

Learning about the Use of Research in Practice and Policy

Sheraton Delfina, Santa Monica, CA

January 24-25, 2013

Agenda

January 23, 2013

7:00 Optional dinner - Please RSVP to Shanell@forumfyi.org
Whist Restaurant at the Viceroy Hotel, 1819 Ocean Avenue (5 blocks from hotel)

January 24, 2013

8:30 – 9:00 Breakfast

9:00 – 9:15 Welcome and overview

9:15 – 10:15 Getting to know people and projects

10:15 – 10:45 Break

10:45 – 12:00 Research use and trust – presentations and discussion

Presenters: Rob Asen; Kara Finnigan & Alan Daly

Moderator: Nicole Yohalem

12:00 – 1:00 Lunch

1:00 – 2:30 Building theory on research use – presentations and discussion

Presenters: Larry Palinkas, Stephen Weatherford

Moderator and Respondent: Vivian Tseng

2:30 – 3:00 Break

3:00 – 5:00 Education grantees meet on edited volume

Facilitators: Kara Finnigan and Alan Daly

Human services grantee workshop

Peter Messeri, Tom Weisner and Larry Palinkas

Facilitator – Kim DuMont

- Sampling and coding strategies that balance feasibility with accuracy
- Using qualitative work to inform development of quantitative measures

5:00 – 6:00 Individual consultations/manuscript feedback

7:00 Dinner – Border Grill Restaurant, 1445 4th Street

January 25, 2013

8:00 – 9:00 Breakfast & individual consultations/manuscript feedback

9:00 – 9:30 Reflections on field building

9:30 – 10:30 New projects panel
Prudence Carter; Connie Nathanson; Cynthia Coburn & Bill Penuel
Moderator: Bob Granger

10:30 – 11:00 Break

11:00 – 12:30 Part I: Similarities and differences across findings
Vivian Tseng and Lorraine McDonell

12:30 – 1:30 Lunch

1:30 – 2:15 Part II: Similarities and differences across findings

2:30 – 2:45 Wrap up and closing

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A Convening of William T. Grant Foundation Grantees

January 24-25, 2013

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Participant Bios

ROBERT ASEN is a professor in the Communication Arts Department and an affiliate at the Institute for Research on Poverty at the University of Wisconsin-Madison. His research explores the relationships between social, economic, and political inequalities and public deliberation. One major line of his research entails analyses of public discourse about U.S. social policy. A second major line of research involves developing inclusive models of public deliberation that account for exclusions of people from public fora and their efforts to overcome these exclusions. Asen is the author of *Invoking the Invisible Hand: Social Security and the Privatization Debates* (2009) and *Visions of Poverty: Welfare Policy and Political Imagination* (2001). He is the co-editor of *Public Modalities: Rhetoric, Media, Culture and the Shape of Public Life* (2010) and *Counterpublics and the State* (2001). Asen is currently working on a book-length study of school-board deliberations based on the fieldwork conducted with the support of the William T. Grant Foundation. Approaching school boards as local sites of democratic engagement and policymaking, Asen considers how they negotiate issues of ideology, inequality, trust, and expertise.

ELLEN BRACKEN joined the William T. Grant Foundation as a Research Assistant in May, 2012 after completing a Master's degree in Sociology and Education at Teachers College, Columbia University. Previously, Ellen held positions related to education and youth development at the Amherst H. Wilder Foundation, the University of Minnesota's Center for Early Education and Development, and the Minnesota Department of Education.

KAREN BOGENSCHNEIDER is a Rothermel Bascom Professor of Human Ecology at the University of Wisconsin-Madison and a Family Policy Specialist in University of Wisconsin-Extension. Since its inception in 1993, Professor Bogenschneider has served as director of the Wisconsin Family Impact Seminars—a series of presentations, briefing reports, discussion sessions, and newsletters for state policymakers. The Seminars aim to build greater respect for and use of research in policymaking, and to encourage policymakers to examine the family impact of policies and programs. Since 1999, she has served as Executive Director of the Policy Institute for Family Impact Seminars, which is currently providing technical assistance to 29 sites across the country conducting or planning to conduct Family Impact Seminars in their state capitals. Dr. Bogenschneider recently published the second edition of her book, *Family Policy Matters: How Policymaking Affects Families and What Professionals Can Do*. She has published numerous book chapters and papers in academic journals like *Child Development* and the *Journal of Marriage and Family*, and in applied journals like *Family Relations*. Her publications focus on research utilization in policymaking, methods of research dissemination, and parent and peer influences on adolescent development.

PRUDENCE L. CARTER is associate professor of education and (by courtesy) sociology at Stanford University. She is also the Co-Director of the Stanford Center for Opportunity Policy in Education (SCOPE). Professor Carter's research and teaching expertise are in the areas of inequality and the sociology of education, with a particularly focus on race, ethnicity, class, gender, culture and identity. She is the author of the award-winning book, *Keepin' It Real: School Success beyond Black and White* (Oxford University Press, 2005) ; *Stubborn Roots: Race, Culture, and Inequality in U.S. & South African Schools* (Oxford University Press, 2012); and co-editor of *Closing the Opportunity Gap: What American Must Do to Give Every Child an Even Chance* (Oxford University Press, forthcoming April 2013).

