of laws, public policies, and organizational or program policies and practices on youth
- The effects of interventions meant to improve youth social and human capital
- Increasing and sustaining youth participation and engagement in programs, organizations, and activities that can improve their social and human capital
- Culture and diversity as they influence development
- Improving the transitions from middle childhood to adolescence and adolescence to early adulthood, particularly for vulnerable young people

II Improving Systems, Organizations, and Programs

Understanding how to improve the quality of youth-serving systems, organizations, and programs. We are particularly interested in improvements that are durable.

Current priorities include:

- The impact of laws and public policies on organizational and program policies and practices
- The effects of interventions meant to improve the quality of youth-serving organizations and programs
- The effects of strategies meant to increase the availability of effective organizations and programs

III Adults' Use of Evidence and Their Views of Youth

Understanding how adults who are our key constituents (influential policymakers, practitioners, scholars, advocates, and members of the media) view youth, and the policies and services that affect youth. We are particularly interested in when and how evidence from the health, social, and behavioral sciences affects their knowledge, views, and behavior.

Current priorities include:

- The effectiveness of various communication and dissemination strategies on the knowledge, views, and behaviors of our key constituents
- The communication networks and sources used by adults who are influential in youth policy and practice
- The understanding and use of evidence from the health, social, and behavioral sciences in changing youth policy and practice

Action Topic: Improving the Quality of After-School Programs

We choose certain topics for special emphasis when we sense that they are particularly salient to policymakers and practitioners; we and other funders have important work in progress; and policy and practice regarding the topic can be advanced by empirical evidence. One such topic is improving the quality of after-school programs, and we will be devoting significant resources to this area in the next two to three years, especially in regard to communication and capacity-building activities. However, we still welcome letters of inquiry on the range of topics above.

Funding Guidelines for Major Grants¹

Since its inception in 1936, the William T. Grant Foundation has had a remarkable constancy of purpose: to further the understanding of human behavior through research. Today, that mission centers around supporting research to improve the lives of young people. The Foundation pursues this goal primarily by investing in high quality research on how contexts such as families and programs affect youth, how these contexts can be improved, and how scientific evidence affects influential adults. It also funds various capacity-building activities, such as fellowships and the William T. Grant Scholars Program, to develop the infrastructure necessary to do this work. To help evidence inform policies and practice, the Foundation funds activities that encourage communication among influential policymakers, practitioners, scholars, and members of the media.

Any particular project may emphasize one of these purposes more than others, and therefore certain criteria will be more important than others for particular projects. However, all of the general criteria outlined below are applicable to all grants.² You can also download these guidelines from the Funding Opportunities section of our website, www.wtgrantfoundation.org.

Criteria for funding:

1. **The project addresses an issue that is relevant to the Foundation's mission.**
2. **The project focuses on questions or issues that are important to the development of young people.**

The project should address an issue or question affecting a large number of young people ages 8–25 or a population of particularly vulnerable young people in this age group in the United States. The strongest projects will inform both fundamental knowledge *and* practice.

3. **The project reflects high standards of evidence and rigorous methods commensurate with the proposal's goals.** Research/evaluation studies will use quantitative and qualitative methodologies that are judged by the social science and health research communities to be of the highest quality. Because even the strongest methods have important limitations, primary emphasis will be placed on developing integrated combinations of methods that best fit the questions and context of a given study.

More specifically:

- The sample for a study must be appropriate in composition and size, given the study's questions.
- Measures of both outcomes and moderating or mediating factors must be credible. Outcomes and processes critical to a study should be measured in a number of complementary ways.
- Plans for analyses of quantitative and qualitative data must be clear; the analyses must fit the study's questions and reflect a clear understanding of the strengths and limits of various analytical techniques.
- The study's design, methods, and procedures must fit the questions, and the essential features of the methods need to be replicable by other investigators.

This premium on high standards of evidence and rigorous methods applies equally to all forms of research efforts, including studies of youth development, organi-

¹ Major grants include: research, program evaluation, policy analysis, communications/dissemination, capacity building, and William T. Grant Scholars Program grants.

² The Foundation also funds direct services to youth in Connecticut, New Jersey, and New York. These Youth Service Grants have criteria that are derived from the criteria in these guidelines and are located on page 38.

zational improvement, and the use of scientific evidence by influential adults. In addition, projects that include research syntheses must ensure the application of high standards to the syntheses.

4. **The project uses appropriate protection of human subjects.** Institutional Review Board approval is required for all work that involves data collection from human subjects.
5. **The project complements and extends prior and concurrent efforts.** Applicants must describe how their project builds on other credible work. Applicants should demonstrate a mastery of related theory, empirical findings, and related efforts, and they should be clear about how their proposed activities fit with other notable work in progress. This tie to prior and current work is not meant to inhibit projects from breaking new ground. Such work is encouraged. Rather, the Foundation is calling for mastering the strengths and limits of the status quo before proposing to innovate.
6. **Relevant audiences need the information and products that would result from the project's activities.** All work must demonstrate a demand for the results of the project. Certain efforts will emphasize the scholarly community while others will be focused on the information needs of influential policymakers, practitioners, advocates, or members of the media.
7. **The project has a systematic, strategic communications plan.** Applicants must demonstrate the capacity to reach and maintain contact with the intended audiences. Specifically, applicants should:
 - Have a clear, attainable communication goal;
 - Define the target audience;
 - Understand the target audience's needs; and
 - Know how to create or shape effective communications aligned with the target audience's needs.

Peer-reviewed publications remain a desired form of dissemination to scholars, but they are not the only desirable dissemination vehicles.

8. **The project must have a sound management and staffing plan.** Project teams must have a record of doing high quality work that is relevant to the proposal. A strong indication of this will be published writings or, for proposals emphasizing communications or capacity building, prior success with such efforts. In addition, proposals that emphasize creating knowledge for practical use need to demonstrate a record of producing findings that are viewed as credible and useful by a diverse community of scholars, policymakers, and practitioners.
9. **The project represents a cost-effective use of the Foundation's resources.** The Foundation is modest in size, and projects must represent a sound investment of its limited resources.

Current Priorities and Considerations

The above criteria apply to all grants funded by the Foundation. Different projects will warrant different emphasis on certain criteria. Also, it is likely that the criteria will be weighed and rated differently by individual reviewers. The Foundation's review process will incorporate diverse views, and all of the criteria will be important for all proposed projects.

Below are additional considerations that are driven by the Foundation's assessment at this time of how its funding can make a difference for young people. While the Foundation will always strongly consider funding projects that meet the general criteria, its resources are limited. If the Foundation needs to make choices within the set of projects that meet the general criteria, the following factors will guide its decisions.

The Foundation is particularly seeking proposals that have one or more of the following elements demonstrated in a sophisticated and creative way, rather than those

that show many of the following elements superficially. Beyond the general criteria listed above and the content areas defined in the Foundation’s Mission and Current Focus shown on page 28, the Foundation is interested in supporting:

- Interdisciplinary work and project teams that include people from multiple roles (e.g., scholars, practitioners, policymakers);
- “Science migration,” where methods proven useful in a field are tried in new areas;
- Teams that combine senior and junior staff in ways that mentor junior staff;
- Projects led by members of under-represented groups; and
- Projects that generate data useful to other scholars and that make the data available in public-use files.

Special Considerations for Program Evaluations, Policy Analyses, Communications, and Capacity-Building Efforts

1. **Evaluations** of systems, policies, or program initiatives emphasize one of two purposes: development and refinement of an initiative, or an assessment and understanding of the effects caused by the initiative. Although the Foundation encourages all projects to use data to refine their ongoing work, much of the Foundation’s support for evaluations will be focused on assessing and understanding effects. In deciding what to support, the Foundation will emphasize an evaluation’s ability to provide estimates that truly reflect what is caused by an initiative. Beyond describing the theoretical framework for a proposal, investigators evaluating programs and policies must articulate the underlying logic or theory of the initiative being evaluated. This theory should guide the evaluation or policy analysis, in order to enhance a study’s ability to identify and explain an initiative’s effects. To understand why an initiative causes (or fails to cause) effects, the Foundation is seeking



studies that examine—in addition to the effects—the contexts, implementation, and costs. When estimating an initiative’s effects, evaluations should use, whenever possible and appropriate, some form of randomized trials with random assignment of young people or clusters of young people (e.g., by classroom) to program and control conditions. When randomized trial designs are not feasible but a strong assessment of effects is required, evaluations should use the strongest possible quasi-experimental alternatives—especially those based on longitudinal data for youth or clusters of youth.

2. **Policy analyses** may examine the planning, implementation, or evaluation of public policies. They may seek to describe and explain such things as the origin of policies; their evolution and spread over time and place; the interplay among policies; the relative effectiveness, costs, and benefits of alternative policies; how context shapes policy; the cost-effectiveness of policies; and the relationship of policies to institutional practices and individual behavior. “Policy analysis” is a broad term that is practiced by persons trained in diverse disciplines such as economics, education, political science, sociology, public health, law, and medicine. This creates a diversity of analytical approaches and methods, yet all projects must convincingly adhere to high standards of evidence as understood broadly in the social science research community.

3. **Communication** is an important aspect of all of the Foundation's grants, but each year the Foundation will support some efforts where communication is the primary activity. Most of our communications funding is aligned around our action topic: improving the quality of after-school programs. This includes support for working conferences, seminars, and other vehicles for information sharing, along with more traditional communication tools such as journals, other publications, and briefings. Given the Foundation's premium on evidence, applicants must demonstrate an ability to understand good science and to accurately and fairly represent empirical work. The Foundation will not support the dissemination of weak or biased information. In addition, the Foundation will seek proposals that reflect a deep understanding of the intended audiences and an ability to reach them with credible information. The Foundation realizes that scholars often have strong evidence to share, while others, such as constituent organizations and journalists, have relatively stronger communication skills. Therefore, collaborations are encouraged.

The Foundation will also fund a limited number of activities meant to leverage all of its grantmaking by enhancing the Foundation's image and visibility. Given this purpose, the Foundation will emphasize cost-effective strategies that reach important audiences.

4. **Capacity Building.** Much of the Foundation's funding for capacity building will be encompassed in the support for the William T. Grant Scholars Program (see page 34). In addition, the Foundation will provide some support for other activities such as fellowship programs, organizations crucial to its strategy, training seminars, and consultation to grantees. Because these efforts will be modest in scope, the Foundation will look for high-leverage activities that are consistent with its priorities.

Application Procedures

The Foundation has no printed application form. Prospective applicants should either submit a letter of inquiry through the William T. Grant Foundation website, www.wtgrantfoundation.org, or mail an initial letter of inquiry that includes:

- Organization name and contact information;
- Brief description of the project;
- Amount requested;
- Term of the project; and
- Details of the project, including: full project title, short project title, locale, additional key staff, purpose/primary questions, rationale, and methods (including, when relevant, a brief description of participants, data sources, data collection plans, and data analysis procedures).

Please direct inquiries to:

Grants Coordinator
William T. Grant Foundation
570 Lexington Avenue, 18th Floor
New York, NY 10022-6837

If it is determined that the project falls within the Foundation's current interests and priorities and potentially meets its other guidelines, a full proposal will be requested for further consideration.

Note: These guidelines are published in hard copy once a year. Because requirements are subject to change, please check our website, www.wtgrantfoundation.org, for updates before submitting a letter of inquiry or full proposal.

