



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



WILLIAM T. GRANT SCHOLARS PROGRAM

APPLICATION GUIDE

Application Deadline July 3, 2012

Announcement of Awards March 2013



Supporting Researchers,
Facilitating Mentorships,
Expanding Expertise

WILLIAM T. GRANT SCHOLARS PROGRAM

The William T. Grant Scholars Program supports the professional development of early-career researchers in the social, behavioral, and health sciences. The goal is to help Scholars tackle important questions that will advance theory, policy, and practice for youth and to do so with an expanded array of expertise that includes different methods, disciplinary perspectives, and content knowledge.

Potential Scholars should have a promising track record of conducting high-quality research, but want to pursue a qualitative shift in their trajectory as researchers. We recognize that early-career researchers often have few supports and incentives to take measured risks. So, applicants are asked to identify areas in which they want to develop their capabilities and propose five-year research and mentoring plans to facilitate that expansion.

CURRENT RESEARCH INTERESTS

Proposed research plans must fit the Foundation's research interests. We currently support research to understand and improve the everyday settings of youth ages 8 to 25 in the United States. Specifically, we fund studies that enhance understanding of:

- How youth settings work, how they affect youth development, and how they can be improved; and
- When, how, and under what conditions research evidence is used in policy and practice that affect youth, and how its use can be improved.

The Foundation's Senior Program Team has written a series of essays for our *Annual Reports* in which we describe our research interests in more depth, including the types of studies we support and our grantees' work. We encourage applicants to review these essays. In addition, we have statements detailing our interests in intervention research, measurement work, policy, practice, and the interplay of biological and social processes. All this information is available on our website, as are additional resources (e.g., reference lists, tools, publications, presentations, lists of funded grants) related to our interests.

IMPLICATIONS FOR APPLICANTS

The Foundation defines settings as the social environments in which youth experience daily life. These settings include environments with clear boundaries such as classrooms, schools, and youth-serving organizations and environments with less prescribed boundaries such as neighborhoods or other settings in which youth interact with peers, family members, and adults. At their best, these settings embed youth within a network of engaging activities; ample resources; meaningful relationships with adults and peers; and opportunities for academic, social, emotional, and identity development.

Studies focused on youth settings should have strong theory and measures. We encourage studies that contribute to theories of how settings work, how to improve them, and how they affect youth. Like others in the field, Foundation staff and grantees are exploring the idea that settings are dynamic systems with certain social processes, resources, and ways of organizing those resources. We seek to more fully understand the social processes in settings that influence youth development. Social processes include interactions between teachers and students, staff and youth, parents and children, and peers. They also include relationships, networks, social norms, and social and instructional activities. Time, people, money, and materials are important resources in settings, and we are interested in how the presence and allocation of those resources affect social processes and ultimately youth development. Measurement plans should include rigorous methods for assessing key aspects of settings. The strongest measurement plans incorporate setting data from several sources.

Studies of research use should build theory and employ strong methods to increase understanding of policymakers' and practitioners' acquisition, interpretation, or use of research evidence. We are interested in understanding how organizational and institutional factors, intermediary organizations, and social networks influence the acquisition of research evidence and interpretations of its relevance and quality. Policymakers, program managers, and administrators often interpret and use research in conjunction with other information (e.g., administrative data, prior experience, practitioner knowledge) and considerations (e.g., values, fiscal constraints, political context), and we seek to increase understanding of those processes. We are open to studies of the various ways research evidence is used. This includes instrumental use wherein research evidence is directly applied to decision-making; conceptual use wherein research evidence influences how policymakers and practitioners think about issues, problems, or potential solutions; tactical use in which research evidence is used to justify existing positions, such as supporting a piece of legislation or challenging a reform effort; and imposed use in which there are mandates to use research evidence, such as when government funding requires that agencies adopt programs backed by evidence of effectiveness.

ELIGIBLE APPLICANTS

Applicants must be nominated by their institutions. Major divisions (e.g., College of Arts and Sciences, Medical School) of an institution may nominate only one applicant each year. In addition to the eligibility criteria below, deans and directors of those divisions should refer to the Selection Criteria on page 5 to aid them in choosing their nominees.