CYNTHIA COBURN is professor at the School of Education and Social Policy, Northwestern University. Coburn studies the relationship between instructional policy and teachers' classroom practices in urban schools. To date, Coburn has investigated this issue in a series of studies that tackle critical issues facing public schools: the relationship between reading policy and teachers' classroom practice, the scale up of innovative mathematics curricula, data use at the district level, and the relationship between research and practice for school

improvement. In 2011, Coburn was awarded the Early Career Award from the American Educational Research Association in recognition of her contributions to the field of educational research in the first decade of her career. Coburn has a BA in philosophy from Oberlin College, and a MA in Sociology and a PhD in Education from Stanford University.

MARK COURTNEY is professor in the School of Social Service Administration at the University of Chicago. He is a faculty affiliate of Chapin Hall at the University of Chicago, which he served as Director from 2001 to 2006. He has also served on the faculties of the University of Washington (2007-2010) and the University of Wisconsin (1992-2000). He was the founding director of Partners for Our Children (POC), a public-private partnership housed at the University of Washington devoted to improving child welfare services. POC received the 2008 American Public Human Services Association Award for Academic Excellence. Dr. Courtney received the 2010 Peter W. Forsythe Award for leadership in public child welfare from the National Association of Public Child Welfare Administrators. His fields of special interest are child welfare policy and services, the connection between child welfare services and other institutions serving vulnerable populations, and the professionalization of social work. His current work includes studies of the adult functioning of former foster children, experimental evaluation of independent living services for foster youth, reunification of foster children with their families, and the influence of juvenile courts on the operation of the child welfare system. He obtained his MSW and Ph.D. degrees from the School of Social Welfare at the University of California at Berkeley. Before moving into academia, he worked for several years in various capacities providing group home care to abused and neglected adolescents. Dr. Courtney has served as a consultant to the federal government, state departments of social services, local public and private child welfare agencies, and the philanthropic community.

ALAN DALY is associate professor of education at the University of California, San Diego. He graduated from Clark University with a BA in Psychology, received a MS in Counseling from San Diego State University, and a MA and Ph.D. in Education with an emphasis in Educational Leadership and Organizations from the University of California, Santa Barbara. Over the last 15 years, Alan has held a wide variety of positions in public education ranging from classroom teacher to district psychologist to educational leader. In addition to his K-12 public education experience, Alan has most recently been the Program Director for the Center for Educational Leadership and Effective Schools at the University of California, Santa Barbara where he collaboratively supported the delivery of high quality services and research to 5 school districts focusing on the rigorous examination of strengths, building leadership capacity, and facilitating the potential of systems for transformation. Alan has presented at the local, state, and national level around conflict mediation, the creation and maintenance of positive school cultures, and the impact of current accountability structures. As a licensed educational psychologist, he has also provided consultation to school districts working to build and sustain systemic leadership capacity, district reform, and implementation of adult and student conflict resolution. Alan's research interests include the intersection of leadership and trust, district coherence, strengths based processes, and social network theory and analysis.

ELIZABETH DEBRAY is associate professor in the Department of Lifelong Education, Administration, and Policy in the College of Education, University of Georgia. She received her Ed.D. in Administration, Planning and Social Policy from the Harvard Graduate School of Education in 2001. She served research assistant with the Consortium for Policy Research in Education from 1997 to 2001, and research associate with the Civil Rights Project at Harvard University from 1998 to 2002. Dr. DeBray's major interests are the implementation and effects of federal and state elementary and secondary school policies, and the politics of education at the federal level. She served as program analyst at the United States Department of Education, from 1992 to 1996. She is author of *Politics, Ideology, and Education: Federal Policy during the Clinton and Bush Administrations* (Teachers College Press, 2006), which analyzes the politics of the reauthorization of the Elementary and Secondary Education Act in the 106th and 107th Congresses. She was a 2005 recipient of the National Academy of Education/Spencer Postdoctoral Fellowship, which supported her research on education interest groups, think tanks, and Congress.

KIM DUMONT recently joined W.T. Grant Foundation as a Program Officer. Prior to starting at the Foundation, she worked as a Senior Research Scientist in the Bureau of Evaluation and Research at New York State's Office of Children and Family Services (OCFS). While at OCFS, she was the principal investigator of a longitudinal, randomized controlled trial designed to evaluate the effectiveness of an intensive home-visiting program in preventing child maltreatment and promoting children's health and development. In addition to her work in evaluating interventions, Kim has studied the quality of care delivered by physicians serving families receiving Medicaid, the life goals and activities of individuals living with AIDS, and the development of adults who were abused in childhood. Throughout her research, she has focus on how family, community, and system factors interact to affect the behavior and adjustment of children, adolescents, and families. Kim received her doctorate in Community Psychology from New York University. She has published several articles related to childhood abuse and neglect, resilience, parenting, and women's mental health, and has secured funding from the National Institute of Mental Health, the National Institute of Justice, the Doris Duke Charitable Foundation, and the Pew Charitable Trusts.