Requested Full Proposal Procedures

When requested, the original full proposal should be submitted with six copies, and must contain the following information:

1. **Cover page** listing the project's title, the names of the investigators, the amount of the request, and its term.

2. **Abstract of proposal** (no more than one page) concisely summarizing each of the items listed under #3 below.
3. **The full proposal** (no page limit) should consist of a detailed description of the project, addressing the:
 - Relevance to the Foundation's Mission and Current Focus (see page 28);
 - Importance to the development of young people;
 - Standards of evidence and research methods used (if applicable);
 - Way that the project complements and extends prior and concurrent efforts;
 - Relevant audiences that need the information and products that would result from the project's activities;
 - Systematic, strategic communications plan;
 - Staff and management plan;
 - Relevance to the Foundation's current priorities and considerations described above;
 - Relevance to the Foundation's special considerations for evaluations, policy analyses, communications, and capacity-building activities described above (if applicable); and
 - Bibliography.
4. **Budget** by grant year for all direct and indirect costs (on forms provided by the Foundation). Indirect costs may not exceed 15% of total direct costs. This ceiling includes any indirect costs contained in expenses for subgranted or subcontracted services.
5. **Institutional Review Board** approval is necessary for all projects using human subjects in research. Proposals should indicate the intention to seek such approval if the Foundation decides to award a grant, and such approval must be documented before a grant is fully executed.
6. **Curricula vitae** should be included in all proposals for all Principal Investigators. Such curricula vitae should be brief (abridged).
7. **Non-profit status** should be confirmed by submitting an IRS Tax Determination under the 1969 Tax Reform Act for the institution that will receive the grant.

Selection Procedures

The Foundation uses a rigorous, scientific peer review in deciding which proposals to fund. There are no deadlines for submitting applications for grants, however, a full review requires four to six months prior to Board consideration. Proposals are considered for funding at the Board meetings in March, June, and October. Proposals submitted in 2004 that are not considered at one of those meetings will be considered in 2005. The Foundation's awards are typically under \$375,000 for multiple years.

Qualifying Organizations

Grants are limited, without exception, to tax-exempt entities for purposes that are described in Section 501 (c)(3) of the Internal Revenue Code. Applicant institutions must submit photocopies of their most recent determination letters from the Internal Revenue Service, which must include the applicant's classification under Section 509 (a) of the Code, "Private Foundation Status."

Restrictions

As a rule, the Foundation does not support or make contributions to building funds, fundraising drives, endowment funds, general operating budgets, or scholarships. Grants are made to organizations or institutions, not individuals. The Foundation has no geographic boundaries for most of its projects. However, Youth Service Grants (see page 38) are restricted to organizations located and providing services in New York, New Jersey, and Connecticut.

William T. Grant Scholars Program

The William T. Grant Scholars Program supports promising post-doctoral scholars from diverse disciplines whose research deepens and broadens the knowledge base in areas that contribute to creating a society that values young people and enables them reach their full potential. The program, now in its 24th year, has funded more than 110 Scholars since its inception.

Priority areas for research are how contexts such as families and programs affect youth, how these contexts can be improved, and how scientific evidence affects influential adults. The Foundation focuses on young people ages 8 to 25, and is particularly interested in research that is interdisciplinary, examines young people in social, institutional, community, and cultural contexts, and addresses issues that are relevant to youth-related programs and policies.

Candidates for the award are nominated by a supporting institution and must submit five-year research plans that demonstrate creativity and intellectual rigor, are grounded in theory and sound scientific methods, and provide evidence for significant mentoring from senior

investigators as well as resources from the supporting institution. Every year, four to six William T. Grant Scholars are selected, and each receives an award of \$300,000, which is distributed over a five-year period. Through the Foundation's annual summer retreat and fall workshop, Scholars are encouraged to continue inter- and multidisciplinary collaboration and interchange.

William T. Grant Scholars are selected by a committee and process separate from the Foundation's other grantmaking. Application materials are due July 1 of each year. A brochure outlining the application procedures is available from the Foundation's website, www.wtgrantfoundation.org, or a hard copy may be requested. Please direct inquiries to:

William T. Grant Scholars Program

William T. Grant Foundation
570 Lexington Avenue, 18th Floor
New York, NY 10022-6837
212-752-0071
wtgs@wtgrantfdn.org



Scholars' Retreat, Keswick, Virginia, Summer 2003.



Seated, left to right, Ronald Feldman, Jane Brown, Sara McLanahan, Franklin Gilliam, Jr. Standing, left to right: Mercer Sullivan, Carol Worthman, David Reiss, LaRue Allen, Timothy Smeeding, P. Lindsay Chase-Lansdale, Robert Granger, William Beardslee, Greg Duncan. Not pictured: Michael Wald

William T. Grant Scholars Selection Committee

David Reiss, M.D., Chair¹

Vivian Gill Research Professor and Director,
Division of Research
Department of Psychiatry and Behavioral Science
George Washington University Medical Center

LaRue Allen, Ph.D., Chair²

Raymond and Rosalee Weiss Professor of
Applied Psychology
Department of Applied Psychology
The Steinhardt School of Education
New York University

William Beardslee, M.D.

George P. Gardiner/Olga M. Monks Professor
of Child Psychiatry,
Harvard Medical School
Chair, Department of Psychiatry,
Children's Hospital Boston

Jane D. Brown, Ph.D.

James L. Knight Professor
School of Journalism and Mass Communication
University of North Carolina, Chapel Hill

P. Lindsay Chase-Lansdale, Ph.D.

Professor, Program in Human Development
and Social Policy
School of Education and Social Policy
Faculty Fellow, Institute for Policy Research
Northwestern University

Greg J. Duncan, Ph.D.

Edwina S. Tarry Professor, Program in Human
Development and Social Policy
School of Education and Social Policy
Faculty Fellow, Institute for Policy Research
Northwestern University

¹ Through June 30, 2004

² As of July 1, 2004

*William T. Grant Scholars
Selection Committee, continued*

Ronald A. Feldman, Ph.D.

Ruth Harris Ottman Centennial Professor for the
Advancement of Social Work Education
School of Social Work
Columbia University

Franklin D. Gilliam, Jr., Ph.D.

Professor, Department of Political Science
Director, Center for Communications and Community
Associate Vice Chancellor, Community Partnerships
University of California, Los Angeles

Robert C. Granger, Ed.D.

President
William T. Grant Foundation

Sara S. McLanahan, Ph.D.

Professor of Sociology and Public Affairs
Director, Center for Research on Child Wellbeing
Woodrow Wilson School of Public and International Affairs
Princeton University

Timothy Smeeding, Ph.D.

The Maxwell Professor of Public Policy
Director, Center for Policy Research
Maxwell School
Syracuse University

Mercer L. Sullivan, Ph.D.

Associate Professor
School of Criminal Justice
Rutgers University

Michael S. Wald, LL.B.

Professor of Law
Stanford University

Carol M. Worthman, Ph.D.

Samuel Candler Dobbs Professor of Anthropology
Director, Laboratory for Comparative Human Biology
Department of Anthropology
Emory University

Current William T. Grant Scholars

Class of 2004

Joshua Aronson, Ph.D.

New York University

Marilyn Augustyn, M.D.

Boston University School of Medicine

Lisa Jane Miller, Ph.D.

Teachers College, Columbia University

Cybele Raver, Ph.D.

University of Chicago

Niobe Way, Ph.D.

New York University

Class of 2005

Tamera Coyne-Beasley, M.D., M.P.H.

University of North Carolina, Chapel Hill

Kathryn Grant, Ph.D.

DePaul University

Rukmalie Jayakody, Ph.D.

Pennsylvania State University

Anne M. Libby, Ph.D.

University of Michigan

Denise Newman, Ph.D.

Tulane University

Class of 2006

Elizabeth Goodman, M.D.

Brandeis University

Gabriel Kuperminc, Ph.D.

Georgia State University

Robert Roeser, Ph.D.

Stanford University

Stephen Russell, Ph.D.

University of California, Davis

Megan Sweeney, Ph.D.

University of California, Los Angeles

Hiro Yoshikawa, Ph.D.

New York University

Class of 2007

Kristen Harrison, Ph.D.

University of Illinois, Urbana-Champaign

Ariel Kalil, Ph.D.

University of Chicago

Jeffrey Kling, Ph.D.

Princeton University

Clea McNeely, Ph.D.

University of Minnesota

Sean F. Reardon, Ed.D.

Pennsylvania State University

Class of 2008

Edith Chen, Ph.D.

University of British Columbia

Patrick Heuveline, Ph.D.

University of Chicago

Marguerita Lightfoot, Ph.D.

University of California, Los Angeles

Elizabeth Miller, M.D., Ph.D.

Massachusetts General Hospital

Youth Service Grants Program

The William T. Grant Foundation's Youth Service Grants (YSG) Program supports local programs for young people (8 to 25 years of age) in the Tri-State area of New York, New Jersey, and Connecticut. The Youth Service Grants Program funds organizations that actively engage young people and enable them to reach their potential through approaches that emphasize youth's talents, strengths, and contributions.

Specifically, the Youth Service Grants Program funds projects focused on one or more of the following areas:

- Civic engagement/community involvement
- Development of youth creativity
- Diversity and inter-group relations
- Personal development
- Strengthening ties between youth and adults
- Transition to adulthood
- Youth and technology
- Youth leadership

Grants typically range from \$5,000–\$15,000, but may be awarded for up to \$25,000. All grants are for one year.

Organizations that receive funding must submit program and financial reports after one year from the grant award date. Only then may they re-apply for funding in the next year.

Grants are limited, without exception, to tax-exempt entities for purposes that are described in Section 501 (c)(3) of the Internal Revenue Code. The YSG Program does not support building funds, annual fundraising drives, endowment funds, programs not directly serving youth, or scholarships.

Beginning with grants awarded in 2002, organizations funded through the Youth Service Grant Program will only be eligible for up to three consecutive years of funding. If an organization received a grant from the Foundation in 2002, it is eligible to apply for grants in 2003 and 2004, but not in 2005 (if grants are awarded in each of those years). After one calendar year since the third consecutive year of funding, organizations are welcome, and encouraged, to re-apply.

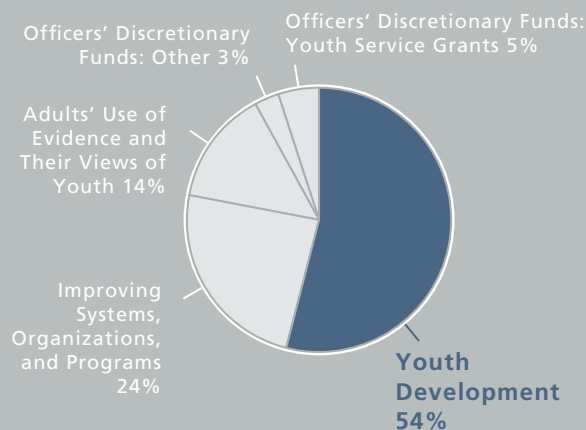
Application Guidelines

Before applying for a William T. Grant Foundation Youth Service Grant, please be sure that your program or project fits within the guidelines outlined above. Applicants must use the New York/New Jersey NYRAG Common Application Form, available on our website, www.wtgrantfoundation.org, in the Funding Opportunities section, and on the NYRAG website, www.nyrag.org. The Foundation requires full proposals rather than letters of inquiry.

