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1 through January 2000
2 as of January 2000
3 as of July 1999
4 as of August 1999
5 as of June 1999
6 as of November 1999
7 through September 1999
Lyle M. Spencer
1911-1968

In 1938, while a graduate student in sociology at the University of Chicago, Lyle M. Spencer founded Science Research Associates, which eventually became one of the country’s leading publishers of educational tests, guidance programs, and curriculum materials. Lyle Spencer served as president of SRA from its founding until his death in 1968.

Lyle Spencer established the foundation that bears his name in 1962, with the mandate of investigating ways in which education, broadly conceived, might be improved around the world. The Foundation received its major endowment in 1968 following the founder’s death. Since that time, it has authorized grants totaling approximately $248.2 million. Its assets as of March 31, 2000, were $593.3 million.
THE PRESIDENT’S COMMENTS

Patricia Albjerg Graham

These comments are my last as president of the Spencer Foundation from which I will retire on June 30, 2000. Since I was named president in January 1991, after Lawrence A. Cremin’s sudden death in September 1990, I have had the immense privilege of working with some of the finest researchers in education and supporting their work with the Foundation’s funds. I am enormously appreciative of the opportunity presented to me. I am confident that the distinguished historian of education, Ellen Condliffe Lagemann, who will assume the presidency of the Foundation in September 2000, will find the responsibilities as rewarding as I have and that she will provide outstanding leadership.

As our founder, Lyle Spencer, advised us in his notes on the creation of the Foundation, we “tend to bet on people even more than the project itself.” In following this guidance during the last decade we have focused substantially on individuals beginning their careers in educational research. Hence, we have concentrated the resources that have come to us from the rising stock market on programs of fellowships: for recent postdoctoral recipients, for dissertation fellows, and for doctoral students in education and in education-related fields. The wisdom of those decisions will be revealed by the future productivity of these fellows as scholars, teachers, and contributors to the education community. The evidence accumulated thus far is that these recipients include many of the rising leaders of educational research, and the Foundation basks in their reflected glory.

On the whole the Foundation has also “bet on people even more than the project itself” by relying heavily in our grant making on proposals from the field, rather than ourselves designing “requests for proposals.” We have confidence that active researchers are more knowledgeable than staff in our lovely offices 39 floors above Michigan Avenue about what research needs to be done and how it should be conducted. We also depend significantly upon guidance from accomplished researchers for peer review of proposals.

Committed as we are to the wisdom of the research community, we have on our own initiative identified several geographic regions for special attention. The first is our home city of Chicago, where we have expanded a bit of our definition of “research” to include selected educational reform and dissemination projects, as well as traditional research. We feel a particular obligation to be helpful to the city that supports us, particularly as it wrestles in an imaginative manner with urban school reform. Secondly, we have pursued an initiative in the southern section of the United States where our previous efforts at outreach had yielded significantly fewer results of successful funding of educational research. During the past three years our vice president, John Williams, has spent considerable time and effort seeking appropriate funding opportunities in the South, where severe educational problems persist, but new means of alleviating them are emerging. Finally, we have extended our domestic efforts in fellowship and research training grant programs to prepare the next generation of educational researchers and leaders to two nations, Russia and South Africa, undergoing pro-
found political transformations with concomitant educational changes. Lauren Jones Young has led this effort in which we have worked collaboratively with several other U.S. foundations.

A perplexity that continues to challenge us is understanding the dynamics of educational practice. We have initiated several different efforts over the last decade to increase knowledge about how and why students learn, teachers teach, and administrators enable or hinder. We have supported studies that focus on school learning, others that concentrate on acquisition of knowledge in non-school settings, and many that combine the two. We have encouraged research from practitioners and traditional researchers, as well as combined teams of both. As we predicted when we began this focus, responding to strong encouragement from the field, the research we fund will not answer definitively or in the short-run all questions about the nuances of educational practice. Ours will be an ongoing investigation, immensely richer in capturing the reality of learning than earlier research of previous decades that attempted to explain learning isolated from the contexts in which it occurs. Much remains to be done in educational research, and I am delighted that my colleagues at the Spencer Foundation under the leadership of Ellen Lagemann will have the opportunity to continue this fine and important work.

June 14, 2000
Patricia Albjerg Graham
President
In the fiscal year ending March 31, 2000, the Foundation approved new grants and fellowships totaling $24.5 million. It made grant payments totaling $25.9 million; 52 percent of the new grant awards were for research, 19 percent for fellowship programs, 8 percent for training programs, and 21 percent for other Foundation initiatives. These authorizations and payments were allocated to the programs described on pp. 20-45 of this report. Total grantmaking increased slightly from $19.7 million in FY 1998 to $22 million in FY 1999 to $24.5 million in FY2000.

Pleased to contribute added resources to the Foundation’s important goal of enhancing education research, we have adopted a measured approach to expansion which involves both increasing awards in existing programs and establishing new programs to meet new needs. Fiscal year 2000 constituted a period of full implementation of new programs begun during the previous two years. We are pleased with the response of the nation’s research community to our new funding programs—Research on School Reform, Conference Grants, Southern Initiative, and Advanced Studies Fellowships - and fully expect to achieve the goals we established in initiating them.

The overall grant-making approach of the Foundation remains one of responding to ideas emerging from communities of scholars and researchers concerned with education topics. Reflecting this strategy, a wide range of very important research issues and topics are addressed throughout the grant awards reported on pp. 20-45 of this annual report. The Foundation also continues to rely upon peer review mechanisms to reach decisions about individual proposals and upon advisory committees for more general assistance in formulating, planning, and assessing grant and fellowship programs. Consistent and reliable cooperation from expert scholars and researchers from the many different fields and disciplines we support enables the Foundation’s “field initiated” strategy to work very successfully. We also continue to rely upon the wisdom and leadership of our Board of Directors for charting a future course for the Foundation and establishing policies for day-to-day operations.

Among the Foundation’s many accomplishments over the past year, a few stand out. We awarded $750,000 to the University of Cape Town in South Africa for graduate student fellowships, and we anticipate a similar grant to the European University at St. Petersburg in Russia, enabling leaders and faculty of these two institutions to inaugurate new Ph.D. curricula and post-doctoral programs for the creation of new generations of researchers on education during these nations’ critical transition into newer democratic forms of government. Our Southern Initiative has resulted in the establishment of locally initiated, interdisciplinary, inter-institutional education research projects which demonstrate potential for funding by other foundations and wide acceptance by Southern scholars and educators. We are also pleased by the Foundation’s ventures in the direction of promoting discourse on education research topics and wider dissemination of wisdom from education research. The clear need and potential usefulness of such discussion increases as work in this area expands.
The Foundation’s success both in increasing its resources and putting them to good use is in no small measure due to the leadership of President Patricia Albjerg Graham who announced her retirement from the Foundation effective June 2000. We will miss her work and her friendship in future years, but we wish her well as she embarks upon her next career as a retired, but extremely active, expert on many subjects related to education research. Those of us who remain anticipate with great excitement the arrival of Ellen Condliffe Lagemann, our next President, who will provide leadership for the Spencer Foundation as we move into the next century.

John B. Williams, III
Vice President
GENERAL SCOPE OF SUPPORT

The primary mission of the Foundation, as articulated by its founder, Lyle M. Spencer, is "to investigate ways in which education can be improved, around the world." To achieve this goal, the Foundation is committed to supporting high-quality investigation of education through its research programs and to strengthening and renewing the educational research community through fellowship and training programs and related activities. The Foundation defines education broadly to include all of the situations and institutions in which education proceeds, across the entire life span. An important expectation of the Foundation is that the activities it supports, taken together over the years, will contribute significantly to the enhancement of educational opportunities for all people.

The Foundation's programs are organized within three divisions: Research, Fellowships, and Training. In addition, a handful of programs operate out of the Office of the Vice President. Programs in the Research Division support work that shows promise of contributing new knowledge, understanding, and improvement of educational thought and practice. Programs in the Fellowship Division support educational researchers at different stages of their professional careers, providing resources to both beginning and senior researchers to pursue concentrated intellectual activity. Programs in the Training Division are aimed at improving the work and performance of agencies and institutions, mainly universities and graduate schools of education at universities, which hold a mission of training and apprenticing educational researchers. Funding programs within the Vice President's Office are experimental or developmental, spanning and augmenting the other divisions' programmatic objectives.

As a matter of policy, the Foundation is unable to support requests for capital funds, operating or ongoing program expenses, direct support for teacher or staff pre-service or in-service training, and funds for developing tests, curricula, or programs, or for program evaluation.

RESEARCH DIVISION

The Research Division at the Foundation encourages research that promises to yield new knowledge about education, in one or other of its forms, in the United States and abroad. The programs in this division support researchers from a wide range of disciplines and professional fields.