KARA FINNIGAN is associate professor of education policy at the University of Rochester's Warner School of Education. At the Warner School, she teaches courses on educational policy, politics and research methods, and directs the doctoral and master's programs in educational policy. Finnigan began her work in education as a substitute teacher in Anchorage, Alaska. She has conducted research and evaluations of K-12 educational policies and programs at the local, state, and federal level for more than 15 years through her work at several prominent research organizations, including the Wisconsin Center for Education Research at the University of Wisconsin-Madison, SRI International, RPP International, and the George Lucas Educational Foundation. She has written extensively on the topics of low-performing schools and high-stakes accountability, principal leadership, teacher motivation, and charter schools. Finnigan's research blends perspectives in education, sociology, and political science; employs both qualitative and quantitative methods; and focuses on urban school districts. Finnigan received her Ph.D. in Education Policy from the University of Wisconsin-Madison, her M.A. in Administration and Policy Analysis from Stanford University, and a B.A. from Dartmouth College.

ANTONIO GARCIA's research and teaching trajectory is informed and enriched by his wealth of experience as a former Child Protective Services Worker and Supervisor in Washington State. In 2010, he received his doctoral degree in social welfare at the University of Washington, where he focused much of his attention to understanding epidemiological trends related to children of color's experiences in foster care and etiological explanations for their increased risk of child welfare system involvement, lack of timely permanency, and negative developmental outcomes into adulthood. As a logical extension, he spent two years at the Child and Adolescent Services Research Center in San Diego, CA as a post-doctoral researcher to further develop his expertise in services and intervention research. Current projects involve measuring, contextualizing, and modeling patterns of mental health service disparities in the child welfare services system. As a recent awardee of a WT Officers Research Grant, Dr. Garcia's research also focuses on examining the extent to which organizational and socio-environmental factors influence use of research evidence among low and high minority concentrated areas. Ultimately, these efforts will be influential in Dr. Garcia's efforts to develop and disseminate evidence-based, culturally informed interventions to eliminate disparities and prevent negative psychosocial outcomes among maltreated youth.

PEG GOERTZ is a professor of Education Policy and a senior researcher at the Consortium for Policy Research in Education in the Graduate School of Education at the University of Pennsylvania. She has over 30 years of experience conducting and leading national and state-level studies on education policy and policy implementation using multi-site qualitative case study methodology. She has directed or co-directed studies of state and local implementation of Title I, NCLB and IDEA; examined the design and implementation of standards-based reform by state education agencies (SEAs), school districts, and elementary and secondary schools; and studied the interface between federal and state accountability and school improvement policies. She has also studied how states, school districts and schools allocate resources in support of standards-based reform. She has advised SEAs on the design of assessment, accountability and funding policy. A past president of the Association for Education Finance and Policy, she currently serves on the Technical Work Groups and as a consultant for

USED's National Evaluation of ARRA and National Evaluation of Title I/Title II. Prior to joining the University of Pennsylvania faculty, she taught at the Bloustein School of Planning and Public Policy at Rutgers University and was Executive Director of the Education Policy Research Division of Educational Testing Service.

LORETTA GOODWIN is a senior director at the American Youth Policy Forum, a nonprofit, nonpartisan organization in Washington, DC that educates and informs policymakers, practitioners, and researchers on education and youth policy issues at the national, state, and local levels. Her focus is on high school reform and college access and success, and she researches, organizes and oversees study tours and Capitol Hill speaker forums. Dr. Goodwin began her education career as a middle and high school teacher in South Africa. At The Washington Center for Internships and Academic Seminars in Washington, DC she served as the program manager for international programs, as well as the faculty coordinator. From 2000 – 2004, she worked as the national co-director of Turning Points, a comprehensive middle school reform initiative. In this capacity, and during her work at the Center for Comprehensive School Reform and Improvement, she provided technical assistance, professional development and resources to teachers and principals. Dr. Goodwin holds a bachelor's degree from the University of Cape Town, master's degrees from Wesleyan University and the University of Washington, Seattle, and a Ph.D. from Princeton University.

ROBERT GRANGER has been president of the William T. Grant Foundation since 2003. The Foundation supports research and related activities intended to improve the lives of young people. The Foundation's current focus is on how social settings such as schools, community organizations, and neighborhoods influence young people; how to improve these settings; and how research influences policy and practice. In the past few years the Foundation has focused on ways to measure effective teaching and youth work and on building a robust portfolio of grantees studying how practitioners acquire, interpret, and use research evidence. In addition Dr. Granger has been working with federal staff on how to learn from various federal scale-up initiatives. Before joining the Foundation in 2000 as Senior Vice President of Programs, Dr. Granger served as Senior Vice President of the Manpower Demonstration Research Corporation (MDRC) where he led MDRC's work on education and the effects of welfare and employment policies on children and youth. Prior to that he was Executive Vice President at Bank Street College of Education. Dr. Granger also chaired the National Board for Education Sciences during the Bush administration and has been renominated to the Board by President Obama. This advisory panel of the Institute of Education Sciences in the U.S. Department of Education oversees federal activities regarding educational research. In addition, Dr. Granger serves on the editorial board for several professional journals. He received his Ed.D. in Early Childhood Education (1973) from the University of Massachusetts, and is an expert on the content and evaluation of programs and policies for low-income children and youth.

JERALD HERTING is a research professor at the University of Washington's Department of Sociology and the School of Nursing's department of Psychosocial and Community Health. Dr. Herting is a sociologist and has a background in adolescent/young adult health research, intervention programming, and research methodology and advanced statistical analyses. He has served as PI and co-investigator on a number of school/community-based intervention/survey studies for adolescents (aged 12-18) and has been involved in studies of adolescent to young adult transition emphasizing effects of school performance, mental health, and substance use on successful young adult transition. His interests include understanding the organizational elements of health promotion programs and successful implementation of best practice systems.