New and Active Grants in 2003¹

Youth Development

2003 Grants Awarded: Youth Development



Base: \$11,862,316. Reflects grants made in 2003.

Impact of Laws and Policies on Youth

"Antecedents and Consequences of High School Gateway Events"

Jayne Boyd-Zaharias, Ed.D.

Health Education Research Operative Services (HEROS)

Jeremy D. Finn, Ph.D.

State University of New York, Buffalo

2001–2004 \$466,726

■ *"Assessing Alcohol, Drug, and Mental Health Service Needs among Juvenile Detainees"*

Linda A. Teplin, Ph.D.

Northwestern University Medical School

2000–2003 \$499,984

2003–2005 \$200,000

"Building Blocks for Youth"

Mark Soler, J.D.

Youth Law Center

2000–2003 \$600,000

"Comprehensive Elementary School AIDS Education"

David J. Schonfeld, M.D.

Yale University

1998–2003 \$399,066

"Diversity in the Post-busing Era"

Ellen B. Goldring, Ph.D.

Vanderbilt University

Adam Gamoran, Ph.D.

University of Wisconsin, Madison

2001–2004 \$536,994

■ *"The Effects of Maternal Employment on Low-Income Adolescents: An Investigation of Contextual Factors"*

Virginia Knox, Ph.D.

Lisa Gennetian, Ph.D.

Pamela Morris, Ph.D.

MDRC

2003–2005 \$350,000

■ *"Family-State Alliances and Their Impact on Youth Health and Well-Being: An International Perspective"*

Patrick Heuveline, Ph.D.

William T. Grant Scholar

University of Chicago

2003–2008 \$300,000

"Firearm Safety Counseling and Safe Storage: Strategies Utilizing Youth to Reduce Firearm Injury among Children and Adolescents"

Tamera Coyne-Beasley, M.D., M.P.H.

William T. Grant Scholar

University of North Carolina, Chapel Hill

2000–2005 \$290,000

"Health Care Access for Youth Leaving State Custody"

Howard Davidson, J.D.

Abigail English, J.D.

American Bar Association Fund for Justice and Education

2000–2003 \$298,000

"Health Care System Issues Affecting Adolescents"

Paul Newacheck, Dr.P.H.

University of California, San Francisco

Margaret A. McManus, M.S.S.

McManus Health Policy

2000–2003 \$564,369

"Moving to Opportunity and Youth Well-Being"

Jeffrey Kling, Ph.D.

William T. Grant Scholar

Princeton University

2002–2007 \$300,000

"The Next Generation: The Effects of Welfare and Employment Policies on Children and Families"

Virginia Knox, Ph.D.

MDRC

1999–2001 \$470,000

2001–2003 \$350,000

¹ End dates include no-cost extensions on all grants

■ Denotes that all or a portion of grant is new in 2003.

"Processes of Child and Family Adjustment Associated with Adoptive and Foster Placement"

Ellen Pinderhughes, Ph.D.

William T. Grant Scholar
Vanderbilt University
1996–2003 \$250,000

"Resilience in the Context of Welfare Reform: Longitudinal Relations between Employment, Psychological Well-Being, and Parenting among Low-Income Families"

Cybele Raver, Ph.D.

William T. Grant Scholar
University of Chicago
1999–2004 \$295,000

"Theoretically Atypical Schools and School Violence: School Factors that Buffer or Facilitate Students in Three Cultures"

Ron Avi Astor, Ph.D.

University of Southern California

Rami Benbenishty, Ph.D.

Hebrew University of Jerusalem
2001–2004 \$518,607

"Why Children Fall Out of the Healthcare System"

Gerry Fairbrother, Ph.D.

The New York Academy of Medicine

Melinda J. Dutton, J.D.

Children's Defense Fund New York
1999 \$139,835
2001–2004 \$349,736

Effects of Interventions

■ *"Community Variation in Preventive Intervention Effects"*

Deborah Gorman-Smith, Ph.D.

University of Illinois, Chicago

Sean F. Reardon, Ed.D.

Pennsylvania State University
2003–2005 \$438,090

■ *"Effective Mentoring Interactions"*

Michael Karcher, Ed.D., Ph.D.

The University of Texas, San Antonio

2003–2006 \$282,124

■ *"Effective Prevention of Antisocial Behavior:*

Using Research Synthesis to Support Evidence-Based Practice"

Mark Lipsey, Ph.D.

Vanderbilt University
2003–2005 \$250,878

■ *"Improving Opportunities and Supports for Youth in Community Colleges: The Opening Doors Demonstration"*

Thomas Brock, Ph.D.

MDRC
2003–2006 \$300,000

"Positive Youth Development: Research Synthesis and Dissemination of Key Findings"

Roger P. Weissberg, Ph.D.

University of Illinois, Chicago

Joseph Durlak, Ph.D.

Loyola University
2002–2003 \$174,273
2002–2004 \$324,449

"Promoting Positive Youth Development Through High Quality After-School Programs"

Lucy N. Friedman, Ph.D.

The After-School Corporation

Elizabeth R. Reisner, M.Ed.

Policy Study Associates
2001–2003 \$576,494

"Psychological Foundations of Student Achievement: Strategies for Intervention"

Carol S. Dweck, Ph.D.

Lisa Sorich Blackwell, Ph.D.

Columbia University
2002–2005 \$486,889

"Stereotype Threat and the Academic Performance of Minority Students: Basic Issues and Remedial Strategies"

Joshua Aronson, Ph.D.

William T. Grant Scholar

New York University
1999–2004 \$280,000

"Teaching Wisdom"

Robert J. Sternberg, Ph.D.

Elena L. Grigorenko, Ph.D.

Yale University
2000–2004 \$309,265

■ *"Twelve-Year Follow-Up of Women and Children Enrolled in Trial of Prenatal and Infancy Nurse Home Visitation"*

David L. Olds, Ph.D.

Harriet Kitzman, Ph.D.

University of Rochester Medical Center
2003–2005 \$437,934

Improving Youth Participation and Engagement

■ "After-School Time: Programs, Activities, and Opportunities"

Jeanne Brooks-Gunn, Ph.D.

Jodie Roth, Ph.D.

Teachers College, Columbia University

2003–2005 \$378,958

"Assessing Citizenship Benefits of Volunteer Youth Service"

Doug McAdam, Ph.D.

Stanford University

2000–2003 \$391,247

"Avoidance Motivation in Children:

Parents and Teachers as Socialization Agents"

Andrew Elliot, Ph.D.

William T. Grant Scholar

University of Rochester

1998–2003 \$270,000

■ "Building Youth Development Theory:

A Qualitative Longitudinal Study of 12 Programs"

Reed Larson, Ph.D.

Robin L. Jarrett, Ph.D.

University of Illinois, Urbana-Champaign

2003–2005 \$484,913

"The Civic Values of Native Born,

Immigrant, and Second-Generation Youth"

James Gimpel, Ph.D.

University of Maryland

2000–2003 \$76,360

2002–2003 \$25,000

■ "Cool Schoolmates as Agents of Cultural Change"

Joshua Aronson, Ph.D.

New York University

2003–2004 \$25,000

"The Development of Civic Competence in Adolescence"

Daniel A. Hart, Ph.D.

Rutgers University

James Youniss, Ph.D.

Catholic University of America

2002–2005 \$259,446

"The Engagement and Retention of Participants

in Family Support Programs: A Multi-level Approach"

Deborah Daro, Ph.D.

University of Chicago

1998 \$60,000

2000–2003 \$435,000

"An Intensive Study of Mentoring Relationships in Urban Boys and Girls Clubs"

Barton J. Hirsch, Ph.D.

Northwestern University

David DuBois, Ph.D.

University of Illinois, Chicago

2002–2004 \$293,988

■ "Investigation of Natural Mentoring Relationships"

David DuBois, Ph.D.

University of Illinois, Chicago

2003–2004 \$17,000

"Positive Development in Extra-Curricular and Community-Based Activities"

Reed Larson, Ph.D.

Robin L. Jarrett, Ph.D.

University of Illinois, Urbana-Champaign

2001–2004 \$465,011

2002–2003 \$25,000

"Special Initiative: Research Planning in Youth Civic Engagement"

Lonnie R. Sherrod, Ph.D.

Fordham University

2000–2004 \$148,500

"Studies in School Experience and Patterns of Motivation and Achievement in Diverse Samples of Adolescents"

Robert Roeser, Ph.D.

William T. Grant Scholar

Stanford University

2001–2006 \$300,000

"Study Group on Youth Engagement"

Gary B. Melton, Ph.D.

Clemson University

2002–2003 \$55,330

Culture and Diversity as Influences on Development

"Adolescent Outcomes of Social Functioning in Chinese Children: Follow-Up Studies of the Shanghai Longitudinal Project"

Xinyin Chen, Ph.D.

William T. Grant Scholar

University of Western Ontario

1997–2006 \$260,000

"Adolescent-Parent Relationships and Development of Autonomy in Adolescence in African-American Families"

Judith G. Smetana, Ph.D.

University of Rochester

1994–1996 \$192,193

1997 \$72,000

1998–2000 \$231,869

2001–2003 \$183,483

■ *"Adolescent Risk Behavior and Development in China and the United States: A Cross-National Comparative Study of Risk and Protection"*

Richard Jessor, Ph.D.

University of Colorado, Boulder
2000–2003 \$262,624
2001–2003 \$346,884
2003–2004 \$75,000

"Adolescent Sexual Orientation, Health, and Competence"

Stephen Russell, Ph.D.

William T. Grant Scholar
University of California, Davis
2001–2006 \$300,000

"Anti-poverty, Racial/Ethnic and Cultural Variation, and Survival Strategies of Young Mothers: Quantitative and Ethnographic Approaches"

Hiro Yoshikawa, Ph.D.

William T. Grant Scholar
New York University
2001–2006 \$300,000

"Constructing Identities"

Debra Skinner, Ph.D.

Virginia Buysse, Ph.D.
University of North Carolina, Chapel Hill
2002–2004 \$318,236

■ *"An Ethnographic Study of Adolescent Dating Violence: Developmental and Cultural Considerations"*

Elizabeth Miller, M.D., Ph.D.

William T. Grant Scholar
Massachusetts General Hospital
2003–2008 \$300,000

"The Evolution of and Relationship between Ethnicity/Racial Identity and School Engagement with Minority Children"

Cynthia Garcia-Coll, Ph.D.

Brown University
2002–2004 \$292,974

"Identity and Activities"

Jacquelynne Eccles, Ph.D.

University of Michigan
2001–2003 \$520,030
2002–2004 \$271,768

■ *"Immigrant Adaptation"*

Carola Suárez-Orozco, Ph.D.

Marcelo Suárez-Orozco, Ph.D.
Harvard University
1997–1999 \$462,584
1999–2001 \$492,913
2002–2003 \$200,000
2002–2004 \$25,000
2003–2004 \$15,000

■ *"The Latino Adolescent Mental Health and Adaptation Project"*

Mimi Chapman, Ph.D.

Krista Perreira, Ph.D.
University of North Carolina, Chapel Hill
2003–2006 \$356,519

"Latino Students' Motivation and Critical Thinking Project"

Tim Urdan, Ph.D.