MAJOR RESEARCH GRANTS

The Foundation's Major Research Grants Program supports research projects requiring more than $35,000. Research projects vary widely, ranging from medium-sized studies that can be completed within a year by an individual researcher to more extensive collaborative studies that can last several years.

Funding Priorities. The Foundation does not establish funding priorities for subjects of research. Funded projects originate from research ideas initiated in the field by scholars and other researchers. The Foundation believes that the best research is done by those who conceive or recognize an important research idea or problem, have the professional skills to examine it, and the energy and perseverance to bring the project to a successful conclusion.

Eligibility. Ordinarily, principal investigators applying for a Major Research Grant must be currently affiliated with a school district, a college or university, a research facility, or a cultural institution. Researchers must also have an earned doctorate in an academic discipline or professional field and/or appropriate experience in the teaching profession.

Restrictions. The Foundation does not grant funds to maintain organizations or the institutional infrastructure of educational research. Grantees may not receive two research grants simultaneously from the Spencer Foundation. Please note that the Foundation does not pay government-approved overhead rates on research grants. Overhead requests on Major Research Grants of more than $75,000 may not exceed 15 percent of the requested direct costs. The Foundation does not pay indirect costs on research grants of $75,000 or less.
Application Information

Application Procedure. The Foundation does not accept fully developed proposals unless it has requested them. Applicants seeking research support from the Major Research Grants Program are asked to submit a brief preliminary proposal. Preliminary proposals should be no more than 1,500 words in length. Within those limits, we request the following information:

• a brief description of the project and the new knowledge expected to result from it;
• a brief review of relevant research literature;
• a concise summary of the research methodologies, modes of analysis, and/or instruments that the project will employ;
• a clear identification of the principal investigator(s) and a clear definition of the roles they and any supporting researcher(s) will play;
• an estimated time frame for the project and an approximated project budget including the amount requested from the Spencer Foundation.

Attachments must include:

• the full curriculum vita(e) of the principal investigator(s);
• phone number(s), fax number(s), and email address(es) that can be used to contact the investigator(s).

The Foundation responds to preliminary proposals promptly.

Inquiries and preliminary proposals are welcome at any time and should be addressed to: Major Research Grants Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.

SMALL RESEARCH GRANTS

The Foundation’s Small Research Grants Program supports short-term research projects (one year or less) that require no more than $35,000 to complete. It offers scholars and teachers in a broad range of institutions who are interested in educational research a unique opportunity to obtain support for their work. The program is appropriate for modest-sized research projects, exploratory studies, specific phases of larger investigations, and projects that arise in response to unusual opportunities. The Small Research Grants Program encourages researchers with diverse perspectives to develop ideas and approaches that extend the conventional boundaries of a research question, area, or method. The program supports individual efforts as well as collaborations.

Eligibility. Ordinarily, small grant researchers must be currently affiliated with a school district, a college or university, a research facility, or a cultural institution. Researchers must also have an earned doctorate in an academic discipline or professional field and/or appropriate experience in the teaching profession.

Restrictions. Grantees are not permitted to receive two research grants simultaneously from the Spencer Foundation. Grants made under this program range from $1,000 to a maximum of $35,000. Projects may not last longer than one year. Please note that the Foundation does not pay indirect costs in the Small Research Grants Program. Researchers seeking support for their doctoral dissertations should apply to the Spencer Dissertation Fellowship Program.

Application Procedure. Unlike the Major Research Grants Program, a preliminary proposal is not required. Proposals for support from the Small Research Grants Program should be in the form of a statement with attachments. The statement should not exceed 1,800 words in length (approximately five to seven double-spaced pages) and should provide the following information:

• a concrete description of the proposed research project;
• a review of the relevant literature and the proposed research’s relationship to it;
• a statement of the methodologies and modes of analysis to be employed in the project;
• a clear definition of the role of the researcher(s);
• a summary of the new knowledge about...
education expected to result from the project;
• a description of the potential contribution of that new knowledge to the improvement of education.

Attachments should include:
• a one-paragraph summary of the project, written for the interested, informed lay person;
• a detailed budget for the project;
• approval of the budget from the appropriate financial officer of the institution serving as fiscal agent of the grant;
• the full curriculum vita(e) of the principal investigator(s);
• phone number(s), fax number(s), and email address(es) that can be used to contact the investigator(s).

An unbound original and two unbound copies of the proposal and attachments are requested. Please note that proposals exceeding the prescribed limit of 1,800 words will not be reviewed. Insofar as it is feasible, proposals that include all the information requested above will be acted upon within approximately three months of receipt by the Foundation.

Inquiries and proposals are welcome at any time and should be addressed to Small Research Grants Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.

PRACTITIONER RESEARCH COMMUNICATION AND MENTORING GRANTS
The Foundation’s Practitioner Research Communication and Mentoring Program (PRCM) supports research or research capacity-building projects. The program seeks to strengthen the effectiveness of teacher/educator-researchers and to clarify the uses of practitioner research. The purpose of PRCM grants is threefold: (1) to establish or strengthen channels for rigorous examination and discussion of the characteristics and knowledge produced by well-constructed teacher/educator-research; (2) to provide teacher/educator-researchers with the opportunity to enhance their research skills through consultation with others in the teacher/educator-research and/or traditional academic communities, and (3) to support high quality teacher/educator research projects.

PRCM grants are intended to build the research expertise of teacher/educator-researchers and to support strong communities of inquiry around teacher/educator research.

Application guidelines are under revision. Inquiries should be directed to: Practitioner Research Communication and Mentoring Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.

PROFESSIONAL DEVELOPMENT RESEARCH AND DOCUMENTATION PROGRAM
The Professional Development Research and Documentation Program, funded jointly by the John D. and Catherine T. MacArthur Foundation and the Spencer Foundation, completed its third and final year of grant making in December 1998. Final proposals were funded in September 1998. The program was created to support research on the professional development of adults working in elementary and secondary schools. Individuals or groups interested in pursuing grants for research on professional development can apply to the Small Research Grants or Major Research Grants program at the following address: The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.

THE SPENCER SENIOR SCHOLAR PROGRAM
The Spencer Senior Scholar Program supports established scholars who are identified as being at the peak of their careers by their peers. The Scholars are invited by the Foundation to submit proposals for these awards.

FELLOWSHIP DIVISION
The Fellowship Division at the Foundation supports scholars engaged in educational research at different stages of their professional...
Application Information

lives. Three fellowship programs—the Spencer Dissertation Fellowship Program, the Advanced Studies Research Group Fellowships, and the Advanced Studies Institute/Seminar Awards—are administered directly by the Foundation. The National Academy of Education/Spencer Postdoctoral Fellowships, the American Educational Research Association/Spencer Pre-Dissertation Research Fellowships, and the Spencer Fellows at the Center for Advanced Study in the Behavioral Sciences are administered by outside agencies on behalf of the Foundation.

**Dissertation Fellowship Program for Research Related to Education**

Through the Foundation’s Dissertation Fellowship Program, approximately 35 non-renewable fellowships of $20,000 are awarded each year. The Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to education. The Foundation believes that insights from many research traditions can contribute to an understanding of education as a fundamental human endeavor and advance our ability to address significant current issues in education. Therefore, the Spencer Dissertation Fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world.

**Funding Priorities.** Although the dissertation topic must concern education, graduate study may be in any academic discipline or professional field. In the past, fellowships have been awarded to candidates in anthropology, architecture, art history, economics, education, history, linguistics, literature, philosophy, political science, public health, psychology, religion, and sociology, but eligibility is not restricted to these academic areas. Candidates should be interested in pursuing further research in education once the doctorate is attained.

**Eligibility.** Applicants must be candidates for the doctoral degree at a graduate school in the United States. These fellowships are not intended to finance data collection or the completion of doctoral coursework, but rather to support the final analysis of the research topic and the writing of the dissertation. For this reason, all applicants must document that they will have completed all pre-dissertation requirements by June 1 of the year in which the fellowship is awarded and must provide a clear and specific plan for completing the dissertation within a one or two-year time frame.

**Restrictions.** Fellows’ stipends are to support completion of dissertation work and are to be expended within one or two years in accordance with the work plan provided by the candidate in his/her application. Fellows may not accept employment other than as described (if any) in the application, nor may they accept other awards providing duplicate benefits without the written permission of the Spencer Program Officer.

**Application Procedure.** Fellowship applicants must request current application forms and instructions by October of the year prior to the year in which the fellowship is to take effect. Students must submit their completed applications by a mid-October date designated each year. Awards are announced in April.


**Advanced Studies Research Group Fellowship Awards**

The Foundation’s Research Group Fellowship Awards provide multi-year funding to teams of senior researchers to offer one- to two-year postdoctoral fellowships to cohorts of early career scholars (ordinarily within five years of degree conferral). The awards seek to aid postdoctoral fellows in strengthening their
Those senior scholars interested in submitting a Research Group Fellowship Award proposal must have first applied for, and been awarded, a Planning Grant.