- Applicants must have received their terminal degree within seven years of submitting their application. We calculate this by adding seven years to the date the doctoral degree was conferred. In medicine, the seven-year maximum is dated from the completion of the first residency.
- Applicants must be employed in career-ladder positions at nonprofit institutions. For many applicants, this means holding a tenure-track position in a university. Applicants in other types of organizations should be in positions in which there is a pathway to advancement in a research career at the organization and the organization is fiscally responsible for the applicant's position. The award may not be used as a post-doctoral fellowship.
- Applicants outside the United States are eligible. As with U.S. applicants, they must pursue research that has compelling policy or practice implications for the settings of youth ages 8 to 25 in the United States.
- Applicants of any discipline are eligible.

Eligible Organizations

Grants are limited, without exception, to tax-exempt organizations. Any organization applying for a grant must submit a copy of its Internal Revenue Service determination letter(s), or equivalent documentation for organizations located outside the United States.

Awards

Award recipients are designated William T. Grant Scholars. Each year, four to six Scholars are selected and each receives \$350,000, distributed over five years. Awards begin July 1 and are made to the applicant's institution. The award must not replace the institution's current support of the applicant's research.

Capacity-Building Support

The Foundation holds annual meetings during the summer to support the Scholars' professional development. The summer retreats are designed to foster a supportive learning environment in which Scholars can improve their skills and work. Scholars discuss work-in-progress and receive constructive feedback on the challenges and dilemmas they face in conducting their projects. The retreat consists of workshops centered on Scholars' projects, research design and methods issues, and professional development. The meeting is attended by Scholars, Scholars Selection Committee members, and Foundation staff and Board members. Scholars are also invited to attend other Foundation-sponsored workshops on topics relevant to their work, such as mixed methods, intervention research, and the use of research evidence in policy and practice.

In years one through three of their awards, Scholars may apply for additional awards to mentor junior researchers of color. An announcement and criteria for funding are distributed annually to Scholars. Our goals for these two-year awards are to build Scholars' mentoring skills and understanding of the career development issues faced by junior colleagues of color. We also seek to expand mentees' research assets and increase the number of strong, well-networked researchers of color doing work on the Foundation's research interests. The Foundation convenes annual workshops to strengthen these mentoring relationships and support career development.

Post-Award Review

Annual program and financial reports are required from Scholars and their institutions. Final reports are due at the end of the award. Scholars' mentors also complete annual and final reports. Annual program reports describe work during the past year and facilitate the Foundation's grants management activities. Grants are assigned for post-award review to a member of the Foundation's Senior Program Team: Robert C. Granger, president; Vivian Tseng, vice president, program; Kimberly DuMont, program officer; Edward Seidman, senior fellow; and Thomas Weisner or Brian Wilcox, senior program associates. Senior Program Team members review program reports in order to: (1) find opportunities to link grantees to other scholars, policymakers, and practitioners working in relevant areas; (2) provide technical assistance, advice, or other resources to support the work; and (3) assist grantees with communication and dissemination efforts.

Restrictions

The Scholar awards are for career development, and it is understood that research and mentoring plans may benefit from adjustments after the awards are made. Before making such modifications, the Scholar must discuss proposed changes with the Senior Program Team reviewer assigned to his or her grant. Without such prior approval, the Foundation reserves the right to terminate the award when the research changes from that originally proposed.

The Foundation's approval is also required if the Scholar wants to transfer the award to another institution. Approval for transfer will depend on the ability of the Scholar to carry out the work within the new setting. The new institution must submit materials documenting its agreement with all terms and conditions of the award.

Nikki Jones, 5th Year Scholar



SELECTION CRITERIA

Selection is based on applicants' promise for becoming influential researchers, as well as their plans to expand their expertise in new and significant ways. The application should make a cohesive argument for how the applicant will expand his or her expertise. The research plan should evolve in conjunction with the development of new expertise, and the mentoring plan should describe how the proposed mentors will support applicants in acquiring that expertise.

Applicant

a) Applicant demonstrates promise for becoming an influential researcher. An ability to conduct and communicate creative, sophisticated research is proven through prior training and publications (e.g., book or small number of first-authored publications in peer-reviewed journals, edited volumes, or reports). Competitive applicants have a promising track record of first-authored, high-quality empirical publications. The quality of publications is more important than the quantity.

b) Applicant will significantly expand his or her expertise through this award. The applicant should identify area(s) in which the award will appreciably expand his or her expertise, and the research and mentoring plans should strongly reflect that. This can include developing expertise in a different discipline, method, and/or content area.