Santa Clara University
1999–2004 \$196,917
2002–2004 \$24,587

■ *"Maternal Work Transitions, Parenting, and Adolescent Adjustment"*

Michelle Miller-Day, Ph.D.

Pennsylvania State University
2002–2004 \$199,333
2003–2004 \$179,981

"The Meanings of Learning, Achievement, and Motivation: A Study of Schooling Beliefs and Behaviors in Five Cultural Milieus"

Janine Bempechat, Ed.D.

Jin Li, Ed.D.
Brown University
Susan D. Holloway, Ph.D.
University of California, Berkeley
2002–2004 \$467,205

"Overcoming the Odds: Understanding Successful Development among African-American and Latino Male Adolescents"

Richard M. Lerner, Ph.D.

Tufts University
Carl S. Taylor, Ph.D.
Alexander von Eye, Ph.D.
Michigan State University
1996–1997 \$158,751
1998–2002 \$283,575
2002–2004 \$294,900

"The Predictors, Consequences, and Experiences of Friendships among African-American, Latino, and Asian-American Adolescents from Low-Income Families"

Niobe Way, Ph.D.

William T. Grant Scholar
New York University
1999–2004 \$280,000

"Promoting Social and School Adjustment of Immigrant Latino Adolescents: An Ecological Model"

Gabriel Kuperminc, Ph.D.

William T. Grant Scholar
Georgia State University
2001–2006 \$300,000

■ *"Race, Youth, and the Digital Divide"*

Manuel Pastor, Jr., Ph.D.

Robert Fairlie, Ph.D.
University of California, Santa Cruz
2003–2005 \$249,449

■ *"The Social Role of Children and Marriage in Low-Income White, African-American, and Puerto Rican Neighborhoods in Philadelphia: Analysis Phase"*

Kathryn Edin, Ph.D.

Northwestern University
2001–2003 \$67,993
2003 \$2,500

Improving Transitions

"Adolescence to Adulthood in Chicago Neighborhoods"

Sean F. Reardon, Ed.D.

William T. Grant Scholar
Pennsylvania State University
2002–2007 \$300,000

"Adolescence to Adulthood in Rural American Indian and Anglo Youth"

Elizabeth J. Costello, Ph.D.

Duke University
Carol M. Worthman, Ph.D.
Emory University
2002–2005 \$555,434

"Adolescent 'Homegirls,' Motherhood, and Gang Involvement"

Geoffrey P. Hunt, Ph.D.

The URSA Institute
2001–2004 \$522,872

"Black Identity, School Performance, and the Transition to Adulthood"

Carla O'Connor, Ph.D.

University of Michigan
2002–2005 \$323,404

"Developmental Risk in Native American Youth: The Nature of School Transition for Mental Health and Achievement Outcomes"

Denise L. Newman, Ph.D.

William T. Grant Scholar
Tulane University
2000–2005 \$290,000

"Disrupted Transitions from Adolescence to Adulthood: A Study of High School Dropouts"

Robert H. Aseltine, Ph.D.

University of Connecticut
1998–2003 \$195,636

"Expectations for Adolescence: Predictors of Parenting and Parent-Child Relationships During the Early Transition"

Christy Buchanan, Ph.D.

Wake Forest University
1999–2004 \$229,193

"Longitudinal Analysis of Efficacious Intellectual, Social, and Occupational Development"

Albert Bandura, Ph.D.

Stanford University
1997–2000 \$190,567
2000–2004 \$137,010

■ *"Next Steps After High School"*

Karl L. Alexander, Ph.D.

Doris R. Entwisle, Ph.D.
Johns Hopkins University
2003–2005 \$150,000

"Pathways to Desistance"

Edward Mulvey, Ph.D.

University of Pittsburgh
2002–2004 \$350,000

"Pathways to Romantic Unions"

Freya L. Sonenstein, Ph.D.

Joseph Pleck, Ph.D.
The Urban Institute
2001–2005 \$400,000

"Peer Victimization Across the Middle School Years: Context and Consequences"

Sandra Graham, Ph.D.

Jaana Juvonen, Ph.D.
University of California, Los Angeles
2001–2005 \$596,353

■ *"The Transition to Adulthood among Youths from Immigrant Families"*

Andrew Fuligni, Ph.D.

University of California, Los Angeles
2003–2005 \$265,031

"Turnover and Wage Growth in the Transition from School to Work"

Christopher Taber, Ph.D.

Northwestern University
2002–2004 \$61,878

Other

"Adolescent Health and Development"

Jane Ross, Ph.D.

National Academy of Sciences
2003–2004 \$375,000

"Antecedents, Correlates, and Consequences of Childhood Depression"

Karen Rudolph, Ph.D.

William T. Grant Scholar
University of Illinois, Urbana-Champaign
1998–2003 \$270,000

"The Body Electric (and Print):

Mass Media, Physical Identity, and Health"

Kristen Harrison, Ph.D.

William T. Grant Scholar

University of Illinois, Urbana-Champaign

2002–2007 \$300,000

■ *"Building Community and Public Support for Children's Policy: Lessons from the History of Social Movements for Children"*

Doug Imig, Ph.D.

University of Memphis

2003–2005 \$206,885

"Children's Emotional Competence: Pathways to Mental Health"

Susanne A. Denham, Ph.D.

George Mason University

2002–2006 \$300,000

■ *"Community and School-Based Social Network Closure as Predictors of Child Well-Being"*

Anne C. Fletcher, Ph.D.

Andrea G. Hunter, Ph.D.

University of North Carolina, Greensboro

2001–2003 \$343,058

2003–2004 \$170,555

■ *"Community Context and Adolescent Outcomes: Learning from Successful Teens in Disadvantaged Neighborhoods"*

Katherine S. Newman, Ph.D.

Harvard University

2003–2005 \$23,000

"Community Context and Child Development"

Beth E. Vanfossen, Ph.D.

Towson State University

2000–2004 \$120,512

"The Community Ecology of Family Influence on Child and Adolescent Development"

Deborah Gorman-Smith, Ph.D.

William T. Grant Scholar

University of Illinois, Chicago

1997–2003 \$260,000

"Consequences of Parental Divorce for Adolescents and Young Adults: A Genetically Informed Study"

Robert E. Emery, Ph.D.

Eric Turkheimer, Ph.D.

University of Virginia

2000–2004 \$394,772

"Consequences of Parental Job Loss for Adolescents' School Performance and Educational Attainment"

Ariel Kalil, Ph.D.

William T. Grant Scholar

University of Chicago

2002–2007 \$300,000

"Contributors and Threats to Adolescents' Sense of Positive Self-Worth"

Susan Harter, Ph.D.

University of Denver

2003–2005 \$299,385

"The Development of Citizenship"

Lonnie R. Sherrod, Ph.D.

Fordham University

2001–2004 \$100,000

"The Development of Depression in Adolescents"

Judy Garber, Ph.D.

Vanderbilt University

1996–2004 \$380,406

"Discourse and Action Around Social Conflict: Toward Urban Children's Use of Literacy for Peaceful Lives"

Colette Daiute, Ed.D.

Robert Selman, Ph.D.

City University Graduate Center

1997–2000 \$371,009

2000–2003 \$83,712

"Effects of High-Poverty Neighborhoods on Youth"

Jeffrey Kling, Ph.D.

National Bureau of Economic Research

2000–2003 \$500,000

"Family Structure and Child Development"

Rukmalie Jayakody, Ph.D.

William T. Grant Scholar

Pennsylvania State University

2000–2005 \$290,000

■ *"Fathers' Contributions to Adolescent Well-Being"*

Rebekah Levine Coley, Ph.D.

Boston College

2003–2006 \$180,690

"Fragile Families and Child Well-Being"

Irwin Garfinkel, Ph.D.

Columbia University

Sara S. McLanahan, Ph.D.

Princeton University

1998–2004 \$733,882

"Generations at Risk: A Follow-Up of the Children of Serious Female Offenders"

Peggy C. Giordano, Ph.D.

Bowling Green State University

2001–2004 \$553,347

"Home and School Factors Supporting Motivational and Academic Development in Low-Income Children"

Catherine E. Snow, Ph.D.

Harvard University

1999–2003 \$388,529

"The Impact of Stepfamilies on the Well-Being of Children"

Megan Sweeney, Ph.D.

William T. Grant Scholar

University of California, Los Angeles

2001–2006 \$300,000

■ *"The Impact of the World Trade Center Disaster on the Mental Health of Children"*

Gerry Fairbrother, Ph.D.

The New York Academy of Medicine

2003–2004 \$12,500

"Impact on Young Children of Witnessing Violent Events"

Marilyn Augustyn, M.D.

William T. Grant Scholar

Boston University Medical Center

1999–2004 \$280,000

"Income and Youth Development"

Gordon B. Dahl, Ph.D.

University of Rochester

Lance John Lochner, Ph.D.

University of Western Ontario

2002–2004 \$110,503

"Influences of Cumulative Poverty on Children's Cognitive Outcomes in Childhood and Early Adolescence"

Guang Guo, Ph.D.

William T. Grant Scholar

University of North Carolina, Chapel Hill

1996–2004 \$250,000

"Making 'Makin' It' Possible"

Elizabeth B. Moje, Ph.D.

William T. Grant Scholar

University of Michigan

2000–2005 \$290,000

■ *"Maternal Schooling and Child Development"*

Robert A. LeVine, Ph.D.

Sarah E. LeVine, Ph.D.

Harvard University

1996–1999 \$363,815

2000–2003 \$290,984

2003–2004 \$75,000

"One Hundred Families: Growing Up in Rural Poverty"

Gary W. Evans, Ph.D.

Cornell University

2002–2004 \$209,537

"The Orphans of Eritrea: Phases I, II, and III"

Peter H. Wolff, M.D.

Judge Baker Children's Center

1990–1993 \$56,140

1994–1995 \$35,776

1995–1998 \$73,504

1998–2000 \$58,878

2000–2003 \$111,298

"Pathways to Health among Young People"

Avshalom Caspi, Ph.D.

King's College London

2002–2005 \$288,686

"Patterns of Successful Fathering among Young Men"

M. Ann Easterbrooks, Ph.D.

Tufts University

2000–2003 \$225,510

"Peer Impacts on Behavior"

Jacquelynne Eccles, Ph.D.

University of Michigan

Greg J. Duncan, Ph.D.

Northwestern University

2002–2004 \$151,081

"A Proposal to Archive the Beginning School Study Data"

Karl L. Alexander, Ph.D.

Doris R. Entwisle, Ph.D.

Johns Hopkins University

2002–2004 \$121,904

"Religiosity and Resilience among Adolescents"

Lisa Jane Miller, Ph.D.

William T. Grant Scholar

Teachers College, Columbia University

1999–2004 \$280,000

■ *"Research Framework for Studying Youth Organizing"*

Vera Miao

Jewish Fund for Justice, Inc.

2003 \$25,000

"The Role of Adolescents' Risk and Benefit Judgments in Their Risk Taking Behavior"

Bonnie Halpern-Felsher, Ph.D.

Stephen L. Eyre, Ph.D.

University of California, San Francisco

2002–2005 \$302,350

"The Roles of Family, School, and Community Processes in Promoting Competence in Youth Living in Rural and Urban African-American Single-Parent Families"

Rex Forehand, Ph.D.