ADVANCED STUDIES RESEARCH GROUP PLANNING GRANTS

Research Group Planning Grants support the complex thinking needed to design and organize a Research Group Fellowship Program that supports the career development of postdoctoral scholars working in areas relevant to education. Planning processes funded under this grant may be of up to one year in duration and must require no more than $50,000 to complete. Planning activities vary widely, ranging from an analysis of the needs of early career scholars and the host institution’s capacity to address those needs to the identification of a network of senior scholars and/or the establishment of the institutional arrangements necessary for a strong and successful postdoctoral program.

Eligibility. Senior researchers may serve as the principal investigators on a Planning Grant application. Current principal investigators on Spencer research grants may apply for an award under this program. Principal investigators must be currently affiliated with a college or university, a research facility, or other research agency. The principal investigators must also have an earned doctorate in an academic discipline or professional field. Applicants may either be associated with a single institution or organized collaboratively across institutions. A program can be located in any field of inquiry but must be: (1) proposed by a team of researchers working in areas relevant to education and (2) designed for early career scholars interested in research careers focused on critical educational issues.

Restrictions. A Planning Grant will not cover current expenses associated with an ongoing research program, but it can be used to rethink or redesign an existing program for early career scholars pursuing research related to education. Please note that the Foundation does not pay indirect costs on Research Group Fellowship Planning Grants.

Application Procedure. Planning Grant proposals should be no more than 2,500 words in length (approximately eight to ten double-spaced pages) and should provide the following:

- a description of the research community into which a group of postdoctoral fellows would be immersed (were the planning grant to result in submission of a full proposal);
- a statement of the likely focus of inquiry;
- a brief discussion of the strengths of the institution or context to support such inquiry;
- a concise summary of the proposed planning activities and the rationale for undertaking each one;
- identification of the person or persons responsible for the planning process;
- an estimated schedule for the planning process.

Attachments should include:

- a summary of the proposal (one double-spaced page);
- a detailed budget;
- approval of the budget from the appropriate financial officer of the institution serving as the fiscal agent of the grant;
- the full curriculum vitae of the researchers responsible for the planning process;
- phone numbers, fax numbers, and email addresses that can be used to contact the researchers.

An unbound original and five unbound copies of the proposal and attachments are
Application Information

Insofar as feasible, proposals that include all the information requested above will be acted upon within approximately six to eight weeks of receipt by the Foundation.

Inquiries and proposals are welcome at any time and should be addressed to: Advanced Studies Fellowship Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.

ADVANCED STUDIES INSTITUTE/SEMINAR AWARDS

The Foundation’s Advanced Studies Institute/Seminar Awards support short-term workshops, institutes, or seminars designed to strengthen the research skills of early career scholars. Institute/Seminars may take many forms (from a single meeting to a series of meetings, conferences, or seminars), but should advance the program’s dual goals of: (1) strengthening the research capacities of early career scholars and (2) enhancing their substantive and professional networks.

Eligibility. Beginning or experienced researchers, or a combination of the two, may apply for an Advanced Studies Institute/Seminar Award to strengthen the research skills and capacities of early career scholars. Ordinarily, Advanced Studies researchers must be currently affiliated with a school district, a college or university, a research facility, or a cultural institution. Researchers must also have an earned doctorate in an academic discipline or professional field. Current principal investigators on Spencer research grants may apply for an award under this program. However, early career applicants may not hold another Spencer Foundation-funded fellowship when they apply for an Institute/Seminar Award.

Restrictions. Planning Grants are not available for development of proposals for an Institute/Seminar Award. An Institute/Seminar Award may not be used to fund a program that is already underway. However, a proposal that argues persuasively that a distinct element relevant to the purposes of this award is to be added to an existing program could be considered. Please note that the Foundation will not pay indirect costs on Institute/Seminar Awards.

Application Procedure. Institute/Seminar proposals should be no more than 2,500 words in length (approximately eight to ten double-spaced pages) and should provide the following:

- a clear synopsis of the objectives for the Institute/Seminar and a statement of how these objectives will address the needs of early career scholars;
- a statement of the new knowledge and/or skills early career researchers are expected to acquire through participation in the Institute/Seminar;
- a concise summary of the proposed set of activities designed to strengthen the research capabilities of young researchers and of the ways in which the proposed activities will fulfill this broad purpose;
- identification of the researcher(s) responsible for organizing the Institute/Seminar;
- a participant list or a statement of the target audience and/or (if appropriate) the names and titles of individuals who have agreed to participate as contributors through general discussion, presentation of papers, and other means;
- an estimated schedule for the meetings, symposia, seminars, or institutes.

Attachments should include:

- a summary of the proposal (one double-spaced page);
- a detailed budget;
- approval of the budget from the appropriate financial officer of the institution serving as fiscal agent of the grant;
- the full curriculum vitae of the researchers responsible for the Institute/Seminar;
- phone numbers, fax numbers, and email addresses that can be used to contact the researchers.

An unbound original and five unbound copies of the proposal and attachments are requested. Insofar as it is feasible, proposals...
that include all the information requested above will be acted upon within approximately six to eight weeks of receipt by the Foundation. Inquiries and proposals are welcome at any time and should be addressed to: Advanced Studies Fellowship Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.

NATIONAL ACADEMY OF EDUCATION/SPENCER POST-DOCTORAL FELLOWSHIPS

Administered by the National Academy of Education, the Postdoctoral Fellowships are designed to promote scholarship in the United States and abroad on matters relevant to the improvement of education in all its forms. Scholars anywhere in the world who have completed their doctorates within the last five years and who wish to conduct research related to education may apply.

Inquiries concerning the Postdoctoral Fellowship Program should be addressed to: The National Academy of Education, School of Education, New York University, 726 Broadway, Suite 509, New York, New York 10003-6652.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION/SPENCER PRE-DISSERTATION RESEARCH FELLOWSHIPS

The American Educational Research Association (AERA)/Spencer Pre-Dissertation Research Fellowship Program provides one-year fellowships for graduate students midway through their doctoral programs. Students at institutions receiving Spencer Research Training Grants are not eligible for these fellowships.

Inquiries concerning the Pre-Dissertation Research Fellowship Programs should be addressed to: AERA/Spencer Pre-Dissertation Research Fellowship Programs, The American Educational Research Association, 1230 17th Street, NW, Washington, District of Columbia 20036.

SUPPORT FOR SCHOLARS AT THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES

Since 1971, the Foundation has contributed to the support of Spencer Fellows at the Center for Advanced Study in the Behavioral Sciences (CASBS) in Stanford, California. Three to five scholars with interests in issues of education, development, cognition, and the social contexts of learning are supported annually.

Inquiries concerning Spencer Fellows at CASBS should be addressed to: Director, Center for Advanced Study in the Behavioral Sciences, 75 Alta Road, Stanford, California 94305-6090.

TRAINING DIVISION

The Training Division at the Foundation seeks to support innovative ways to address the systematic and creative training of education researchers and to promote a deeper understanding of educational practices. The three programs in this division, two of which are invitational, are described below.

THE RESEARCH TRAINING GRANT PROGRAM

Through the Research Training Grant Program, at the invitation of the Foundation, grants are made to schools of education to support the doctoral training of education researchers. The program’s goals are: (1) to enhance the research training of graduate students in education by providing financial aid to students so that they can study full time, (2) to develop a larger and stronger national community of inquiry, and (3) to stimulate conversations about research training within and across institutions.

RESEARCH ON SCHOOL REFORM INITIATIVE

The intent of the Research on School Reform Initiative is to promote research that will generate a deeper understanding of educationally relevant changes associated with school reform. The research should explore the significance of pertinent contexts and both the
intended and unintended consequences of school reform. The Foundation encourages research on specific reforms that have important implications for the schools and students involved and for future policies, both locally and nationally. The Foundation will not fund evaluations of reform efforts or evaluations of educational programs.

The Research on School Reform Initiative provides support for teams of researchers. The teams should be multi-disciplinary, involve senior and junior scholars, and include practitioners as full participants. Findings should be presented in forms and forums useful for those directly involved with the reform. (These stakeholders might include educators, families, and community members as well as scholars, policy analysts, and policy makers.) The Foundation will periodically convene grantees to examine themes and issues emerging from the research.

Those invited to submit a proposal for funding must have first applied for and been awarded a Planning Grant. At this time, no new requests for funding under this program are being accepted.

Inquiries about this program should be addressed to: Research on School Reform Initiative, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.

SPENCER MENTOR NETWORK AWARDS

The invitation, the Mentor Network Grant Program awards grants to individual scholars who work on issues related to education and who have a strong record of mentoring doctoral students preparing for careers in education research. Recipients of the grants are selected based on their research records and evidence of their effectiveness as mentors. Spencer Mentor Network Awards provide support to doctoral students intending careers related to the study of education.