Research Plan

a) Research area is consistent with Foundation's Current Research Interests. See the Foundation's website for a statement of our Current Research Interests and *Annual Report* essays, which explain these interests in greater detail.

b) Research questions have relevance for policies and/or practices affecting the settings of youth ages 8 to 25 in the United States or a vulnerable subpopulation of those youth (e.g., young people who are adjudicated or aging out of foster care). Some funded studies directly examine policies, programs, and services. Others advance understanding of how youth settings work in ways that inform policy or program efforts to improve those settings. The Foundation does not expect that any one study will or should impact policy or practice. Instead, studies should contribute to a body of empirical evidence that is relevant to policy or practice.

c) Research plan informs theory and extends prior and concurrent work. The application reflects a mastery of related theory and empirical findings and builds upon this prior work. Studies can focus on either generating or testing theory (depending on the state of current knowledge) about how youth settings work, how to improve them, and how they affect youth. Studies can also build or test theories about the use of research evidence in policy and practice affecting youth.

d) Research plan reflects high standards of evidence and rigorous methods, commensurate with the proposal's goals. The latter years or projects of the research plan may, by necessity, be described in less detail than those of the first few, but successful applicants provide enough specificity for reviewers to be assured of the rigor and feasibility of the plan.

- Research designs, methods, and analysis plans clearly fit the research questions under study.
- Samples are appropriate in size and composition to address the research questions.
- Assessments, observations, and/or measurements reflect methodological rigor.
- Analysis plans for quantitative and/or qualitative data reflect sufficient sophistication for addressing the research questions.
- Plan reflects a clear understanding of the strengths and limits of various research designs, methods, and analytic techniques.
- Where relevant, there is attention to generalizability of findings and to statistical power to detect meaningful effects.

e) Research plan demonstrates adequate consideration of the gender, ethnic, and cultural appropriateness of concepts, methods, and measures.

f) Research plan is feasible. The work can be successfully completed given the resources and time frame. Some research plans require additional funding, and in those cases, applicants have viable plans for acquiring that support.

g) Research plan is cohesive and multiple studies (if proposed) are well-integrated.

h) Research plan will significantly extend the applicant's expertise in new and significant ways.

“I can't overstate the value in having mentors available to offer advice and consultation when grappling with the inevitable tough choices we all face in our academic research careers.”

Brian Mustanski, 4th year Scholar

Mentoring Plan

- a) Applicant proposes one to two mentors for the first two years of the award. (The mentoring plan for the latter years will be developed in consultation with Foundation staff after the second year of the program.) Applicant and each mentor identify and agree on specific goals for their mentoring relationship.
- b) Proposed mentor has appropriate credentials, expertise, and resources to aid the applicant's acquisition of the new expertise; has a strong track record of mentorship; and demonstrates a commitment to mentor the applicant.
- c) Mentoring plan convincingly details how the proposed mentor will aid the applicant in acquiring the new expertise. Plan includes appropriate activities, interactions, and time to meet the mentoring goals. For example, mentoring on new methods may require different strategies than on new disciplinary perspectives.
- d) Award will add significant value to each mentoring relationship beyond what would normally occur.

Institutional Support

- a) The supporting institution nominates the applicant. Each year, only one applicant may be nominated from a major division (e.g., College of Arts and Sciences, Medical School) of an institution.
- b) The institution is committed to providing the researcher with sufficient resources to carry out the five-year research plan. This includes computer equipment, colleagues, administrative staff, research facilities, and the balance of his or her salary, absent denial of tenure or dramatic reduction in institutional funding. At least half of the Scholar's paid time must be spent conducting research.



APPLICATION PROCESS & REQUIRED MATERIALS

Submit applications via our website at www.wtgrantfoundation.org. All documents must be submitted by 3:00 p.m. EST on Wednesday, July 6, 2011.

We strongly recommend beginning the online application by early June. Applicants should go to our website and follow these steps:

1. Click on the Log in button on the top right of any page, and enter your Log in ID and password. New users must register to obtain log-in information before they can proceed.
2. You will be directed to your homepage. On your homepage, select “Click here to start a new application.”
 - Select appropriate funding opportunity: William T. Grant Scholars 2012–13.
 - Take the eligibility quiz for William T. Grant Scholars.
 - After saving this information, you will be brought back to your homepage.
 - Under “To Do—Application,” select “William T. Grant Scholars Application.”
3. You can access the application from your homepage at any time. You may complete the sections of the application in any order. You do not need to complete the application in one session, and can revisit it as often as needed until you are ready to submit.