MEREDITH HONIG is associate professor of Educational Leadership and Policy Studies at the University of Washington, Seattle where she is also a senior fellow at the Center for Educational Leadership and adjunct associate professor of Public Affairs. Her research and teaching focus on policy, leadership, and organization change in urban educational systems. She is particularly interested in how public policy making bureaucracies such as school district central offices innovate and collaborate to improve opportunities for all youth to learn. She examines these challenges using a variety of cases including school-community partnerships and new small autonomous schools initiatives. Her current research projects include a national study of urban school district central offices that are reinventing themselves to support district-wide teaching and learning

improvement. Evidence-based decision-making has been a major focus of these projects—particularly how policymakers incorporate practitioner knowledge and evidence from experience into their decision-making. Her work starts from the premise that multiple institutions beyond schools matter for youth development and learning and that public policymaking appropriate to this orientation demands that public policymakers adopt non-traditional roles. She focuses on how theories of socio-cultural learning, organizational learning, and managerial innovation help illuminate how public policymakers manage (and why they sometimes do not manage) these non-traditional, public-sector demands. Prior to joining the University of Washington faculty, Meredith was an assistant professor and co-director of the Center for Educational Policy and Leadership at the University of Maryland, College Park. She has worked at the California Department of Education and in other state and local youth-serving agencies.

JUSTEEN HYDE is senior scientist at the Institute for Community Health in Cambridge, MA and an Instructor at the Harvard Medical School. She is trained as an Anthropologist, with a doctoral degree from the University of California, Irvine. Much of her research has focused on youth populations in the United States and the cultural politics of risk that shape their pathways into and out of various social institutions and safety net programs. Some of her previous research utilized multiple qualitative methodologies to understand factors that underlie movements from home to street among homeless young people in Los Angeles. In 2003 she received a Career Development Award from NICHD to gain additional training in the area of adolescent development and to conduct a formative qualitative study with adolescents in foster care. Her work in the child welfare arena has continued through collaborative work with Dr. Laurel Leslie at Tufts University that focuses on mental health care for children in foster care. In addition to this work, Dr. Hyde is also involved in a number of community-based research and evaluation studies. The focus of this research is on local and state public health care systems. Current studies include an examination of the relation between local context, organizational characteristics, and infrastructure on capacity to meet performance standards and deliver evidence-based public health services. She is also involved in the evaluation of a statewide public health systems change in Massachusetts as communities move from independent to regional public health service delivery models. Her research and evaluation approach makes use of both qualitative and quantitative methods and involves stakeholders as integral, active partners in the investigative process.

ERIC JOHNSON is an assistant professor of bilingual/ESL education in the College of Education at Washington State University Tri-Cities. His research revolves around issues surrounding language-minority education policies, immigration, and community engagement efforts in public schools. Eric has a Master's degree in Education from Northern Arizona University, and he received his M.A. and Ph.D. in Cultural Anthropology from Arizona State University. Prior to attending graduate school, Eric taught high school Spanish and ESL in Apache Junction, Arizona.

LAUREL K. LESLIE, MD, MPH is an associate professor at Tufts University School of Medicine, with a primary appointment in the Department of Medicine and a secondary appointment in Pediatrics. She is an active faculty member in the Sackler School of Graduate Biomedical Sciences. She is also the Director of the Program for Aligning Researchers and Communities for Health within the Tufts Clinical and Translational Science Institute (CTSI). Dr. Leslie's research interests focus on the identification and treatment of developmental and mental health needs of children and adolescents across the health, mental health, and school sectors. Specific areas of inquiry include the impact of guidelines and policy initiatives on youth service use and outcomes, and collaborative models of care across sectors that incorporate the child and family as active participants in care. Her research portfolio currently includes an RC1 award from the National Heart, Lung, and Blood Institute investigating the utility of ECG screening prior to beginning stimulant medications for children with ADHD; funding from the Charles H. Hood Foundation researching rates of psychotropic medication use in youth in child welfare/child protective services across 92 communities in the U.S., and factors predicting geographic disparities; an award from the William T. Grant Foundation examining the use of research evidence in state policy- and decision-making regarding psychotropic medication oversight; and funding from the Court Improvement Program of Massachusetts researching the process of informed consent for antipsychotic medication administration to youth in state custody.

TARYN LINDHORST is the Carol LaMare Associate Professor of Social Work at the University of Washington. Prior to receiving her doctorate in 2001, Dr. Lindhorst spent 15 years providing social work services in public health settings in New Orleans, Louisiana. Her research focuses on the social construction and reinforcement of inequality, especially as this relates to issues of violence against women and health. Dr. Lindhorst's work on the effects of welfare reform for battered women has won three national awards. Her mixed methods research has been funded by the U.S. National Institutes of Health and National Institute of Justice; she is currently engaged in studies of domestic violence, policy implementation and end of life care. She has published two books, *The Safety Net Health Care System: Practice at the Margins* (with Gunnar Almgren) and *Women and Children Seeking Safety: A Study of Domestic Violence and the International Hague Convention* (with Jeffrey Edleson). Dr. Lindhorst teaches courses in qualitative and mixed methods research, health practice and social work history and policy.