OFFICE OF THE VICE PRESIDENT

A small number of experimental and developmental programs, including Conference Programs, are assigned to the Office of the Vice President.

CONFERENCE PROGRAMS

Through its conference programs, the Foundation encourages discussion of relevant topics related to research on education through two initiatives.

SPENCER-SPONSORED CONFERENCES

The Foundation organizes three to four invitational conferences each year to encourage established scholars to focus more deeply on issues judged by the education research community to be of special importance and in need of scholarly attention. These conferences are intended to provide an opportunity for the nation's community of educational researchers to meet together to review existing research, discuss new pathways of inquiry, develop future research agendas, train and socialize beginning researchers, and conduct related community-building activities.

Conference agendas, reports, and participant listings may be found on the Foundation's website at www.spencer.org.

RESEARCH CONFERENCE GRANTS

The Foundation's Research Conference Grants Program supports forums in which researchers and other educators engage in discussions of on-going research projects, important new findings, areas for new research, improved methods for systematic inquiry into important education topics, and related subjects. Such forums are important for expanding and improving the content and contributions of education research and for sustaining national and international research communities.

Funding Priorities. Conferences proposed for funding under the program should offer a unique opportunity to focus upon an area of inquiry, to define needed research, and/or to promote multi-disciplinary collaboration. Conference organizers need not feel limited to a single conference structure. In addition to the
traditional paper presentation format, acceptable conference structures include a series of working meetings or seminars, discussions of new or innovative ways to think about existing research, and multimedia or video conferencing.

**Eligibility.** Ordinarily, conference organizers must be currently affiliated with a school district, a college or university, a research facility, or a cultural institution. Conference organizers must also have an earned doctorate in an academic discipline or professional field and/or appropriate experience in the teaching profession. Researchers and other applicants may receive a conference grant and a research grant simultaneously from the Foundation. Prior experience organizing conferences is considered but is not a prerequisite for funding.

**Restrictions.** Grants under the program may not exceed $50,000. A report, a book of readings, or a research agenda should be disseminated following the conference. Please note that the Foundation does not pay indirect costs in the Research Conference Grants Program.

**Application Procedure.** Proposals for support should take the form of a statement not exceeding 1,500 words in length (approximately five double-spaced pages) and should include the following:

- a clear description of the proposed conference objectives;
- the proposed organization, format, date(s), and schedule of all conference proceedings;
- a clear identification of the conference organizer(s);
- the names and titles of individuals who have agreed to participate as contributors through general discussion, presentation of papers, and other means;
- a description of planned reports, publications, and other concrete outcomes.

Attachments should include:

- a one-paragraph summary of the project;
- a conference agenda;
- a detailed budget;
- approval of the budget from the appropriate financial officer of the institution serving as fiscal agent of the grant;
- the full curriculum vita(e) of the conference organizer(s);
- phone number(s), fax number(s), and email address(es) that can be used to contact the conference organizer(s).

An unbound original and three unbound copies of the proposal and attachments are requested. Insofar as feasible, proposals that include all the information requested below will be acted upon within approximately three months of receipt by the Foundation.

Inquiries and proposals are welcome at any time and should be addressed to:


**ADDITIONAL INFORMATION**

**THE REVIEW PROCESS**

Research proposals and fellowship applications submitted to the Spencer Foundation go through a rigorous review process that relies extensively upon peer review by external scholars. The goal of the external review is not to achieve threshold ratings from reviewers; rather, it is to bring solid scholarly advice to bear on funding decisions. The Foundation receives many more well-conceived and worthwhile project proposals than it can possibly fund. Therefore, it is frequently necessary to forgo opportunities to support high quality projects in the research programs or in the fellowship competitions even though they are well within the Foundation’s area of interest.

**INDIRECT COST POLICY**

For research grants over $75,000, the Foundation will pay indirect costs up to 15 percent of the direct costs of the project. The Foundation does not pay government-
approved overhead rates on research grants.

For all other grants, it is the Foundation’s policy not to pay indirect costs. Also, the Foundation will generally not accept institutional infrastructure costs (such as office rent, grants and contracts office expenses, accounting and legal services, etc.) as part of the direct costs. The Foundation will review each budget individually for the appropriateness of the direct costs.

NOTE: The current members of the Foundation’s Board of Directors, review committees, and staff, as well as updates of the information in the Annual Report, can be found at the Spencer Foundation website: www.spencer.org. Additionally, this site permits downloading of the Foundation’s 25th Anniversary Annual Report (1996), the current year’s Annual Report, and select updates to Spencer program information.
2000 GRANTS AUTHORIZED

The Spencer Foundation supports research that gives promise of yielding new knowledge leading to the improvement of education. Grants authorized and ongoing under the Research, Fellowship, and Training initiatives during this year are listed on pages 20 through 45.
MAJOR RESEARCH GRANTS

F. King Alexander and Walker W. McMahon
*Measuring the Returns to Higher Education: The Market and Non-Market Returns to Education and Research from Investment in Higher Education*
Department of Educational Organization and Leadership
University of Illinois at Urbana-Champaign
$57,500 over one year

Richard C. Anderson
*Facets of Metalinguistic Awareness that Enable the Acquisition of Chinese Characters*
Center for the Study of Reading
University of Illinois at Urbana-Champaign
$233,700 over two years

Bonnie L. Barber
*Round Holes, Square Pegs, Rocky Roads, and Sore Feet: Adolescents’ Education and their Transition into Adulthood*
Department of Family Studies
University of Arizona
$194,200 over four years

Annette P. Lareau
*Contours of Childhood: The Power and Limits of Social Class*
Department of Sociology
Temple University
$297,150 over two years

Jane E. Lewis
*Sex Education: A Comparison of Policy Development and Practice in the UK and The Netherlands from the 1960s to the 1990s*
Department of Social Policy and Social Work
University of Oxford
United Kingdom
$134,350 over two years

Rachel A. Latan and Elizabeth G. Cohen
*Language Acquisition and Mastery of Content for English Learners in Heterogeneous Classrooms*
Program for Complex Instruction
Stanford University
$394,950 over three years

Emily C. Hannum and Yanhong Zhang
*The Gansu Poverty and Education Project*
Graduate School of Education
Harvard University
$276,400 over 27 months

Sylvia A. Harrop and Joyce Goodman
*Women and the Governance of Girls’ Secondary Schools in Britain 1870-1917*
Department of Education
University of Liverpool
United Kingdom
$235,400 over three years

20
**Major Research Grants**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grant Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>David E. Myers and Paul E. Peterson</td>
<td>Continued Funding of “An Evaluation of a Randomized Experiment on School Choice” Corporation for the Advancement of Policy Evaluation Plainsboro, New Jersey $436,000 over two years</td>
</tr>
<tr>
<td>Barbara Scott Nelson and Annette M. Saai</td>
<td>“Putting Something on the Line:” How New Ideas About Education Connect with Old Ideas About Administration Education Development Center, Inc. Newton, Massachusetts $319,250 over two years</td>
</tr>
<tr>
<td>Francisco O. Ramirez and John W. Meyer</td>
<td>The Societal Effects of National Scientific and Educational Expansion: Comparative Sociological Studies School of Education Stanford University $461,650 over three years</td>
</tr>
<tr>
<td>Karl L. Alexander and Doris R. Entwisle</td>
<td>The Transition to Adulthood Among Urban Youth Department of Sociology Johns Hopkins University $380,240 in 1998</td>
</tr>
<tr>
<td>Donna E. Alvermann</td>
<td>After-School Media Clubs for Reluctant Adolescent Readers Department of Reading Education University of Georgia $371,100 in 1999</td>
</tr>
<tr>
<td>Kathryn M. Anderson-Levitt</td>
<td>Constructing “Good Pedagogy” in Guinea: Global, National and Local Dialogues Department of Behavioral Sciences University of Michigan-Dearborn $118,860 in 1998</td>
</tr>
<tr>
<td>Kathryn H. Au</td>
<td>The Successful Education of Hawaiian Children: A Study of Preservice and Mentor Teachers College of Education University of Hawaii at Manoa $192,100 in 1997</td>
</tr>
<tr>
<td>Jean E. Rhodes and Niobe Way</td>
<td>A Longitudinal Investigation of the Predictors, Patterns of Change and Consequences of Middle School Student Perceptions of School Climate Department of Psychology University of Illinois at Urbana-Champaign $295,200 over two years</td>
</tr>
<tr>
<td>James E. Rosenbaum</td>
<td>How Do Employers and Students Learn to Use Community Colleges and Proprietary Schools? Center for Urban Affairs and Policy Research Northwestern University $400,000 over three years</td>
</tr>
<tr>
<td>Jean E. Rhodes and Niobe Way</td>
<td>A Longitudinal Investigation of the Predictors, Patterns of Change and Consequences of Middle School Student Perceptions of School Climate Department of Psychology University of Illinois at Urbana-Champaign $295,200 over two years</td>
</tr>
<tr>
<td>James E. Rosenbaum</td>
<td>How Do Employers and Students Learn to Use Community Colleges and Proprietary Schools? Center for Urban Affairs and Policy Research Northwestern University $400,000 over three years</td>
</tr>
<tr>
<td>Daniel A. Wagner</td>
<td>Literacy and Its Consequences in Developing Countries: A Comparative Approach International Literacy Institute University of Pennsylvania $476,100 over three years</td>
</tr>
<tr>
<td>Ruth A. Berman</td>
<td>Developing Literacy in Different Contexts and in Different Languages Department of Linguistics Tel Aviv University Tel Aviv, Israel $520,000 in 1998</td>
</tr>
<tr>
<td>Peter Blatchford and Anthony D. Pellegrini</td>
<td>Playground Games: Their Social Context in Elementary/Senior School Department of Psychology and Special Needs University of London United Kingdom $170,600 in 1998</td>
</tr>
<tr>
<td>Paul Bloom</td>
<td>Syntactic Support in Word Learning Department of Psychology Yale University $321,700 in 1993</td>
</tr>
</tbody>
</table>
Major Research Grants