University of Georgia
1996–2005 \$687,154

"School Social Structure, School Connectedness, and Health-Related Behaviors"

Clea McNeely, Ph.D.

William T. Grant Scholar
University of Minnesota
2002–2007 \$300,000

"Social Context and Youth Competence: Assessing Pathways of Influence of Community Resources"

Lori Kowaleski-Jones, Ph.D.

University of Utah
Rachel E. Dunifon, Ph.D.
Cornell University
2002–2004 \$130,000

"The Socioeconomic Consequences of Teenage Child-Bearing: A Critical Re-appraisal and Empirical Re-examination"

Saul D. Hoffman, Ph.D.

University of Delaware
2000–2003 \$39,882

■ *"Socioeconomic Status, Stress, and Asthma in Childhood"*

Edith Chen, Ph.D.

William T. Grant Scholar
University of British Columbia
2003–2008 \$300,000

"STDs and American Youth"

Joan R. Cates, M.P.H.

University of North Carolina, Chapel Hill
2001–2004 \$357,623

"Stress and the Emergence of Psychological Symptoms among Low-Income Urban Youth"

Kathryn Grant, Ph.D.

William T. Grant Scholar
DePaul University
2000–2005 \$290,000

"Teens, Cyberspace, and STD Prevention"

Lisa Gilbert, Ph.D.

American Social Health Association
1999–2003 \$421,166

■ *"Three-City Study of Moving to Opportunity: Causal Mechanisms and the Next Generation"*

Susan J. Popkin, Ph.D.

Xavier de Souza Briggs, Ph.D.
The Urban Institute
2003–2005 \$350,000

"Trust in Adolescents: The Developmental Correlates of Civic Hope"

Constance Flanagan, Ph.D.

Pennsylvania State University
2001–2003 \$42,379

"Understanding Adolescent Violence: The Meaning and Construction of Violence among Inner-City Youth"

Howard Pinderhughes, Ph.D.

William T. Grant Scholar
University of California, San Francisco
1996–2003 \$250,000

"Understanding Early School Adjustment and Disruptive Behavior Disorder in High-Risk, Low-Income Children"

David Arnold, Ph.D.

William T. Grant Scholar
University of Massachusetts, Amherst
1998–2003 \$270,000

"Understanding the Sociobiologic Translation: Subjective Social Standing in Adolescents"

Elizabeth Goodman, M.D.

William T. Grant Scholar
Brandeis University
2001–2006 \$300,000

"Vulnerability and Competence among Suburban Youth: A Seven-Wave Longitudinal Study"

Suniya Luthar, Ph.D.

Teachers College, Columbia University
2001–2004 \$286,143

"Young Adult Survivors of Community Violence"

Grant N. Marshall, Ph.D.

RAND Corporation
1999–2004 \$346,887

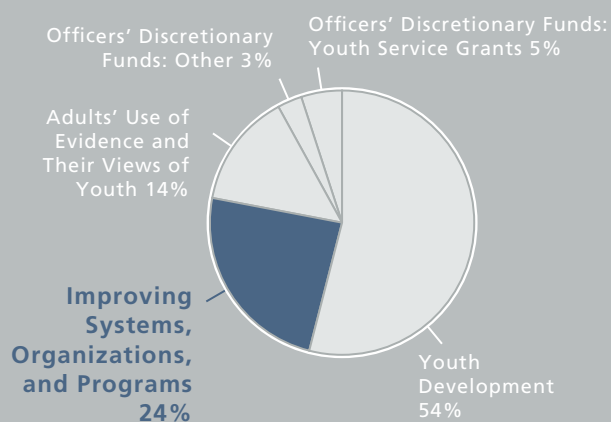
"Youth Development in Community Settings: Evidence, Measures, and Exemplary Practices"

James P. Connell, Ph.D.

Michelle A. Gambone, Ph.D.
Institute for Research and Reform in Education
1999–2000 \$170,463
2000–2001 \$25,000
2000–2003 \$245,783

Improving Systems, Organizations, and Programs

2003 Grants Awarded: Improving Systems, Organizations, and Programs



Base: \$11,862,316. Reflects grants made in 2003.

Impact of Laws and Public Policies on Organizations and Programs

"Capitated Managed Health Care, Service Costs, and Access for Youth"

Anne Libby, Ph.D.

William T. Grant Scholar

University of Colorado Health Sciences Center

2000–2005 \$290,000

Effects of Interventions to Improve Program and Organization Quality

■ *"Engaging Youth in Staff Training to Improve Program Quality"*

Cheryl S. Alexander, Ph.D.

Johns Hopkins University

2003–2004 \$75,000

■ *"Evaluating the Effectiveness of the School Success Profile (SSP) Intervention Package"*

Gary L. Bowen, Ph.D.

Natasha Bowen, Ph.D.

University of North Carolina, Chapel Hill

2003–2006 \$449,583

■ *"Increasing Young People's Participation and Engagement Through Whole-School Reform"*

Janet Quint, Ph.D.

Howard Bloom, Ph.D.

Pamela Morris, Ph.D.

MDRC

2003–2005 \$449,919

■ *"Maintenance Strategies for Homeless Youths' Reduction in HIV Risk Acts"*

Marguerita Lightfoot, Ph.D.

William T. Grant Scholar

University of California, Los Angeles

2003–2008 \$300,000

■ *"One Program, One Study at a Time: Building the Scientific Knowledge Base for After-School Programming"*

Rebecca Maynard, Ph.D.

Susan Goerlich Zief

University of Pennsylvania

2003–2004 \$72,000

"Youth Sport Social Systems"

Ronald E. Smith, Ph.D.

Frank L. Smoll, Ph.D.

University of Washington

2002–2007 \$483,387

Other

■ *"Assessing Juvenile Psychopathy: Developmental and Legal Implications"*

Elizabeth Cauffman, Ph.D.

University of Pittsburgh

Jennifer Skeem, Ph.D.

University of Nevada, Las Vegas

2001–2003 \$215,864

2002–2003 \$63,795

2003–2005 \$404,455

■ *"Building Capacity for Evaluating Group-Level Interventions"*

Stephen W. Raudenbush, Ed.D.

University of Michigan

Howard Bloom, Ph.D.

MDRC

2003–2004 \$250,000

■ Denotes that all or a portion of grant is new in 2003.

"Enhancing Infrastructure to Support the Interdisciplinary Study of Adolescence and Youth"

Katherine S. Newman, Ph.D.
Harvard University
2000–2004 \$499,095

■ *"Executive Session on Deviant Social Contagion"*

Kenneth Dodge, Ph.D.
Mary Gifford-Smith, Ph.D.
Duke University
Thomas J. Dishion, Ph.D.
University of Oregon
Joan McCord, Ph.D.
Temple University
2003–2004 \$215,959

"The Forum on Children and Families: Linking Research and Policy to Improve Conditions for Children in New York City and State"

Sheila Smith, Ph.D.
LaRue Allen, Ph.D.
New York University
1998–1999 \$150,000
1999–2003 \$167,562

"Forum on Systems Change for Improving Youth Outcomes"

Karen Fulbright-Anderson, Ph.D.
Anne C. Kubisch
Aspen Institute
2002–2004 \$120,000

■ *"Mapping of Data: Inventory of Youth Programs in Chicago"*

Robert J. Chaskin, Ph.D.
University of Chicago
2003–2004 \$24,438

"Moving the Dial: How Youth Organizations and Programs Improve"

Karen J. Pittman
Impact Strategies, Inc.
2002–2003 \$100,000

"National Norms for the Massachusetts Youth Screening Instrument-Second Version"

Thomas Grisso, Ph.D.
University of Massachusetts Medical School
2002–2004 \$244,536

■ *"Plainfield High School: Evolving American Culture"*

Joy G. Dryfoos, Ph.D.
Public Education Network
2003–2004 \$25,000

"Preparing a Diverse Pool of Young Leaders for Public Service"

Susan Schwab, Ph.D.
The Public Policy and International Affairs Program
2002–2004 \$200,000

■ *"Putting Children First: Fellowship Training Program in Child and Family Policy"*

Jeanne Brooks-Gunn, Ph.D.
Teachers College, Columbia University
1994–1998 \$253,199
1998–2002 \$219,162
2001–2002 \$25,000
2003–2004 \$115,000

■ *"The Q Factor: Quality in After-School Programs"*

Della M. Hughes
Institute for Just Communities
2003–2004 \$25,000

"Special Initiative: 'Visiting Scholar' "

Peter L. Benson, Ph.D.
Search Institute
2000–2003 \$400,5000

■ *"William T. Grant Foundation Youth Development Prize"*

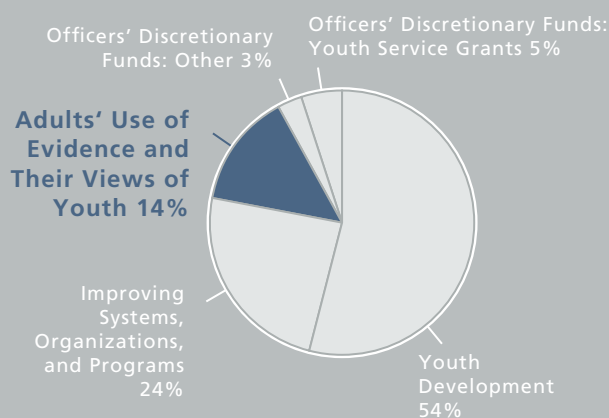
Ira Harkavy, Ph.D.
University of Pennsylvania
Joseph Blake
West Philadelphia Partnership
Janet Samuels
School District of Philadelphia
2003–2004 \$100,000

■ *"The Youth Program Quality Assessment"*

Charles Hohmann, Ph.D.
High/Scope Educational Research Foundation
2001–2002 \$120,573
2003–2005 \$389,570

Adults' Use of Evidence and Their Views of Youth

2003 Grants Awarded: Adults' Use of Evidence and Their Views of Youth



Base: \$11,862,316. Reflects grants made in 2003.

Use of Evidence in Policy and Practice

"Adolescents in the 21st Century: Dissemination Campaign"

Reed Larson, Ph.D.

University of Illinois, Urbana-Champaign

1998–2001 \$73,272

2001–2004 \$77,007

■ "Advancing Evidence-Based Reforms in Social Programs Affecting American Youth"

Jon Baron, J.D.

The Council for Excellence in Government

2003–2004 \$100,000

■ "Congressional Fellowship Program"

John W. Hagen, Ph.D.

Lauren G. Fasig, J.D., Ph.D.

Society for Research in Child Development

2000–2004 \$584,400

2003–2006 \$338,083

■ "The Evaluation Exchange: Evaluating and Improving the Quality of After-School Programs for Youth"

Heather Weiss, Ph.D.

Harvard University

2003–2004 \$50,000

■ "Key Policymaker Education Project"

Sanford A. Newman, J.D.

Fight Crime: Invest in Kids

Action Against Crime and Violence Education Fund

2003–2004 \$200,000

■ "Lessons, Links, and Levers: Bridging Research, Policy, and Practice in the Allied Youth Fields"

Karen J. Pittman

Nicole Yohalem

Impact Strategies, Inc.