SUSAN MACIOLEK has worked for and with public and private agencies for 20 years, as a senior agency manager and a consultant, to improve the performance and quality of the service system for children, youth, and families. She currently works as an independent consultant, primarily with public child welfare and children's mental health agencies. Her current consulting engagements include designing and implementing a children's behavioral health research and training center and advising state child welfare agencies on implementing policy and practice reforms. Ms. Maciolek began her career at the Massachusetts Department of Children & Families (DCF). From 2008 to 2010, she served as the co-director for the Northeast & Caribbean Implementation Center (NCIC), one of five Child Welfare Technical Assistance Implementation Centers established by the Federal DHHS Children's Bureau. During that same period, she was a William T. Grant Distinguished Fellow and worked with Dr. John Weisz who led a MacArthur Foundation-funded study of a children's mental health treatment in community mental health clinic settings. She holds a M.P.P. from Harvard University's Kennedy School of Government.

JOSEPH MAHONEY is a professor in the School of Education at the University of California, Irvine (UCI). Trained as a developmental psychologist, his research is concerned with the social/educational development of school-age children and adolescents. His work has focused on the developmental consequences related to how young people spend their out-of-school time. He earned a B.S. in child psychology from the University of Minnesota (1993), completed doctoral training at the University of North Carolina at Chapel Hill (1997) and post-doctoral work at Stockholm University's Psychological Institute (1999). He was as an Assistant and then Associate Professor of Psychology at Yale University (1999-2007). In his current position at UCI, Prof. Mahoney directs the Center for Research on Out-of-School Time and the Certificate in After-school Education program. Prof. Mahoney is associate editor for the *Journal of Research on Extended Education* and has served on the editorial boards for the *Journal of Research on Adolescence* and *Applied Developmental Science*. He is a past member of the Society for Research in Child Development's (SRCD) Policy and Communications Committee and, in 2011-2012, received SRCD's Distinguished Congressional Policy Fellowship and served as lead education council for U.S. Senator Jeff Bingaman.

DIANE MASSELL is a senior research associate at the Consortium for Policy Research in Education at the University of Michigan. Her research career has focused on national, state and local policy initiatives to improve public education. The William T. Grant Foundation funded a multi-year, multi-state studies of how state education agencies design supports for low-performing schools, and use research and other evidence-based knowledge in that endeavor. She also recently completed a three-year evaluation of the Michigan Department of Education's Statewide System of Support for high priority Title I schools, and a five-year study of federal efforts to improve state departments of education through research-based technical assistance. Earlier studies investigated standards-based reform, accountability, and state and local strategies to build instructional capacity. She received her doctorate in Educational Administration and Policy Analysis from Stanford in 2000.

LORRAINE MCDONNELL is a professor of political science at the University of California Santa Barbara. Prior to coming to UCSB, she was a senior political scientist at RAND. Her research has focused on the design and implementation of K-12 education policies and their effects on school practice. In several studies, she examined

the politics of student testing, particularly the curricular values underlying state assessment and accountability policies. She has served on numerous National Research Council committees, and is currently co-chairing an NRC committee overseeing an evaluation of the Washington DC public schools. She is a past president of the American Educational Association and a member of the National Academy of Education.

PETER MESSERI is professor of Clinical Sociomedical Sciences in the Department of Sociomedical Sciences, Mailman School of Public Health, Columbia University. Dr. Messeri is a medical sociologist. His research interests include delivery of health care services to people living with HIV disease, community-based interventions to promote population and reduce disease burden, tobacco use and prevention among adolescents, and social determinants of health disparities. The WT Grant project is an opportunity for Dr. Messeri to return to an early interest in the sociology of science and knowledge.

JENNIFER MOSLEY is an assistant professor at the School of Social Service Administration at the University of Chicago. Her fields of special interest include the political involvement of nonprofit organizations, strategy and impact of nonprofit advocacy and lobbying, government-nonprofit relations, human service organizations, civic engagement in underrepresented communities, and social justice philanthropy. Her research focuses on the role of nonprofit organizations as political actors, specifically the role nonprofits and other voluntary associations play in advocating for improved human services and underrepresented populations. At SSA, she teaches courses on policy formulation and implementation, advocacy & social change, and organizational theory. Professor Mosley is particularly interested in how nonprofits use involvement in policy advocacy to more effectively support the communities or populations they serve, as well as to strategically gain access to greater resources and legitimacy. Current research projects include a study investigating how collaboration among homeless service providers affects advocacy involvement and outcomes, an investigation into the various roles service providers, advocacy organizations, and government agencies played in the passage and implementation of new foster care legislation in California, and a set of studies that explore how organizations on the Southside of Chicago attempt to represent the community they serve and how those actions are perceived by community members.

JENEE MYERS-TWITCHELL is a PhD student at the University of Washington in the Educational Leadership and Policy Studies Program in the College of Education. She is a student site lead for the study: "Research Use as Learning: The Case of School District Central Offices." Her doctoral adviser is Dr. Meredith Honig, the primary investigator for the grant. Jenee's dissertation focuses on the implementation of cause-based, cross-sectoral partnerships in education; her research interests include P-20 transitions to higher education, school-community partnerships, and collaborative educational leadership. She is also the Director of the University of Washington Dream Project, a service-learning program and course that partners UW undergraduates with low-income high school students in the Puget Sound region.