David M. Bloome and Susan R. Goldman
Using Multiple Texts for Academic Learning: Social and Cognitive Perspectives
Department of Teaching and Learning
Vanderbilt University
$552,900 in 1997

Phyllis C. Blumenfeld, Joseph S. Krajcik, Ronald W. Marx, and Elliot Soloway
Technologies to Enable Inquiry: The Influences on Student Learning and Motivation
School of Education
University of Michigan
$755,350 in 1999

Jere E. Brophy and Janet E. Alleman
Developments Across the Primary Grades in Students’ Social Studies: Knowledge and Thinking
Department of Teacher Education
Michigan State University
$168,950 in 1999

David C. Brotherton and Luis Barrios
Marginalization, Education, and Empowerment: A Multiple Case Study Analysis of Street Organizations in New York City
Department of Sociology
John Jay College of Criminal Justice
City University of New York
$347,200 in 1999

Jerome S. Bruner
Meaning Making in Context
Department of Psychology
New York University
$377,250 in 1995

Nicholas C. Burbules and Suzanne Rice
Virtue, Communication, and Education: The Debate About Virtue and Character in U.S. Schools
Department of Educational Policy Studies
University of Illinois at Urbana-Champaign
$72,800 in 1998

Robert L. Calfee
Design Experiments on Efficient and Effective Decoding-Spelling Instruction in the Primary Grades
Graduate School of Education
University of California, Riverside
$382,000 in 1999

Eve V. Clark
Pragmatics, Metalinguage, and Addressee-Uptake in Language Acquisition
Department of Linguistics
Stanford University
$58,000 in 1999

Mary Ann Dzuback
Women Social Science Scholars in the Academy, 1890-1940
Department of Education
Washington University
$132,700 in 1995

Kieran Egan
Minds and Their Educational Development
Faculty of Education
Simon Fraser University
$46,450 in 1999

Turfaït M. Elouldou-Enygue and Julie DaVanoo
Population Growth, Economic Crisis, and the Future of Schooling in Sub-Saharan Africa
The RAND Corporation
Santa Monica, California
$184,900 in 1999

Thomas W. Farmer and Beverly D. Caims (originally granted to Robert B. Caims)
Intergenerational Turning Points for School Success
Department of Psychology
University of North Carolina at Chapel Hill
$258,750 in 1997

Michael Fultz
African-American Teachers in the South, 1890-1960
Department of Educational Policy Studies
University of Wisconsin-Madison
$182,100 in 1997

René Galindo
A Comparative Study of Language and Educational Policy Debates over Bilingual Education
Latinx/a Research and Policy Center
University of Colorado at Denver
$470,450 in 1999
### Major Research Grants

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institution</th>
<th>University</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Paul Gee and Sarah A. Michaels</td>
<td>Tell, Text, and Identity: Understanding Teaching and Learning in a Post-Progressive Science Program</td>
<td>Jacob Hilt Center for Urban Education, Clark University</td>
<td>$300,310 in 1996</td>
</tr>
<tr>
<td>Margaret A. Gibson</td>
<td>Student Identity, Peer Affiliations, and Academic Engagement: A Comparative Study of Immigrant and Nonminority Youth</td>
<td>College of Education, University of California, Santa Cruz</td>
<td>$459,500 in 1999</td>
</tr>
<tr>
<td>Margaret A. Gibson</td>
<td>Student Identity, Peer Affiliations, and Academic Engagement: A Comparative Study of Immigrant and Nonminority Youth</td>
<td>College of Education, University of California, Santa Cruz</td>
<td>$459,500 in 1999</td>
</tr>
<tr>
<td>Claude N. Goldenberg, Ronald G. Callmore, and William M. Saunders</td>
<td>Setting for Change: A Practical Model for Linking Rhetoric and Action to Improve Achievement of Diverse Students</td>
<td>Department of Teacher Education, California State University, Long Beach</td>
<td>$399,750 in 1998</td>
</tr>
<tr>
<td>Susan Golden-Meadow</td>
<td>Gesture-Speech Mismatch as an Educational Tool: Using the Hand to Read the Mind</td>
<td>Department of Psychology, University of Chicago</td>
<td>$219,475 in 1994</td>
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<tr>
<td>Usha Claire Goswami</td>
<td>Factors Influencing the Use of Analogical Reasoning by Young Children</td>
<td>Behavioral Sciences Unit, University College London, United Kingdom</td>
<td>$811,100 in 1996</td>
</tr>
<tr>
<td>Gerald Graff</td>
<td>A Book on the Problem of Academic Intellectual Discourse</td>
<td>Department of English Language and Literature, University of Chicago</td>
<td>$92,000 in 1999</td>
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<tr>
<td>Judith L. Green and Carol N. Dixon</td>
<td>Constructing Access to Learning Across Content Areas in Bilingual Classrooms</td>
<td>Department of Education, University of California, Santa Barbara</td>
<td>$335,000 in 1998</td>
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<tr>
<td>James G. Greeno and Randy A. Engle</td>
<td>Learning to Use and Understand Concepts During Project-Based Activity</td>
<td>School of Education, Stanford University</td>
<td>$450,000 in 1998</td>
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<tr>
<td>Stephen J. Griffin</td>
<td>Making the Transparent Visible: Teachers’ Research on Classroom Discourse</td>
<td>Brookline Public Schools, Brookline, Massachusetts</td>
<td>$249,000 in 1997</td>
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<tr>
<td>Walter M. Haney and Lisa R. Jackson</td>
<td>Drawing on Education: Using Drawings to Study and Change Education and Schooling</td>
<td>Center for the Study of Testing, Evaluation, and Educational Policy, University of Pittsburgh</td>
<td>$296,000 in 1999</td>
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<tr>
<td>George Hilleck</td>
<td>How State Assessments Influence Curricular Content and Classroom Practice: The Case of Writing</td>
<td>Department of Education, University of Chicago</td>
<td>$278,200 in 1995</td>
</tr>
</tbody>
</table>

Other names and titles follow:

- John F. Kain: *Minority Suburbanization and the Achievement of Minority Students* (Harvard University, $214,700 in 1997)
- Howard R. London and Kathleen M. Shaw: *Cultures of Success: A Study of Community Colleges with High Transfer Rates* (Bridgewater State College, $30,300 in 1996)
- Sandra Katz: *The Interactions That Produce Learning* and *Learning Research and Development Center* (University of Delaware, $125,000 in 1999)
- Valerie E. Lee: *Cultural Modeling in Reading Comprehension: Implications for Teacher and Student Cognition* (University of Michigan, $311,400 in 1999)
- Mary J. Levitt and Jerome L. Levitt: *Social Networks and School Adaptation Across the Child to Adolescent Transition* (Florida International University, $293,350 in 1997)
- Howard R. London and Kathleen M. Shaw: *Cultures of Success: A Study of Community Colleges with High Transfer Rates* (Bridgewater State College, $30,300 in 1996)
Major Research Grants

Tom J. Luster  
Factors Related to Early School Success Among Children Born to Teenage Mothers  
Department of Family and Child Ecology  
Michigan State University  
$326,100 in 1998

Anat Ninio  
The Acquisition of Dependency Grammar  
Department of Psychology  
Hebrew University of Jerusalem, Israel  
$218,775 in 1996

Jody D. Nyquist, Ann E. Austin, Jo Sprague, and Donald H. Walff  
The Development of Graduate Students as Prospective Teaching Scholars: A Longitudinal Research Project  
The Graduate School  
University of Washington  
$254,430 in 1996