Contact Information

Fill in all required information.

Mentor and Reference Letters

By beginning the online application early, applicants can give mentors and references ample time to complete their sections. Applicants should select “Notify” in the mentors and references section of the online application to have the system email instructions to their mentors and references. We also advise applicants to inform their mentors and references to be aware that these emails may get caught by spam filters.

You may work on other sections of the application while waiting for your mentors and references to submit their letters, but you will not be able to submit your application until all letters are received.

Mentors. Applicants should propose one to two mentors for the first two years of the mentoring plan (please refer to the Foundation’s Selection Criteria on page 5).

Each proposed mentor should submit a letter that includes:

- a brief assessment of the applicant's research plan and an explanation of the expertise the mentor will help the applicant acquire,
- his or her current relationship to the applicant,
- how the award will add significant value beyond what would normally occur in the relationship,
- confirmation of his or her willingness to complete annual reports for the award. (Upon receipt of each annual report, the Foundation will send the mentor an honorarium of \$500.), and
- a description of mentoring activities to aid the applicant's acquisition of the new expertise. Consider the types of activities and time commitments needed to successfully help someone develop particular kinds of expertise. Activities generally include direct interactions with applicants, but can also include indirect support such as facilitating access to new professional networks, readings, or training opportunities. Describe how the mentor and applicant will interact (i.e., in-person, email, phone), the frequency of that interaction, and how potential barriers such as distance and busy schedules will be addressed.

Mentor letters are not recommendations. Applicants should discourage cursory letters of support that do not spell out the mentor's commitment and the specifics of the mentorship.

References. *Three* letters of recommendation should be submitted from colleagues, supervisors, or the department/division chairperson who nominates the applicant. Proposed mentors may not submit these.

Project Information

Fill in the required information.

Budget and Budget Justification

Provide budget information for five years using the Foundation's Budget and Budget Justification forms, which are available on the website. The total budget must be exactly \$350,000. It can include an indirect cost allowance of no more than 7.5 percent of total direct costs. Requests to fund recipient's salary must not exceed 50 percent of the total salary received from the sponsoring institution. The portion of the grant used for salary must be equivalent to the time made available for research by this award. The remainder of funds may be used to support research-related work. (The Foundation pays expenses related to the Scholars' participation in Foundation-sponsored events; do not include those funds in the budget.)

Uploads

All uploaded documents should:

- use a font no smaller than 12 pt.,
- have margins of at least one inch on all sides,
- be single-spaced, with two lines between paragraphs, and
- be in .doc, .docx, .rtf, or .pdf format.

Please adhere to the page limits specified below. Files can only be uploaded one at a time. They may be uploaded in any order; the final application PDF will sort the uploads as they are listed below.

Budget Justification, using the Foundation's form on the website

Abridged Curriculum Vitae, using the Foundation's form on the website

Full Curriculum Vitae

Abstract, using the Foundation's form on the website (6 pages maximum).

Do not edit the form or delete instructions from it. Abstracts are a critical part of the application, and Foundation staff use them to screen applications. In addition, Selection Committee members will review the abstracts of all finalists, but will not read all the full applications. We advise applicants to include sufficient details about the research sample, methods, and designs for all reviewers to be assured of the quality of the research and mentoring plans.

Full Research and Mentoring Plan (40 pages maximum)

Research and Mentoring Plans (20 pages maximum). The five-year research plan should include one or more research projects and provide convincing evidence that the projects meet the Selection Criteria (see page 5). The primary (or first) research project should be described in greatest detail. The description should include:

- the unique contribution of the research,
- its significance in terms of policy and/or practice,
- a brief literature review,
- research design and methodology,
- data sources and collection procedures,
- data analysis plans, and
- plans for protection of human subjects.

The latter projects or years of the research plan may, by necessity, be described in less detail than the early ones. However, the most competitive applications provide sufficient specificity for reviewers to be assured of the plan's rigor and feasibility. The entire plan should describe how the research will evolve in conjunction with the applicant's development of new expertise.