CONNIE NATHANSON is professor of clinical sociomedical sciences and co-director of the Columbia University Population Center. Professor Nathanson has published widely on the relation of gender to morbidity, mortality, and health services use and on reproductive health, focusing on adolescent fertility and the institutional provision of reproductive health services (hospital care, abortion services, and the like). Beginning in 1997 with the publication (in *PDR*) of "Disease prevention as social change: toward a theory of public health," Nathanson began an extended cross-national exploration of the social and political processes that shape public health policies. This work, published in a series of articles, culminated with the March 2007 publication by the Russell Sage Foundation of *Disease Prevention as Social Change: The State, Society, and Public Health in the United States, France, Great Britain, and Canada*. This research illuminates the close connection between political structures and public health policy processes and makes clear the limitations of social movements as catalysts for policy change, particularly as affecting marginalized and vulnerable populations. Building on her earlier research, Nathanson's current work on gender and mortality, which explores interactions with socioeconomic status, represents collaboration with Peter Messeri and Tom DiPrete.

JENNA NEAL is an assistant professor of ecological-community psychology at Michigan State University. Her research focuses on (1) how children's peer social networks are associated with classroom behavior, (2) how teacher advice networks are associated with the adoption and use of classroom practices and (3) how school districts get access to information about and decide to adopt instructional, health, and social skills programming. She is also interested in the advancement of social network data collection and analytic methodologies. Jenna focuses her work on urban and low-income elementary schools and has collected social network data in several public school districts. Her research has appeared in journals such as *American Journal of Community Psychology*, *Sociology of Education*, *Social Development*, *Journal of Community Psychology*, *Aggressive Behavior*, *Journal of Urban Affairs* and *Journal of Early Adolescence*.

ZACHARY NEAL is assistant professor of sociology and global urban studies and adjunct assistant professor of psychology. He holds a Ph.D. in Sociology from the University of Illinois at Chicago, and a B.A. in Philosophy from the University of Arizona. He is a member of the editorial board of *City and Community* (official journal of the Community and Urban Sociology Section of the American Sociological Association) and co-editor of the *Metropolis and Modern Life* book series published by Routledge. His work focuses on using networks to understand urban phenomena at multiple scales, ranging from the social networks among city residents, to the physical street networks within cities, to the global economic networks between cities. His work has also explored restaurants as urban cultural markers, the use of ecological niche theory to understand organizations, and the role of urban public spaces in everyday life. He is the co-author of *Common Ground: Readings and Reflections on Public Space* (Routledge 2009); his work appears in such journals as *Urban Studies* and *Global Networks*, and has been covered by local and national media including the Lansing State Journal, Crain's Business, and National Public Radio.

JOANNE NICHOLSON, Ph.D., is a clinical and research psychologist, and professor of psychiatry at the Geisel School of Medicine at Dartmouth and the Dartmouth Psychiatric Research Center. She is also Adjunct Professor of Psychiatry at the University of Massachusetts Medical School (UMMS), where she directed the Child and Family Research Core of the UMMS Center for Mental Health Services Research. Dr. Nicholson has established an active program of research on parents with mental illnesses and their families, in partnership with people in recovery. Her team is developing education and skills training materials for parents, integrating the current knowledge on parents with mental illnesses, and evaluating interventions for families, including the pilot Family Options intervention. Dr. Nicholson's research interests also include the study of collaborations, knowledge exchange, and the impact of web-based interventions. In 2006, Dr. Nicholson received the Armin Loeb Award from the U.S. Psychiatric Rehabilitation Association for her significant career contribution to research in psychiatric rehabilitation. She has been a W.T. Grant Foundation Distinguished Fellow, and a NIDRR Switzer Distinguished Research Fellow. She is the 2010 recipient of the UMMS Women's Faculty Committee Outstanding Community Service Award, and in 2011 received the Katharine F. Erskine Award in Medicine & Science for her professional achievements, commitment to the advancement of women and girls, and her contributions to the community.

LAWRENCE PALINKAS is the Albert G. and Frances Lomas Feldman Professor of Social Policy and Health and Director of the Behavioral Health Research Cluster in the School of Social Work at the University of Southern California. He also holds secondary appointments as Professor in the Departments of Anthropology and Preventive Medicine at USC and as Adjunct Professor of Medicine and Family and Preventive Medicine at the University of California, San Diego. A medical anthropologist, his primary areas of expertise lie within preventive medicine, cross-cultural medicine, and health services research. Dr. Palinkas is particularly interested in behavioral health, global behavioral health and health disparities, implementation science, community-based participatory research, and the sociocultural and environmental determinants of health and health-related behavior with a focus on disease prevention and health promotion. His research has included studies of psychosocial adaptation to extreme environments and manmade disasters; mental health needs of older adults; cultural explanatory models of mental illness and service utilization; HIV and substance abuse prevention in Mexico; evaluation of academic-community research practice partnerships; and the dissemination and implementation of evidence-based practices for delivery of mental health services to children, adolescents and

underserved populations. This work has been funded by the National Science Foundation, NASA, NIH, the MacArthur Foundation, and the William T. Grant Foundation. Current research encompasses mental health services, immigrant health and global health. He also provides expertise to students and colleagues in the use of qualitative and mixed research methods. Among his scholarly achievements are the Antarctic Service Medal by the National Science Foundation and the U.S. Navy in 1989; deputy chief officer of the Life Sciences Standing Scientific Committee on Antarctic Research in 2002; chair of the National Space Biomedical Research Institute's External Advisory Council in 2003; and membership on committees of the National Research Council, National Academy of Sciences and the Institute of Medicine. Dr. Palinkas is an elected fellow of the American Anthropological Association and Society for Applied Anthropology and the author of more than 290 publications.