Patricia A. Smiley  
The Nature and Origins of Individual Differences in Achievement Motivation Among Preschoolers  
Department of Psychology  
Pomona College  
$130,250 in 1998

Claire E. Smrekar  
Schools at the Workplace: The New American Neighborhood?  
Peabody College  
Vanderbilt University  
$144,500 in 1999

Dan P. McAdams  
Generativity in Black and White  
The Foley Center for the Study of Lives  
Northwestern University  
$367,200 in 1995

Luis C. Moll and Norma E. González  
Language Ideology and Biliteracy Development: A Longitudinal Analysis of Learning Through Dual Language Schooling  
Department of Language, Reading, and Culture  
University of Arizona  
$347,950 in 1999

Michael T. Nettles and Catherine M. Millett  
Understanding for Improvement: Finances, Experiences, and Achievements of Doctoral Students  
School of Education  
University of Michigan  
$459,650 in 1997

Mary Catherine O’Connor  
Teacher Discourse in Middle School Mathematics Classrooms Program in Literature, Language, and Culture  
Boston University  
$212,500 in 1996

Peter Scott and David Smith  
School of Education  
University of Leeds United Kingdom  
$114,600 in 1998

Joanne Erwick Roberts and Margaret R. Burchinal  
A Longitudinal Study of the Role of Language in School Success for African-American Children Frank Porter Graham Child Development Center  
University of North Carolina at Chapel Hill  
$327,950 in 1997

Ann Neumann  
Professors’ Learning and Scholarly Identity Development in the Early Post-Tenure Career  
College of Education  
Michigan State University  
$279,000 in 1998

Julie A. Reuben  
Questioning the Academy: The Impact of the Protestant Movements of the 1960s on American Higher Education  
Graduate School of Education  
Harvard University  
$260,000 in 1998

Robert M. Sellers  
Institutional and Programmatic Factors Associated with College Student-Athletes’ Academic Success and Failure  
Department of Psychology  
University of Michigan  
$265,200 in 1995

Robert S. Siegler  
Microgenetic Studies of Self-Explanation  
Department of Psychology  
Carnegie Mellon University  
$266,800 in 1998

Janet Schofield  
The Internet in School: Problems and Possibilities  
Learning Research and Development Center  
University of Pittsburgh  
$149,000 in 1998

Joanne Erwick Roberts and Margaret R. Burchinal  
A Longitudinal Study of the Role of Language in School Success for African-American Children Frank Porter Graham Child Development Center  
University of North Carolina at Chapel Hill  
$327,950 in 1997

Anna Neumann  
Professors’ Learning and Scholarly Identity Development in the Early Post-Tenure Career  
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Michigan State University  
$279,000 in 1998

Julie A. Reuben  
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Graduate School of Education  
Harvard University  
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Robert M. Sellers  
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Carnegie Mellon University  
$266,800 in 1998

Patricia A. Smiley  
The Nature and Origins of Individual Differences in Achievement Motivation Among Preschoolers  
Department of Psychology  
Pomona College  
$130,250 in 1998

Claire E. Smrekar  
Schools at the Workplace: The New American Neighborhood?  
Peabody College  
Vanderbilt University  
$144,500 in 1999
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Major Research Grants

Michael S. Stinson and Barbara G. McKee
Speech Recognition as a Support Service for Deaf and Hard of Hearing Students: Adaptation and Evaluation
National Technical Institute for the Deaf
Rochester Institute of Technology
$113,200 in 1998

Kenneth A. Strik
Community, State and Market: An Alternative View of School Reform
Department of Education
Cornell University
$153,800 in 1999

Marcelo M. Suarez-Orozco and Carola Suarez-Orozco
The Longitudinal Immigrant Student Adaptation Study
Graduate School of Education
Harvard University
$479,100 in 1999

Ara S. Tekian
Paths to Diversity in Medical Education
Department of Medical Education
University of Illinois at Chicago
$283,700 in 1999

John R. Thelin
History of Research Universities in the South, circa 1890 to 1990
Department of Educational Policy Studies
University of Kentucky
$85,950 in 1999

Enrique T. Truenda and Yali Zou
Achievement Factors Among Bilingual Latino, Asian and Anglo-American High School Students in Houston: An Ethnographic Study of Learning Environments and Strategies Across Languages and Cultures
Department of Curriculum and Instruction
University of Texas at Austin
$247,300 in 1999

Julianne C. Turner and Carol Maldhey
Avoidance Beliefs and Behaviors in Mathematics Before and After the Transition to Middle-Level Schools: Classroom Influences
Department of Psychology
University of Notre Dame
$362,650 in 1998

Geoffrey Walford
Faith-Based Schools: A Comparative Study of England and The Netherlands
Department of Educational Studies
University of Oxford
United Kingdom
$111,700 in 1999

Amy Stuart Wells
Understanding Race and Education: A Study of Adult Graduates of Racially Mixed High Schools
Graduate School of Education and Information Studies
University of California, Los Angeles
$345,750 in 1999

James V. Wertsch
History as Equipment for Living: A Comparison of the Former Soviet Union and the U.S.
Department of Education
Washington University
$388,150 in 1999

Maurice Whitehead
From Suppression to Restoration: The Educational Work of the English Ex-Jesuits in Continental Europe and Britain, 1773-1814
Centre for Educational Studies
University of Hull
United Kingdom
$153,000 in 1999

John B. Willett and Judith D. Singer
Bridging the Gap Between Methodology and Substance: Advances in Study Design and Statistical Analysis for Educational Research
Graduate School of Education
Harvard University
$397,850 in 1997

J. Douglas Williams
School and Community Effects on Children’s Educational and Health Outcomes
Atlantic Centre for Policy Research in Education
University of New Brunswick
Canada
$271,350 in 1997

Mark R. Wilson
Content-Flexible Developmental Stage Analysis for Large-Scale Assessments
Graduate School of Education
University of California, Berkeley
$453,400 in 1999

Samuel S. Wineburg
Historical Sense-Making: An Intergenerational Study
College of Education
University of Washington
$156,800 in 1999

Hanh Cao Yu
From Intolerance to Understanding: A Study of Intergroup Relations
Social Policy Research Associates
Menlo Park, California
$350,000 in 1999
### Small Research Grants