The mentoring plan must meet the Selection Criteria (see page 5). The Foundation is committed to helping Scholars navigate their way through successful mentoring relationships. The following resources may aid applicants in creating strong mentoring plans: *Maximizing Mentoring: A Guide for Building Stronger Relationships* and *Pay It Forward: Guidance for Mentoring Junior Scholars*. The latter was developed to help Scholars become stronger mentors, but it may also provide insights on being mentored.

For the first two years of the plan, applicants should explain the expertise to be acquired; specify one to two mentors; and describe the rationale for choosing each mentor, the applicant's current relationship with each, and how the award would add significant value beyond what would normally occur. The plan should include:

- a detailed description of mentoring activities designed to develop the new expertise;
- an explanation of the types of activities and time commitments needed to successfully acquire particular kinds of expertise (For example, learning new methods likely requires different activities than learning new disciplinary perspectives. Activities generally include mentors' direct interactions with applicants, but can also include support such as facilitating access to new professional networks, readings, or training opportunities.); and
- a description of how the applicant and mentor will interact (i.e., in-person, email, phone) and how often, and how potential barriers such as distance and busy schedules will be addressed.

Plans should also include:

- Bibliography (10 pages maximum)
- Appendices (10 pages maximum)

Publication 1 (15 pages maximum). This should be a published journal article, chapter, or research report that exemplifies the applicant's research. Ideally, the publication is relevant to the proposed research.

Publication 2. Same requirements as Publication 1.

Nominating Statement. This statement from the chairperson of the nominating division should describe why the applicant was selected; an assessment of the applicant's plan; the applicant's current and expected future roles in the division; the supporting resources available; the applicant's current source and amount of salary; and the appointment, promotion, and institutional support plans for the applicant, including a guarantee that 50 percent of the applicant's paid time will be devoted to research.

Endorsement of Project. This document should come from the appropriate institutional office and personnel (e.g., Office of Sponsored Research, chief administrative officer), contain general information about the applicant, and confirm that the institution is aware the applicant is submitting the proposal.

Letter of Independence of Multiple Applicants (if applicable). If an institution nominates more than one applicant, a central administrative officer must submit confirmation that the applicants represent distinct schools or major divisions (e.g., College of Arts and Sciences, Medical School, major division of a nonprofit) of the institution.

Resubmission Statement (if applicable). Applicants who have applied previously should describe their response to reviewer comments on the prior application and the major ways this application differs from the prior one.

IRS tax determination letter (501[c][3]). Required.

Supporting letters (if applicable). Applicants can upload letters of support from agencies participating in the research.



Review and Submit

After you complete your uploads, proceed to the Review and Submit section. We recommend that you open the final application document and review it carefully—once submitted, it cannot be changed. After reviewing the document, hit the Submit button to complete your application. An automatic email confirmation will be sent to you.