BILL PENUEL is professor of educational psychology and learning sciences in the School of Education at the University of Colorado Boulder. His research focuses on the design, implementation, and evaluation of educational innovations in schools and other settings. A strand of his research focuses on conditions that facilitate organizational transformation. He employs social network analysis and agent-based modeling of educational systems to gain insight on key leverage points for improving teaching and learning. Penuel has been a leading advocate for developing collaborative approaches to intervention research in educational systems, including an approach he and his co-authors (along with Barry Fishman of the University of Michigan) call design-based implementation research. With Cynthia Coburn, he is currently engaged in a study of the dynamics of research-practice partnerships focused on improving mathematics teaching and learning in districts. Prior to joining the faculty of the School of Education, Penuel served as Director of Evaluation Research at the Center for Technology in Learning at SRI International.

JANELLE SCOTT is an associate professor at the University of California at Berkeley in the Graduate School of Education and African American Studies Department. She earned a Ph.D. in Education Policy from the University of California at Los Angeles' Graduate School of Education and Information Studies, and a B.A. in Political Science from the University of California at Berkeley. Prior to earning her doctorate, she taught elementary school in Oakland, California. Her research explores the relationship between education, policy, and equality of opportunity, and centers on three policy strands: the racial politics of public education, the politics of school choice, marketization, and privatization, and the role of elite and community-based advocacy in shaping public education. Her work has appeared in several edited books and journals, including the Peabody Journal of Education, Educational Policy, American Educational Research Journal, and the Harvard Educational Review.

ADAM SHEPPARD is a doctoral candidate in the School of Education at the University of California, Irvine (UCI). With earned degrees in physiological science (B.S., UCLA, 2005), kinesiology (M.S., CSU, Fullerton, 2008), and education (M.A., UC Irvine, 2011), his work spans a variety of disciplines. While broadly focusing on the relations between organized activities and youth development, Adam's current work is specifically addressing the role of the adults organizing youth activities in positive youth development. Recently, he was recognized as an Emerging Scholar in Out-of-School Time research by the American Educational Researchers Association and was awarded a Chancellor's Club Fellowship at UC Irvine.

JESSACA SPYBROOK is an assistant professor in the Department of Educational Leadership, Research, and Technology in the College of Education and Human Development at Western Michigan University. Her research has focused on improving the quality of the designs and power analyses of group randomized trials in education. She is co-author of the software and documentation for Optimal Design Plus, a program that assists researchers in planning adequately powered group randomized trials. In 2010 she was awarded a National Academy of Education/Spencer Postdoctoral Fellowship. Jessaca earned her Masters in Applied Statistics and PhD in Education from the University of Michigan. Prior to attending graduate school she was a seventh grade math teacher.

MIRON STRAF is deputy director (special projects) of the Division of Behavioral and Social Sciences and Education at the National Research Council. Previously he served as director of the division's Committee on National Statistics and was at the National Science Foundation, where he worked on developing the research

priority area for the social, behavioral, and economic sciences. He was on the faculty of the University of California, Berkeley, and the London School of Economics and Political Science and was president of the American Statistical Association. He received the American Association of Public Opinion Research's Innovators Award for his work on cognitive aspects of survey methodology. His major research interests are government statistics and the use of statistics and research for public policy decision making. He has a Ph.D. in statistics from the University of Chicago.

VIVIAN TSENG is vice president, program, at the William T. Grant Foundation. In her seven years at the Foundation, she has been instrumental in developing the Foundation's work to increase understanding of youth's everyday settings and ways to improve them. More recently, Dr. Tseng has been spearheading the Foundation's initiative on understanding when and how research evidence is used in policy and practice affecting youth. She also oversees the William T. Grant Scholars Program, a career development initiative to support promising early career researchers, and has significantly expanded its mentoring component. Prior to joining the Foundation, she was a faculty member in Psychology and Asian American Studies at California State University, Northridge. She received her Ph.D. in Psychology from New York University, certificate in non-profit management from Columbia University, and B.A. in Psychology from the University of California, Los Angeles. Her empirical research has examined the ways immigration, race, and culture affect youth and their families has been published in *Child Development*, *Journal of Marriage and the Family*, *Journal of Ethnic and Migration Studies*, and the *Handbooks of Parenting*, *Asian American Psychology*, and *21st Century Education*. She also writes and presents regularly on evidence-based policy and practice.

ANDREW VALENT is a program associate who joined the American Youth Policy Forum in September of 2011. Andrew helps organize professional events related to education and youth development for policymakers at all levels. He has worked on afterschool and expanded learning, college and career readiness, career and technical education, and project-based learning as strategies to ensure that all students are prepared for life beyond the classroom. Prior to joining AYPF Andrew taught for several years at a community-based organization in Washington DC that provided several education programs during and beyond the school day for a largely immigrant community. Andrew then transitioned out of the classroom and into policy through a fellowship with the League of United Latin American Citizens (LULAC), where he helped inform LULAC constituents of federal and state education policies that affected Latino students and English Language Learners. Andrew holds a Bachelor's degree in elementary education from Pennsylvania State University and a Master's degree in International Education from George Washington University.