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Investigator(s)</th>
<th>Institution(s)</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coming of Age on the Southwest Frontier: A Tri-Cultural Study, 1890-1990</td>
<td>David W. Adams</td>
<td>College of Education, Cleveland State University</td>
<td>$34,350</td>
</tr>
<tr>
<td>Photographs of Local Knowledge: APHOLKS Approach to Culturally Engaged Teaching</td>
<td>JoBeth Allen and Linda D. Labbo</td>
<td>University of Georgia</td>
<td>$34,100</td>
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<tr>
<td>School Violence, School Organization, Peer Groups, and Personal Victimization: A Theoretical Model of Student Fear and Student Assessments of School Violence as Problem</td>
<td>Ron A. Astor and Rami Bembenishty</td>
<td>School of Social Work, University of Michigan</td>
<td>$34,000</td>
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<tr>
<td>Pre-School to Primary School: The Mumbai Experience</td>
<td>Rukmini Banerji and Madhav Chavan</td>
<td>Pratham-Mumbai Education Initiative, India</td>
<td>$34,000</td>
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<tr>
<td>Science Education for Political Empowerment and Social Change: A Case Study of Six Teachers in Lahore, Pakistan</td>
<td>Angela Calabrese Barton</td>
<td>University of Texas at Austin</td>
<td>$35,000</td>
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<tr>
<td>Exploring the High School Faculty Workplace</td>
<td>Charles E. Bidwell</td>
<td>Department of Sociology, University of Chicago</td>
<td>$34,990</td>
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<tr>
<td>When Midgets Battle Titans: Afrocentric and Scientific Creationist Challenges to American Public Schools, 1980-2000</td>
<td>Amy J. Binder</td>
<td>Department of Sociology, University of Southern California</td>
<td>$33,125</td>
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<tr>
<td>A Study of the Historical Development of Western Schooling in Suzdal</td>
<td>Margaret Zeller Booth</td>
<td>Department of Educational Foundations and Inquiry, Bowling Green State University</td>
<td>$28,250</td>
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<tr>
<td>Classrooms of Promise: Forging a Tripartite Language Policy That Facilitates Latinos' Access to Literacy</td>
<td>Michael Bruno and Gloria Delany-Barmann</td>
<td>Department of Curriculum and Instruction, Western Illinois University</td>
<td>$34,680</td>
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<tr>
<td>Educational Mobility of Black South Africans at the End of Apartheid</td>
<td>Claudia Buchmann</td>
<td>Duke University</td>
<td>$20,220</td>
</tr>
<tr>
<td>Why Children aren't attending School: The Case of Rural Tanzania</td>
<td>Kathleen A. Burke and Kathleen Beegle</td>
<td>Department of Economics, State University of New York College at Cortland</td>
<td>$22,100</td>
</tr>
<tr>
<td>Children as Thinkers Comprehending Arguments and Explanations</td>
<td>Marilyn J. Chambiss</td>
<td>Department of Curriculum and Instruction, University of Maryland at College Park</td>
<td>$35,000</td>
</tr>
<tr>
<td>Developing an In-Depth Case Study of a Professional Development School Project</td>
<td>Daniel I. Chazan</td>
<td>Department of Teacher Education, Michigan State University</td>
<td>$34,650</td>
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<tr>
<td>Can Peer Instruction be Effective Using the T.V. Medium?</td>
<td>Ruth Breckenridge Church and Shab Ayman-Nalley</td>
<td>Department of Psychology, Northeastern Illinois University</td>
<td>$33,550</td>
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<td>Collaborative Professional Development Settings for Teachers: Links to Improving the Quality of Instruction and Student Learning Center for the Study of Evaluation</td>
<td>Lindsay Clare and Joan L. Herman</td>
<td>University of California, Los Angeles</td>
<td>$35,000</td>
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<td>The Portrayal of Poverty in College Textbooks: Is It Depicted as a “Black” Problem?</td>
<td>Rosalind A. Clawson</td>
<td>Department of Political Science, Purdue University</td>
<td>$25,200</td>
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<td>Visiting the Great Experiment: The Reception of Foreign Educators and Scholars in Soviet Russia, 1924-1937</td>
<td>Michael S. David-Fox</td>
<td>Department of History, University of Maryland at College Park</td>
<td>$35,000</td>
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<td>Monitoring Processes in Spanish as a Second Language during a Study Abroad Program</td>
<td>Robert M. DeKeyser</td>
<td>Department of Linguistics, University of Pittsburgh</td>
<td>$17,900</td>
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<td>How Students Use Thematic and Structural Vocabulary in their Reflective Writing about Literature</td>
<td>Verda Delp</td>
<td>Berkeley Public Education Foundation, Berkeley, California</td>
<td>$27,100</td>
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<td>Current Approaches to Strengthening Education through Research in Russian Universities: Outcomes and Prospects</td>
<td>Irina G. Dzhubina</td>
<td>U.S. Civilian Research and Development Foundation, Arlington, Virginia</td>
<td>$30,430</td>
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<td>Hispanics and Mexican Americans in Colorado Public Schools, 1920-1934</td>
<td>Ruben Donato</td>
<td>School of Education, University of Colorado at Boulder</td>
<td>$34,300</td>
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### Small Research Grants

<table>
<thead>
<tr>
<th>Name</th>
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<th>Department/Institution</th>
<th>University/Location</th>
<th>Amount</th>
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<td>Anthony Dosen</td>
<td>The Founding of Lay Boards at American Catholic Universities: A Historical Examination of Catholic Identity in the 1950-60's</td>
<td>School of Education, DePaul University</td>
<td>DePaul University</td>
<td>$35,000</td>
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<td>Joel E. Dworin</td>
<td>Examining Children's Biliteracy: Implications for Learning in the Classroom</td>
<td>Department of Curriculum and Instruction</td>
<td>University of Wisconsin-Madison</td>
<td>$34,850</td>
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<td>Anne Haas Dyson</td>
<td>Childhood Cultures, Popular Media, and Early School Literacy</td>
<td>Graduate School of Education, University of California, Berkeley</td>
<td>Berkeley</td>
<td>$35,000</td>
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<td>Nancy Jocelyn Edwards</td>
<td>Marianne in the Kitchen: Education, Cuisine and National Identity in France, 1880-1945</td>
<td>Department of History, Case Western Reserve University</td>
<td>$6,400</td>
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<td>Marta Elliott</td>
<td>School Effects on Children's Social and Behavioral Problems in Kindergarten</td>
<td>Department of Sociology, University of Nevada, Reno</td>
<td>$34,900</td>
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<td>Robert F. England, Michael W. Hirlinger, and David W. Wright</td>
<td>Second Generation Discrimination and American Indian Education: Lessons Learned from Case Studies</td>
<td>Department of Political Science, Oklahoma State University</td>
<td>$35,000</td>
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<td>Robert W. Fairlie</td>
<td>Race, Socioeconomic Status, and Flight from Public Schools into Private Schools</td>
<td>Department of Economics, University of California, Santa Cruz</td>
<td>$35,000</td>
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<td>Zhiliu Fang</td>
<td>The Grammatical and Social Construction of Literacy in a Literature-based, Multigrade Classroom</td>
<td>School of Teaching and Learning, University of Florida</td>
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<td>Licia Fiol-Matta</td>
<td>Schooling, Sexuality, and the State: The Case of Gabriela Mistral</td>
<td>Department of Spanish and Latin American Cultures, Barnard College, Columbia, University in the City of New York</td>
<td>$12,400</td>
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<td>Brahman D. Fleisch</td>
<td>Managing Educational Change in South Africa</td>
<td>Department of Education, University of the Witwatersrand South Africa</td>
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<td>Ellice A. Forman</td>
<td>Learning to Conduct Scientific Arguments in Classroom and Peer Contexts</td>
<td>Department of Psychology, University of Pittsburgh</td>
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<td>Ernest F. Freeberg</td>
<td>The Education of Laura Bridgman</td>
<td>Department of History, Colby-Sawyer College</td>
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<td>Eugene E. Garcia</td>
<td>Educating Limited English Proficient Students in California Schools: The Effect of Proposition 227</td>
<td>Graduate School of Education, University of California, Berkeley</td>
<td>$35,000</td>
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<td>James Garrison</td>
<td>Recovering Desire as an Activity</td>
<td>Department of Teaching and Learning, Virginia Polytechnic Institute and State University</td>
<td>$35,000</td>
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<td>Barry Allen Gold</td>
<td>Whole School Reform in New Jersey: A Study of Planned Organizational Change</td>
<td>Department of Management, Pace University</td>
<td>$35,000</td>
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<td>Beverly Ann Goldfield</td>
<td>Are There SES Differences in Parents' Perception of Early Word Comprehension?</td>
<td>Department of Psychology, Rhode Island College</td>
<td>$34,350</td>
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<td>Douglas J. Hacker</td>
<td>Delayed versus Immediate Revision: When and How to Optimize the Revision Process</td>
<td>Department of Educational Studies, University of Utah</td>
<td>$35,000</td>
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<td>Sophie Haroutianian-Gordon</td>
<td>Preparing to Turn the Soul: Teacher Education for a New Century</td>
<td>School of Education and Social Policy, Northwestern University</td>
<td>$35,000</td>
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<td>Douglas K. Hartman</td>
<td>Doing Things with Texts: The Textual Practices of Two African American Male High School Students—Final Phase</td>
<td>Department of Instruction and Learning, University of Pittsburgh</td>
<td>$34,700</td>
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<td>Stephen N. Haynes</td>
<td>An Exploration into the Existential Philosophy and Cultural Pedagogy of African American Slave Culture through Oral History Narrative</td>
<td>School of Education, DePaul University</td>
<td>$35,000</td>
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Small Research Grants

Jeffrey R. Henig and Michele Mauer
Department of Political Science
George Washington University
$34,900

Dennis P. Hogan and Gary Sandefur
Educating Persons with Special Needs for Adulthood
Population Studies and Training Center
Brown University
$35,000

Kenneth R. Howe and Margaret A. Eisenhart
School Choice and Democratic Deliberation
School of Education
University of Colorado at Boulder
$31,050

Alexandra Jaffe
Bilingual Education on Corsica
Department of Anthropology and Sociology
University of Southern Mississippi
$35,000

Susan Moore Johnson
Teachers Professional Careers: Looking Ahead
Graduate School of Education
Harvard University
$35,000

Ariel Kahl and Mary Pattillo-McCoy
Intergenerational Capital and Academic Achievement in Black and White Youth
Graduate School of Public Policy Studies
University of Chicago
$34,450

David Karen
Selective Colleges and Attainment in an Open Society
Department of Sociology
Bryn Mawr College
$35,000

Elizabeth L. Keating
Examining Multi-Modal Conversational and Narrative Interactions of Deaf Children with Hearing Peers at School
Department of Anthropology
University of Texas at Austin
$35,000

Anne M. Knupfer
African-American Female Community Educators in Chicago, 1930-1960
Department of Educational Studies
Purdue University
$22,500

Jon Kortmacher
Early Childhood Interventions: Process and Meaning of the Helping Relationship
Erikson Institute
Chicago, Illinois
$33,850

Nita Kumar
Indian Arts for Indian Children
Centre for Studies in Social Sciences
India
$35,000

Jean Lave
Professional Practices and Trajectories of Learning
Graduate School of Education
University of California, Berkeley
$35,000