2001–2003 \$350,000

2003–2004 \$200,000

■ "News Coverage of Youth on NPR's Newsmagazines"

Kelly McKane

National Public Radio

2001–2003 \$250,000

2003–2005 \$250,000

"Prime Time Teens: Perspectives on the New Youth-Media Environment"

Hubert Jessup

Mediascope

Corporation for Advancement of Social Issues in the Media, Inc.

2001–2003 \$426,149

■ "Raising the Visibility of After-School Programs"

Michael Petit

Every Child Matters Education Fund

2003–2004 \$200,000

"Special Issue on 'America's Youth, America's Future'"

Robert Kuttner

The American Prospect

2003 \$100,000

"A Strategy to Disseminate Child Development Research Findings"

Sanford A. Newman, J.D.

Fight Crime: Invest in Kids

Action Against Crime and Violence Education Fund

1998–1999 \$260,000

1999–2000 \$250,000

2000–2001 \$200,000

2002–2003 \$150,000

"Strengthen 'Youth Today' Reporting Capabilities"

William Treanor

American Youth Work Center

2003–2004 \$200,000

■ Denotes that all or a portion of grant is new in 2003.

■ *“Synthesizing the Evidence Base for Effective Dissemination and Implementation of Evidence-Based Programs”*

Dean Fixsen, Ph.D.

Robert M. Friedman, Ph.D.

Karen A. Blase, Ph.D.

University of South Florida Research Foundation

2003–2004 \$165,985

■ *“Web-Based Information about Children and Families: Helping Parents Find What They Need”*

Fred Rothbaum, Ph.D.

Tufts University

2001–2003 \$336,683

2003–2004 \$117,517

Other Grants (Not Categorized)

“Parent Perception of Infant Intentionality”

J. Steven Reznick, Ph.D.

University of North Carolina, Chapel Hill

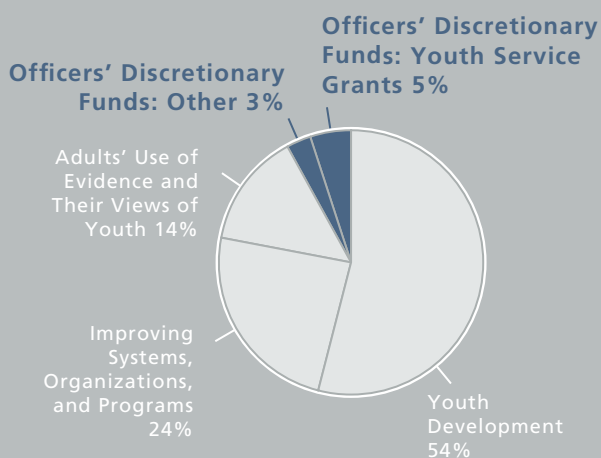
1996–2003

\$321,787

Officers' Discretionary Grants

A number of small grants are awarded each year, at the discretion of the Officers, to support projects within the program areas of the Foundation. Of these, approximately sixty-six percent are Youth Service Grants given to organizations and institutions serving young people in the Tri-State region of New York, New Jersey, and Connecticut. The remaining discretionary awards are a flexible mechanism for supporting modest research and communications activities that are consistent with our mission. We particularly seek innovative work that may lead to more substantial projects.

2003 Grants Awarded: Officers' Discretionary Grants



Base: \$11,862,316. Reflects grants made in 2003.

Youth Service Grants—2003

Achilles Track Club, Inc.

New York, New York
\$7,000 for "Distance Running, Walking, and Wheeling for Disadvantaged Public School Children with Disabilities"

Almada Lodge – Times Farm Camp Corporation

Andover, Connecticut
\$5,000 for "Channel 3 Kids Camp Summer Overnight Program"

Alvin Ailey Dance Foundation, Inc.

New York, New York
\$5,000 for "AileyCamp"

America Scores

New York, New York
\$7,000 for "New York Scores"

American Red Cross in Greater New York

New York, New York
\$5,000 for "Youth Service Program"

American Red Cross of Central New Jersey

Princeton, New Jersey
\$5,000 for "Youth Services"

ARISE Child and Family Service, Inc.

Syracuse, New York
\$4,000 for "Supporting Transitions for At-Risk Students (STARS)"

Arthur Ashe Institute for Urban Health, Inc.

Brooklyn, New York
\$5,000 for "Health Science Academy"

Ballet Tech Foundation, Inc.

New York, New York
\$3,000 for "After-School Program"

Big Brothers/Big Sisters of Long Island, Inc.

Levittown, New York
\$3,000 for "School-Based Mentoring Program"

Big Brothers/Big Sisters of New York City, Inc.

New York, New York
\$5,000 for "Model Programs for Mentoring"

Big Brothers/Big Sisters of Ocean County, Inc.

Lakewood, New Jersey
\$5,000 for "The High School Bigs"

Binding Together, Inc.

New York, New York
\$6,000 for "Preferred Images Training Program"

Boys & Girls Club of Syracuse

Syracuse, New York
\$5,000 for "Power Up! Technology Centers"

Brainstorm After-School, Inc.

New York, New York
\$5,000 for General Support

The Brooklyn Academy of Music, Inc.

Brooklyn, New York
\$4,000 for "Brooklyn Reads"

Brooklyn Bureau of Community Service

Brooklyn, New York
\$5,000 for "Family Centered Tutorial Project"

Brooklyn Women's Martial Arts

Brooklyn, New York
\$5,000 for "Children's Empowerment Project and Teen Women's Initiative"

Brooklyn Youth Chorus, Inc.

Brooklyn, New York
\$7,500 for "Choral Music Education and Performance Program"

The Brotherhood/Sister Sol, Inc.

New York, New York
\$7,500 for "Brotherhood/Sister Sol Development Program"

Central Connecticut Coast Young Men's Christian Association, Inc.

New Haven, Connecticut
\$5,000 for General Support

Chautauqua County Council on Alcoholism, Inc.

Jamestown, New York
\$4,000 for "Peer Role Players"

Children's Hospital Foundation at WCMC, Inc.

Valhalla, New York
\$2,500 for "Youth Leadership Council"

The Citizen's Advice Bureau, Inc.

Bronx, New York
\$5,000 for "Project Achieve"

Citizens Committee for New York City, Inc.

New York, New York
\$5,000 for "Newcomers Youth Organizing Program"

Claremont Neighborhood Centers, Inc.

Bronx, New York
\$5,000 for "Educational Learning Center"

Coalition for Hispanic Family Services

Brooklyn, New York
\$5,000 for "Arts and Literacy After-School and Summer Program"

Common Cause Education Fund

New York, New York
\$5,000 for "Youth Cause"

Community Solutions, Inc.

New York, New York
\$5,000 for "Generation X-cel After-School Program"

Community Works

New York, New York
\$5,000 for "Joining Forces"

Connecticut Historical Society

Hartford, Connecticut
\$5,000 for "We're Making Connecticut History"

Cooper Union for the Advancement of Science and Art

New York, New York
\$5,000 for "Saturday Outreach Program"

Council on the Environment, Inc.

New York, New York
\$4,000 for "Training Student Organizers"

Covenant House

New York, New York
\$7,000 for "Community Resource Center Computer Labs"

Creative Alternatives of New York, Inc.

New York, New York
\$4,000 for "Therapeutic Theater Groups for Emotionally Disturbed Children and Adolescents"

Crossroads School Parents Association

New York, New York
\$7,500 for "Roads to Learning"

East Rochester Youth Activity Center

East Rochester, New York
\$4,000 for General Support

Educational Alliance, Inc.

New York, New York
\$5,000 for "School-Based Mental Health Program"

ENACT, Inc.

New York, New York
\$5,000 for General Support

The Eyebeam Atelier, Inc.

Brooklyn, New York
\$4,000 for "Education Programs"

Family & Children's Agency, Inc.

Norwalk, Connecticut
\$6,000 for "Project Friendship"

Family Centers, Inc.

Greenwich, Connecticut
\$3,000 for "Donde esta mi hogar (Where is my home?):
A Circle of Cultural Safety"

Family ReEntry, Inc.

Norwalk, Connecticut
\$8,000 for "Bridging the Gap in Services for Youthful Offenders in the Adult Criminal Justice System"

Friends of the Family Academy, Inc.

New York, New York
\$8,000 for "Health and Family Services Program"

Fund for the City of New York

New York, New York
\$5,000 for "Community Youth Employment Program"

The Fund for Public Schools, Inc.

New York, New York
\$3,000 for "After-School Writing Workshops"

Girls Incorporated of New York City
 New York, New York
 \$7,500 for "Central Park East Secondary School Program"

Girls Incorporated of the Greater Capital Region
 Schenectady, New York
 \$5,000 for "Computer Lab and Literacy Project"

Girl Scouts of Camden County, NJ, Inc.
 Cherry Hill, New Jersey
 \$6,000 for "Ready, Set, Grow!"

Glassboro Child Development Centers
 Glassboro, New Jersey
 \$2,000 for "Glassboro Youth Development Programs"

Global Kids, Inc.
 New York, New York
 \$5,000 for "The Power of Citizenry Leadership Program"

Groove With Me, Inc.
 New York, New York
 \$5,000 for General Support

Groundswell Community Mural Project
 Brooklyn, New York
 \$3,000 for "Teen Empowerment Mural Apprenticeship"

The Guidance Center, Inc.
 New Rochelle, New York
 \$5,000 for "The Village Youth Team"

Harlem Center for Education, Inc.
 New York, New York
 \$6,000 for "Future Techies Project"

Harlem Educational Activities Fund, Inc.
 New York, New York
 \$4,000 for "Service Learning and Community Service Initiatives"

Healthy Capital District Global Challenge
 Albany, New York
 \$5,000 for "Global Challenge Tour 2003"

Historic Hudson Valley
 Tarrytown, New York
 \$3,000 for "Out of School Time Program"

HiTOPS
 Princeton, New Jersey
 \$6,000 for "Health Interested Teens' Own Program on Sexuality"

I Have a Dream Foundation, New York
 Long Island City, New York
 \$4,000 for "Opening Doors Initiative"

In the Spirit of the Children, Inc.
 New York, New York
 \$5,000 for "Youth Transition Empowerment Program"

Institute for Labor and the Community, Inc.
 New York, New York
 \$5,000 for "The Girls Project"

Interactive Drama for Education and Awareness in the Schools, Inc. (IDEAS)
 Brooklyn, New York
 \$5,000 for "IDEAS Socio-Drama"

International Youth Leadership Institute, Inc.
 New York, New York
 \$5,000 for General Support

Jacob Burns Film Center, Inc.
 Pleasantville, New York
 \$5,000 for "Visual Literacy and Educational Outreach Programs"

Jazz at Lincoln Center, Inc.
 New York, New York
 \$5,000 for " 'Jazz for Young People' Concerts and 'Jazz in the Schools' Tours"

Knowledge iTrust, Inc.
 Darien, Connecticut
 \$5,000 for "Peace Diaries"

Leadership, Education, and Athletics in Partnership, Inc.
 New Haven, Connecticut
 \$5,000 for General Support

Learning Leaders, Inc.
 New York, New York
 \$5,000 for "Middle School Initiative"

Litchfield Performing Arts, Inc.
 Litchfield, Connecticut
 \$5,000 for "Project Dance Live!"