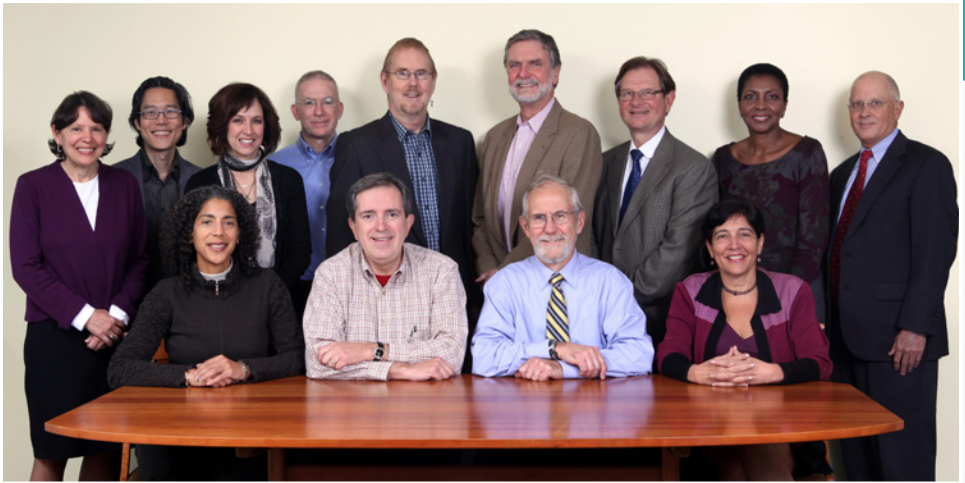
Application Review

Review occurs in the following stages: Staff screen abstracts, brief CVs, and, if warranted, full applications to determine whether they fit our Current Research Interests and potentially meet other selection criteria. Next, the Scholars Selection Committee reviews the remaining applications. Each application receives detailed reviews by two Committee members. The Committee then chooses approximately 10 finalists, who are invited to New York City for an interview on February 8, 2013. Prior to the interview, finalists' proposals are reviewed by two external reviewers. During the interview, finalists have the opportunity to respond to Committee members' and external experts' reviews. Following the interviews, the Selection Committee chooses four to six William T. Grant Scholars. Applicants will be notified of the Committee's decision by the end of March 2013.

“In our professional lives, it is relatively easy to get ‘exposed’ to new ideas and methods. The dramatic difference I experienced as part of the Scholars community were the many meaningful opportunities I had to integrate new concepts and methods into my research, through in-depth workshops and, more importantly, the supportive relationships I developed with peers and senior academics. ”

Emily Ozer, Former Scholar

2011-2012 WILLIAM T. GRANT SCHOLARS SELECTION COMMITTEE



Standing, front left: Jane Waldfogel, Hirokazu Yoshikawa, Elizabeth Birr Moje, Robert C. Pianta, W. Thomas Boyce, Robert C. Granger, Lawrence Palinkas, Vonnie C. McLloyd, and Andrew C. Porter.

Seated, from left: Mary Pattillo, Richard J. Murnane, Timothy Smeeding, and Cynthia García Coll.

Not pictured: Susan M. Kegeles.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CURRENT WILLIAM T. GRANT SCHOLARS



Class of 2012

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

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

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

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

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



Class of 2013

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

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

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

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



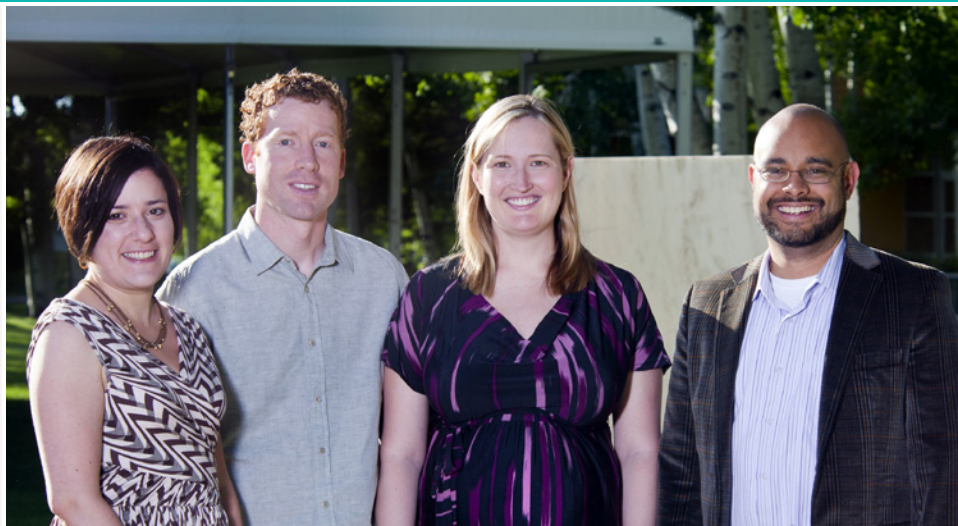
Class of 2014

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

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

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

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



Class of 2015

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

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

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

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



Class of 2016

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

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

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

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

Dallas Swendeman, Ph.D., M.P.H.
Assistant Professor-in-Residence
Department of Psychiatry and
Biobehavioral Sciences
David Geffen School of Medicine
University of California, Los Angeles
*Mobile Phone Ecological Momentary
Assessment for Family Functioning,
Daily Routines, and Settings*



“Being part of the Scholars Program has put me in the company of the sharpest and most creative researchers studying young people today and has helped promote all of our individual successes. Surprisingly, this award has also transformed us into an intellectual community that supports each other.”

*Stefanie DeLuca,
4th Year Scholar*

Pictured with Craig Schwalbe

William T. Grant Scholars Program Staff:
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Design: Nicholas Smith Design + Illustration
Images: T Taylor Photography



WILLIAM T. GRANT FOUNDATION

Supporting research to improve the lives of young people

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