STEPHEN WEATHERFORD is professor of political science at the University of California - Santa Barbara. His research has focused on decision-making, political leadership, and policy deliberation, and has been supported by NSF and private foundations. His studies of public opinion have investigated how voters learn about national economic conditions and translate that information into political choices and actions; how local activists, parents and the wider citizenry mobilized to oppose (or support) school desegregation; and how declining public trust in political institutions and politicians conditions the government's ability to respond to problems. His studies of political leadership have focused on economic policy, comparing how post-war presidents have combined economic ideas and with political goals to set a course for the national economy, and how they have drawn on research and policy ideas in seeking to persuade Congress and the public to support them. Both these lines of research have revolved around the role of ideas - including research evidence as well as models or theories - and networks of interpersonal communication and influence. Weatherford's recent research has tracked the formation and performance of citizen deliberative forums, particularly in school politics at the local and state level. Weatherford has served on the editorial boards of several journals, in numerous positions in regional and national professional organizations, and on campus and university-wide governing bodies.

TOM WEISNER is professor of anthropology, Departments of Psychiatry (NPI Semel Institute, Center for Culture and Health) and Anthropology at UCLA. His research and teaching interests are in culture and human development; medical, psychological and cultural studies of families and children at risk; mixed methods; and evidence-informed policy. He is Director of the Center for Culture & Health and UCLA, and the Fieldwork and

Qualitative Data Laboratory in the Mental Retardation Research Center. He is currently studying impacts on children and families of changes in welfare and family supports, based on a longitudinal study over 8 years of a successful random-assignment experimental support program for working-poor parents (with Greg Duncan, Aletha Huston, Hiro Yoshikawa, Bob Granger and others). He also directs a longitudinal study of families with children with developmental disabilities (with Barbara Keogh and Ronald Gallimore), and is collaborating in a random-assignment, experimental mixed-method study of the impacts on families and children of early literacy interventions for Head Start programs (with Chris Lonigan and JoAnn Farver). He has been a Fellow at the Center for Advanced Study in the Behavioral Sciences, a member of the MacArthur Foundation research network on successful pathways in middle childhood, is past President of the Society for Psychological Anthropology, on the Board of ChildFund International, and is a Senior Program Advisor to the William T Grant Foundation. He is the co-author of *Higher Ground: New Hope for the Working Poor and Their Children* (2007) (with Greg Duncan and Aletha Huston); co-editor of *Making it work: Low-wage employment, family life and child development* (with Hiro Yoshikawa & Edward Lowe) (2006); editor of *Discovering successful pathways in children's development: New methods in the study of childhood and family life* (2005); and co-editor of *African families and the crisis of social change* (with Candice Bradley and Phil Kilbride) (1997).

BRIAN WILCOX joined the faculty of the University of Nebraska in 1994 and serves as the director of the University's Center on Children, Families and the Law, and chair of UNL's Family Research and Policy Initiative. He is also senior program officer at the William T. Grant Foundation. He received his Ph.D. in community psychology from the University of Texas in 1979. Prior to coming to Nebraska, he taught at the University of Virginia, served as a legislative assistant to Senator Bill Bradley, and was director of public policy for the American Psychological Association. His teaching and research interests focus broadly on the linkages between child development and public policy, including adolescent sexual behavior, child welfare, child care, and children and the media. He regularly teaches seminars on intervention research design and methods. Wilcox is a Fellow of the American Psychological Association. He is a past president of APA's Division of Child, Youth and Family Services, co-chair of the Society for Research on Adolescence's Committee on Research, Policy and Public Information, and currently serves on the ethics Committee for the Society for Research on Child Development and is a member of the Council of Representatives of the American Psychological Association. Wilcox is on the editorial boards of the *Journal of Adolescent Health*, the *Journal of Youth and Adolescence*, and the *Interamerican Journal of Psychology*. During the 2004-2005 year he was a visiting professor at the Pontifícia Universidade Católica in Rio de Janeiro and a Senior Fulbright Scholar at the Universidade Federal do Rio Grande do Sul in Porto Alegre, Brazil.

NICOLE YOHALEM is senior director of special projects at the Forum for Youth Investment where she leads work related to out-of-school time and bridging research, policy and practice. Prior to joining the Forum staff in 2000, Nicole served as a youth development specialist at Michigan State University where she developed, implemented and evaluated community-based youth programs and provided training and technical assistance to programs statewide within the Cooperative Extension Service. Prior to that she worked at the local level, developing and directing mentoring, leadership and after-school programs for urban youth through 4-H. From 1990 to 1995, Nicole worked in the adolescent division of the High/Scope Educational Research Foundation where she directed the Foundation's residential programs for teens while developing curricular and training materials for use in a wide range of youth programs. In addition to her work with the Forum, Nicole has served as a consultant to the World Bank on education reform in the Latin American and Caribbean region. She received her Master of Education degree from the Harvard Graduate School of Education in its multidisciplinary Risk and Prevention program.