Multicultural Music Group, Inc.
 Bronx, New York
 \$5,000 for "Symphonic Youth Program"

National Foundation for Facial Reconstruction
 New York, New York
 \$3,000 for "Newman Psychosocial Program"

Nature Conservancy, Inc.
 New York, New York
 \$5,000 for "Internship Program for City Youth"

Neighborhood Initiatives Development Corporation
 Bronx, New York
 \$3,000 for "Teen Job Readiness and Training Program"

New Jersey SEEDS, Inc.

Newark, New Jersey
\$3,000 for "Core Program"

The New York Academy of Medicine

New York, New York
\$2,500 for "Junior Fellows Program"

New York Association for New Americans, Inc.

New York, New York
\$5,000 for "Youth Employment Initiative"

New York Botanical Garden

Bronx, New York
\$5,000 for "High School Intern Explainer Program"

New York Foundation for the Arts, Inc.

New York, New York
\$7,500 for "Developing Artist Theater Company"

New York Giants Youth Baseball, Inc.

New York, New York
\$2,000 for "First Chances: Preparing for College, Preparing for Life"

New York Hall of Science

Corona, New York
\$5,000 for "Science Career Ladder and After-School Science Clubs"

New York Mission Society

New York, New York
\$5,000 for "Youth Programming at Minisink Townhouse
Community Center"

The New York Society for the Prevention of Cruelty to Children

New York, New York
\$5,000 for "Child Empowerment Program"

New York University

New York, New York
\$5,000 for "Creative Arts Team Youth and
Junior Youth Theatre Programs"

Northeast Community Council, Inc.

Millerton, New York
\$5,000 for "Youth Enrichment Program"

NPower NY

New York, New York
\$4,000 for "Technology Service Corps"

On Point for College, Inc.

Syracuse, New York
\$5,000 for General Support

Our Lady of Lourdes Health Foundation

Camden, New Jersey
\$4,000 for "The Bridge"

Partnership with Children, Inc.

New York, New York
\$5,000 for "The Life Steps Group Program"

Passage Theatre Company

Trenton, New Jersey
\$5,000 for "State Street Project"

Playing To Win, Inc.

New York, New York
\$5,000 for "Playing2Win"

Prospect Park Alliance

Brooklyn, New York
\$5,000 for "Youth Programs"

Queens Library Foundation, Inc.

Jamaica, New York
\$4,000 for "Latchkey Enrichment Program"

Queens Museum of Art

Queens, New York
\$5,000 for "Teen Docent Program"

The Research Foundation of State University of New York

Albany, New York
\$5,000 for "Science Research in the High Schools"

Resurrection School

New York, New York
\$4,800 for "Accelerated Reader"

Reverend Linnette C. Williamson Memorial Park Association, Inc.

New York, New York
\$5,000 for "Art and the Gardens Summer Youth Program"

Scan New York Volunteer Parent Aides Association

New York, New York
\$5,000 for "Peer Leadership Program"

Schenectady Inner City Ministry

Schenectady, New York
\$5,000 for "Children of Our Community Open to Achievement
(C.O.C.O.A.) House"

The School for Ethical Education, Inc.

Milford, Connecticut
\$5,000 for "Youth: Ethics in Service (YES)"

Settlement College Readiness Program

New York, New York
\$6,000 for "Science and Technology Entry Program (STEP)"

Sister Outsider

Brooklyn, New York
\$5,000 for General Support

Solar Youth, Inc.

New Haven, Connecticut
\$6,000 for "Kids Explore! Kids Do! Kids Teach!"

SoundWaters, Inc.

Stamford, Connecticut
\$5,000 for "Urban Ecology Project"

South Bronx Educational Foundation, Inc.

Bronx, New York
\$5,000 for "Leadership, Achievement, and Technical Programs"

Southern Queens Park Association, Inc.

Jamaica, New York
\$5,000 for "Cisco Networking Academy"

Sports and Arts in Schools Foundation

Long Island City, New York
\$3,000 for "Academics and Sports Summer Camp"

St. Christopher-Ottilie, Inc., Center for Family Life in Sunset Park

Brooklyn, New York
\$3,000 for General Support

Staten Island Children's Museum

Staten Island, New York
\$5,000 for "Keen Teen Internship Program"

StreetSquash, Inc.

New York, New York
\$6,000 for "Academics Program for High School and Middle School"

Summer Search Foundation

New York, New York
\$5,000 for General Support

The TEAK Fellowship

New York, New York
\$6,000 for General Support

The Times Square Group, Inc.

New York, New York
\$5,000 for "Creative Teens Program"

The TORCH Program, Inc.

New York, New York
\$4,000 for General Support

Trail Blazer Camps

New York, New York
\$5,000 for "The Mentor Program"

Urban Justice Center

New York, New York
\$5,000 for "The Peter Cicchino Youth Project"

Vocational Foundation, Inc.

Brooklyn, New York
\$7,500 for "The Moving Up Program"

The Westchester Chamber Orchestra, Inc.

New Rochelle, New York
\$5,000 for "Annual Composers of the Future Program for Disadvantaged Children"

Westhab, Inc.

Elmsford, New York
\$5,000 for "Transitional Living Program"

Women's Prison Association and Home

New York, New York
\$7,500 for "Youth Services Program"

The Wooster Group, Inc.

New York, New York
\$3,000 for "Garage Works"

Y-US, Inc.

Hartford, Connecticut
\$2,500 for "Better Horizons"

The Young Women's Leadership Foundation

New York, New York
\$5,000 for "CollegeBound"

Youth Communication/New York Center

New York, New York
\$5,000 for "Healthier Foster Care Teens"

Youth Counseling League, Inc.

New York, New York
\$5,000 for "Career Counseling Program"

Youth Ministries for Peace and Justice, Inc.

Bronx, New York
\$8,000 for "Arts for Activism and Education for Liberation"

Youth Service League, Inc.

Brooklyn, New York
\$2,500 for General Support

Other Officers' Discretionary Grants—2003

"Conference on Emerging Adulthood"

Jeffrey Arnett, Ph.D.
University of Maryland
\$4,000

"Improving Non-Profit Program Director Performance"

Molly Baldwin
Roca, Inc.
\$25,000

"2003 National HIV Prevention Conference"

Frank Beadle dePalomo
Academy for Educational Development
\$5,000

"Middle Childhood Conference"

Jacquelynne Eccles, Ph.D.
University of Michigan
\$25,000

"New York City Developmental Assets Task Force"

Paula Gavin
Young Men's Christian Association of Greater New York
\$20,000

"Millennium Fellows Program"

John W. Hagen, Ph.D.
Society for Research in Child Development
\$20,000

"Institute of Education Sciences"

Norman Hall
United States Department of Education
\$10,000

"'Plus Side' Community Youth Indicators Project"

Clifford M. Johnson
National League of Cities Institute, Inc.
\$25,000

"SIECUS Report: 'Young People Talk about Sexual Health, Education, and Rights' "

Tamara Kreinin
Sexuality Information and Education Council of the United States
(SIECUS)
\$15,000

"Reproductive Rights Project"

Donna Lieberman
New York Civil Liberties Union Foundation
\$25,000

"Reconnecting Out of School Youth: A Framework for Strategic Action"

Hillary Pennington
Jobs for the Future, Inc.
\$25,000

"National Mentoring Partnership"

Jean Rhodes, Ph.D.
University of Massachusetts, Boston
\$15,000

"Third Annual Cross-University Collaborative Mentoring Conference"

Lonnie Sherrod, Ph.D.
Fordham University
\$5,500

"Campaign for Young Voters"

David E. Skaggs
The Council for Excellence in Government
\$15,000

"Academy for Transformation"

Dorothy Stoneman
YouthBuild USA, Inc.
\$15,000

"High School Theater Critics and Awards Program"

Bill Strauss
The Cappies, Inc.
\$15,000

"Intermediary Network Spring Institute"

Steve Trippe
New Ways to Work, Inc.
\$25,000

"Prevention and Youth Development in After-School Programs"

Jack Tweedie
National Conference of State Legislatures
\$25,000

"Collaborative Fund for Youth-Led Social Change"

Marie C. Wilson
Ms. Foundation for Women, Inc.
\$5,000

Reviewers: 2003

In order to maintain the integrity and high quality of our grantmaking, we rely on the reviews and advice of a select group of scholars, policymakers, practitioners, and others who are expert and active in a wide range of disciplines and roles. We thank the following people who

served the Foundation as a peer reviewer during 2003. Their input ensures that the grants that we fund meet the highest standards of scientific inquiry and will serve to advance both theory and practice.

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James Youniss
Hanh Cao Yu



The size of the Foundation's endowment is the **key factor** in determining our **operating budget** and thus greatly influences the size of our grantmaking.... We **strive to maintain** and even increase **our giving levels** without endangering our endowment, and we have **consistently achieved this goal.**

Our New Environment

Last year I wrote on these pages that the stock market “has not been kind to anyone of late...” Well, that bear market is currently in hibernation, having been replaced with a kinder, gentler bull market. Performance-wise, the portfolio returned 26% in 2003. This exceeds our plan benchmark of 23%, and we expect similar stellar results in 2004. The portfolio’s value for the 36 months ending December 2003 is depicted in Figure 1, and Figure 2 shows the endowment value in both real (correcting for inflation) and nominal (ignoring inflation) dollars from 1979 to the present.

This year’s performance was undoubtedly due to the pickup in the domestic economy, which gained momentum during the second half of 2003. However, I would be remiss not to acknowledge that the performance benefited from the ongoing and active oversight of our portfolio by the Board’s Finance Committee, ably chaired in 2003 by Thomas Barry and, upon his “retirement,” by Hank Gooss. After tweaking our asset allocation model last year, the Committee has focused on rebalancing the portfolio—making fine-tuned adjustments within the asset allocation model, and making investment management changes when appropriate. We took these actions to adjust to market conditions and poor fund performance, and in some cases to reflect confidence or lack thereof in changes to investment management firms’ strategies and/or personnel. Over the last 18 months, we have initiated 11 manager changes, involving 18 funds. Such ongoing monitoring and adjustments are crucial for optimizing the performance of our portfolio.

The size of the Foundation’s endowment is the key factor in determining our operating budget and thus greatly influences the size of our grantmaking. Although IRS guidelines for foundations require a 5% payout of

Figure 1: William T. Grant Foundation
Total Assets by Month

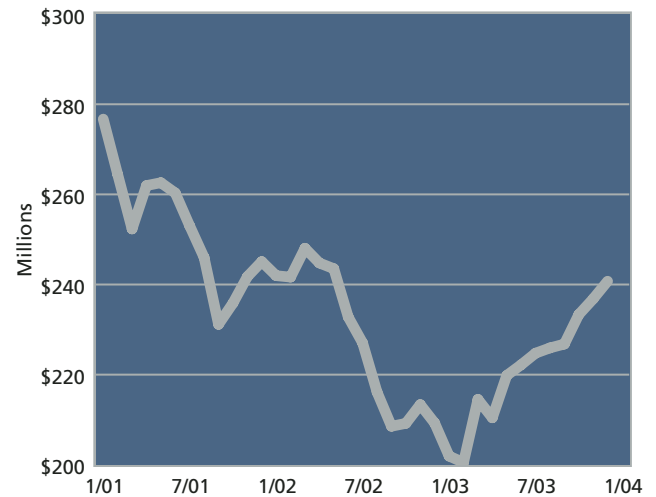


Figure 2: William T. Grant Endowment
Current versus Constant Value

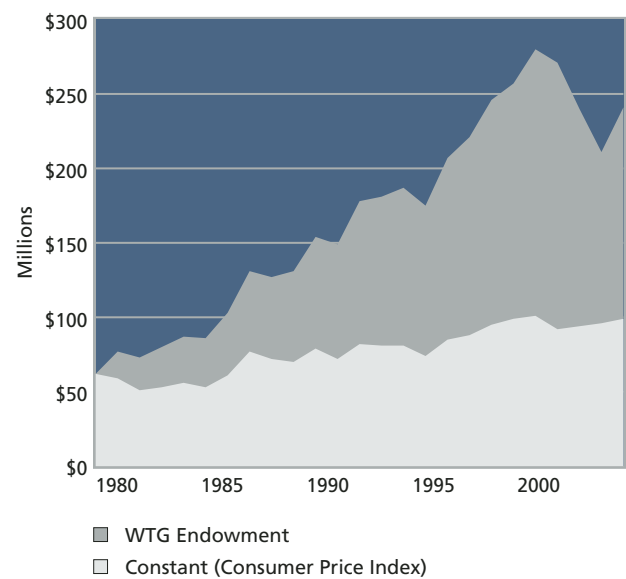
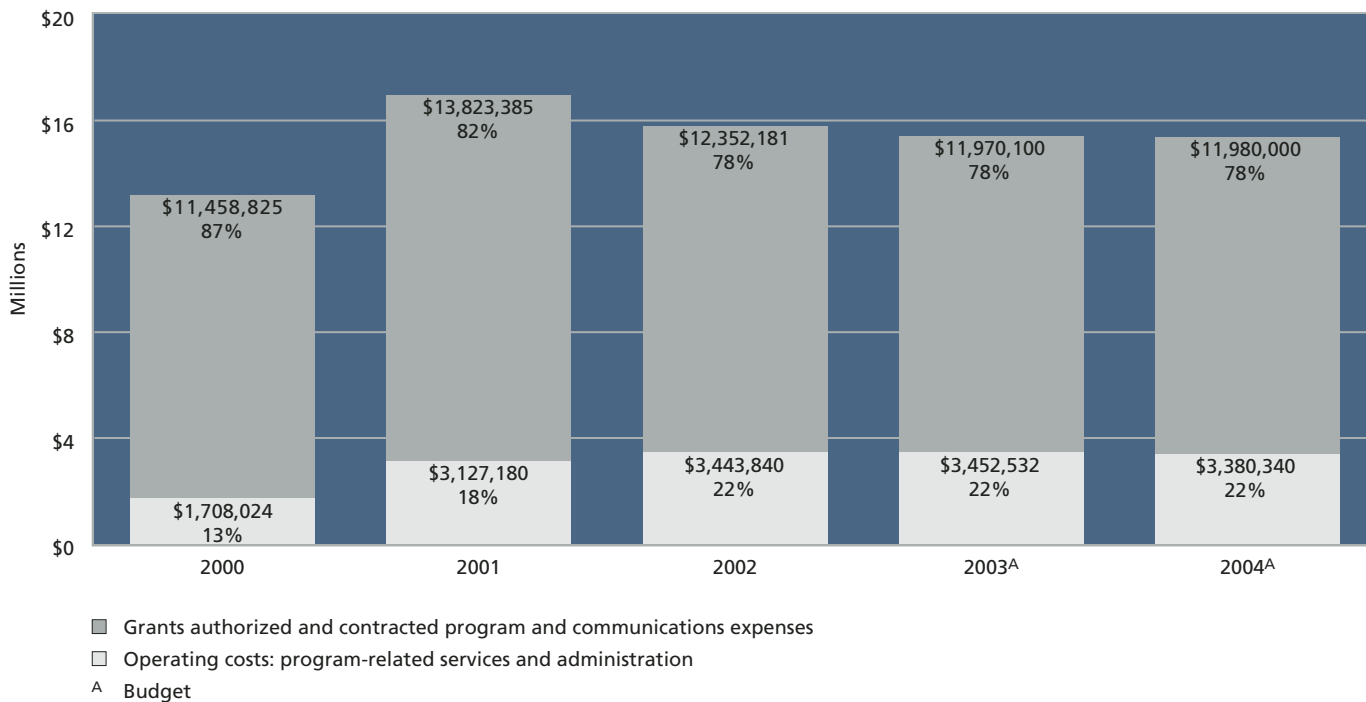


Figure 3: Annual Spending Ratios (Less taxes and investments)



average total assets over a trailing 36-month period, we continue to exceed this benchmark. (Payout includes payments for grants and operating expenses, excluding investment fees and taxes.) Our operating budget as a percentage of the average total assets for the years 2000–2003 (which include some tough times) have been at a minimum level of 6.5%, and in fact is 7.1% for the 2004 Board-approved budget. It is worth noting that the 2004 budget maintains its grantmaking level from 2003, while operating costs (excluding taxes and investment fees) have been slightly reduced (see Figure 3).

You may have already heard about the CARE Act/H.R. 7, proposed charitable giving legislation that is currently stalled in Congress but expected to be acted upon during the second session of the 108th Congress in January 2004, making it effective in 2005 if passed. While much of this bill affects individuals, a key part of it would directly affect foundations and grantmaking levels. There is proposed language that would exclude

most administrative expenses (salaries, benefits, rent, etc.) from counting toward the current 5% payout requirement. While notables such as Eliot Spitzer, New York State Attorney General, oppose the bill as drafted, many (including Mr. Spitzer) do favor some regulations or “capping” of administrative expenses that count toward payout. We at the Foundation are monitoring this situation, but are confident that the bill as drafted (or drafted with proposed changes) would have minimal or no effect on either our operation or grantmaking levels. Data show that in recent years we have awarded grants in an amount that equals or exceeds a 5% payout—without counting administrative expenses that the proposed legislation would disregard in the calculation.

Primarily as a result of the corporate scandals of 2002 and 2003, Congress enacted a law referred to as the Sarbanes-Oxley Act (SOA) of 2002, which sets forth various requirements (such as audit committees and financial certifications) for publicly traded companies.

In early 2003, the New York State Attorney General's Charities Bureau proposed similar legislation (New York Senate Bill 4836A) that would affect non-profit institutions in New York State. In many ways, the provisions of Bill 4836A are more stringent than those of the SOA. Specifically, if the legislation is passed, officers of private foundations would be required to sign their organization's annual report and verify that financial information contained therein "fairly presents" the financial condition of the organization. Other provisions of the law mandating an Audit Committee (as well as specifics related to its composition), require the filing of annual reports, limit types of transactions involving directors and officers, and include notification requirements concerning indemnification by a court. Generally, the state's non-profit community has embraced the proposed legislation. Our foundation already has a committee (Audit, Budget, and Benefits) concerned with audit issues, and in my opinion we are currently in compliance with nearly all of the proposed requirements, save some details that could be implemented easily. That said, I think such requirements are long overdue, would clarify and strengthen accountability, and help stem the negative news involving a small number of unscrupulous individuals who have, unfortunately, been associated with foundations and other non-profit entities.

The Foundation primarily exists to award grants to people and organizations conducting meaningful research and operating the wonderful and often innovative programs that further our mission to "help young people reach their full potential." We strive to maintain and even increase our giving levels without endangering our endowment, and we have consistently achieved this goal through productivity gains, smart hiring, and, more recently, the introduction and use of enhanced technology. For instance, in 2004 we will be implementing new grants management and financial management systems as well as upgrading our website. More importantly, the two systems and the website will be integrat-

ed, allowing greater functionality and productivity to internal and external (applicants, reviewers, grantees) users alike. None of this would be possible without the dedicated staff and management that the Foundation has assembled, or the attention, guidance, and support supplied by its Board of Trustees.



Lawrence ("Larry") D. Moreland, M.B.A.

January 2004



Lawrence D. Moreland is the William T. Grant Foundation's Vice President for Finance and Administration. He oversees all of the Foundation's financial and administrative processes, including the budget, accounting, and audit activities and oversight of investments of the Foundation's endowment, as well as human resources, office operations, and technology systems. Prior to joining the Foundation in November 2001, he served as Chief Financial Officer at Planned Parenthood Federation of America, Inc. (PPFA) where he directed the accounting, investment, budgeting, and cash management functions of this national organization. He serves as Board Treasurer of the Association of Black Foundation Executives (ABFE), is a member of the Finance and Audit Committee of the New York Region Association of Grantmakers (NYRAG), and sits on the Operations Committee for the 2004 and 2005 annual conferences of the Council on Foundations.

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Seated, left to right: Gary Walker, Robert Boruch, Kenneth Rolland, Paula Allen-Meares. Standing, left to right: J. Lawrence Aber, Henry Gooss, Robert Granger, Russell Pennoyer, Ronald Feldman. Not pictured: Kathleen Hall Jamieson, Bridget Macaskill

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Professor, Department of Psychiatry
University of California, Los Angeles

Brian L. Wilcox, Ph.D.

Director, Center for Children, Families, and the Law
Professor of Psychology
University of Nebraska, Lincoln



Seated, left to right: Brian Wilcox, Linda Rosano, Brenda Tilles, Nancy Rivera-Torres, Julie Wong. Standing, left to right: Shannon Flasch, James Lui, Irene Mohamed, Sharon Brewster, Lawrence Gianinno, Robert Granger, Lawrence Moreland, Edward Seidman, Thomas Weisner, Joseph Ferra, Susan Teitz, Betsy Valdes-Cabrera. Not pictured: Gabrielle Diharce, Irene Lopez, Yumi Matsui, Ruth Nolan

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Through November 2003

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Through October 2003

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President
Through June 2003

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Grants Coordinator, William T. Grant Scholars Program
Through September 2003

Erin O'Neil

Executive Assistant, Strategic Communications
Through November 2003

Joseph Shahadi

Receptionist/Administrative Assistant
Through June 2003

Betsy Valdes-Cabrera

Receptionist/Administrative Assistant
Through December 2003

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The Brooklyn Youth Chorus Academy, founded in 1992, serves more than 250 girls and boys in a performance-based music education program. In addition to its performing ensembles, the Academy offers elective music classes and private lessons. Membership is by audition and is open to girls and boys grades 2–12. The advanced Concert Chorus has performed with many of the world's top orchestras and performing artists. For more information, please visit www.brooklynouthchorus.org.

The Creative Arts Team was founded over 29 years ago to encourage the use of the dramatic arts as a tool for educational and social development. Initiated in 1995, its Youth Theatre program serves New York City junior and senior high school students. Students meet weekly in a forum that allows them to express ideas and concerns. Working with a trained staff, the young people conceptualize, write, and rehearse a full-length play, which is then performed as a full production. For more information, please visit www.nyu.edu/gallatin/creativearts.

Figure Skating in Harlem was founded in 1997 to provide educational, cultural, and athletic opportunities for girls in the Harlem community of New York City. It combines training in the discipline and art of figure skating with a range of other services such as homework help, internship opportunities, and counseling, among others. Please visit www.figureskatinginharlem.org for more information.



WILLIAM T. GRANT FOUNDATION

570 Lexington Avenue
18th Floor
New York, New York 10022-6837
212.752.0071
info@wtgrantfdn.org

www.wtgrantfoundation.org