Ray Legler
The Beliefs and Attitudes of Low-Income and Minority Parents Regarding their Involvement in the Education Process
Center for Urban School Policy
Northwestern University
$35,000

Barbara LeMaster
The Acquisition of Gender Roles in Preschool Communication
Department of Linguistics
California State University, Long Beach
$34,250

Scott P. Lewis
Investigating the Everglades through Project-Based Science: How do Elementary Schoolers Learn when Encountering the Culture of Science?
Department of Elementary Education
Florida International University
$7,600

Christine Liddell
Surviving to Secondary School—A Longitudinal Investigation of Retention and Dropout amongst Rural South African Children
Department of Psychology
University of Ulster
Northern Ireland
$26,780

Martin L. Maehr and Paul Robert Pintrich
Motivation in Collaborative Learning Groups
School of Education
University of Michigan
$32,800

Ram Mahalingam
Expertise, Essentialism and Folk Theories about the Genetic Causes of Social Differences: An Expert-NEwice Study of Teachers
Department of Psychology
University of Michigan
$34,750

Jane S. Margolis
Claiming the Computer
Graduate School of Education and Information Studies
University of California, Los Angeles
$35,000

Mary McCaslin
Coping in Classrooms: Studies of Student Emotion
Department of Educational Psychology
University of Arizona
$34,700

Leah P. McCoy
Teaching Math in the Delta: A Study of Mathematics Teachers in K-12 Public Schools in the Mississippi Delta
Department of Education
Wake Forest University
$6,700

Jeffrey McQuillan
Writing in Two Languages: An Exploratory Study of Bilingual High School Students
Department of Curriculum and Instruction
Arizona State University
$35,000

Kenneth J. Meier
Race, Ethnicity, and College Aspirations: The Role of Secondary Schools
Department of Political Science
Texas A & M University
$34,400
Angela T. Perez Miller
Promotion Policy Study
School of Education
DePaul University
$25,800

Thomas S. Moore
The Institute for Wisconsin’s Future
Milwaukee, Wisconsin
$32,000

Jerome E. Morris
Examining Communal Bonds Among an African-American School, Black Families, and a Community
Social Foundations of Education
University of Georgia
$24,500

Margery D. Osborne
A Relational Analysis of Early Childhood Science Education in “At-Risk” Settings
Department of Curriculum and Instruction
University of Illinois at Urbana-Champaign
$15,300

Marianne E. Page and Susanna Leib
The Role of Compensating Differentials, Alternative Labor Market Opportunities and Endogenous Selection in Teacher Labor Markets
Department of Economics
University of California, Davis
$32,450

Michael Paris
Educational Inequality on Trial: Legal Mobilization and the Politics of School Finance Reform
Department of Political Science
Rutgers, The State University of New Jersey
$33,000

Michelle Perry and Jill V. Hamm
Learning to Become Mathematicians: Are We Bridging the Gender Gap?
Department of Educational Psychology
University of Illinois at Urbana-Champaign
$35,000

John L. Puckett
Community-Centered, Community-Minded: Leonard Corell and the American Community School Graduate School of Education
University of Pennsylvania
$22,000

Vai Ramanathan
Gender, Caste, and Urbanization: Locating the Complicating Role of English in the Lives of Dalit Women in Gujarat, India
Program in Linguistics
University of California, Davis
$22,750

Ann E. Rogers and Svetlana Nikitina
Designing Education: A Pilot Study of Interdisciplinary Experiences in Mind-Brain-Behavior Courses at Harvard
Graduate School of Education
Harvard University
$35,000

Barbara J. Shircliffe
The History of Desegregation of Historically Black High Schools in Hillsborough County, Florida from 1954-1973
Department of Psychological and Social Foundations
University of South Florida
$29,900

Mona L. Siegel
War, Peace, and Patriotism in French Primary Schools, 1914-1940
Department of History
University of California, Los Angeles
$34,960

Roberta S. Sigel
Multi-Generational Study in a Women’s College
Department of Political Science
Rutgers, The State University of New Jersey
$35,000

Allison M. Ryan
Effects of the Social Environment on Student's Motivation, Self-regulated Learning, and Achievement in Math
Department of Educational Psychology
University of California, Riverside
$3,100

Barbara Schneider
A Study of Jewish Schools in Chicago
Department of Sociology
University of Chicago
$33,600

Barbara Schneider
A Study of Jewish Schools in Chicago
Department of Sociology
University of Chicago
$33,000

Amy C. Schutt
Evaluating Children in the Middle Colonies: A Study of Child-Parenting and the Formation of Identity
Department of Education
Colgate University
$33,000

Darryl G. Smith
Interruption of the Usual: Successful Strategies for Hiring Diverse Faculty
Center for Educational Studies
Claremont Graduate University
$35,000

Deborah C. Smith
Remnants of the Day: A Follow-Up Study of Novice Elementary Science Teachers
Department of Teacher Education
Michigan State University
$35,000

Michael W. Smith
Boys and Books: Studying Boys’ Engagement in and Understanding of Reading
Department of Learning and Teaching
Rutgers, The State University of New Jersey
$34,650
Small Research Grants

Randi Nevins Stanulis and Catherine Fallon
We Teach, They Listen, They go
Teach. It falls apart. They say we're
No help. What can we do?
Department of Elementary Education
University of Georgia
$25,600

Sandra J. Stein
Concrete and Cotton Gins:
Distance, Difference and Collaborative Art
School of Public Affairs
Bernard M. Baruch College, City University of New York
$34,950

Alex Stepick
Academic Orientation of Immigrant and Native-Born Minorities
Department of Anthropology and Sociology
Florida International University
$34,950

Thomas Toch
A Book on the Edison Project and the Emerging Marketplace in American Public Education
Washington, District of Columbia
$35,000

Carlos Alberto Torres
Teachers Unions and the State: Value Conflicts and Collaborative Strategies in Educational Reform in Argentina, Canada, Japan, Korea, Mexico, and the United States
Graduate School of Education and Information Studies
University of California, Los Angeles
$28,000

William R. Veal and David Winders
The Tri-Schedule and Its Impact on Teaching and Learning
School of Education
University of North Carolina at Chapel Hill
$29,850

Regina E. Werum
The Relationship between Social Capital and Ethnic Tracking: An Analysis of German Schools
Department of Sociology
Emory University
$21,700

Wayne A. Wiegand
The History of the American Public School Library
School of Library and Information Studies
University of Wisconsin-Madison
$35,000

Caroline Winterer
The Classical Education of American Women, 1750-1920
Department of History
San Jose State University
$35,000

Stanton E. F. Wortham
Representation and Enactment in Classroom Discourse
Graduate School of Education
University of Pennsylvania
$35,000

Michal Yerushalmy
Understanding Teachers’ Understanding of Algebra Taught with the Support of Graphing Technology
Faculty of Education
University of Haifa
$33,000

Alford Young, Jr.
Voice, Vision, and Identity: An Initial Inquiry into the Lives of Black African Americanist Scholars
Department of Sociology
University of Michigan
$32,500

THE JOHN D. AND CATHERINE T. MacARTHUR FOUNDATION/SPENCER FOUNDATION PROFESSIONAL DEVELOPMENT RESEARCH AND DOCUMENTATION PROGRAM

Grants in Progress

William A. Firestone
Learning in an Urban Professional Development School
Graduate School of Education
Rutgers, The State University of New Jersey
$148,100 in 1998

Michael Fullan and Nancy Watson
The Role of the District: Alternate “Drivers” for Professional Development
Ontario Institute for Studies in Education
University of Toronto
Canada
$149,400 in 1998

Merryl R. Goldberg
SLAVE. Examining the Role of Coaching as a Professional Development Model
College of Education
California State University, San Marcos
$150,000 in 1997
Cynthia L. Greenleaf and Ruth Schoenbach
Close Readings: A Study of Key Issues in the Use of Literacy Learning Cases for the Professional Development of Secondary Teachers
The HERALD Project
WestEd Regional Education Laboratory
San Francisco, California
$150,000 in 1997

Pamela Grossman and Samuel S. Wineburg
Studying a Community of Learners: A Department-Based Model of Professional Development
School of Education
University of Washington
$150,000 in 1998

Catherine C. Lewis and Victor Battistich
Educational Change and the Role of Teacher Community: Understanding the Effects of the Child Development Project
The Developmental Studies Center
Oakland, California
$149,700 in 1997

Judith Warren Little
Teacher Professional Development in the Context of Secondary School Reform
Graduate School of Education
University of California, Berkeley
$150,000 in 1998

Susan L. Lytle
How Teachers Lead: The Practices of Collegial Professional Development for Change in Urban Secondary Schools
Graduate School of Education
University of Pennsylvania
$150,000 in 1999

G. Williamson McDiarmid
Teachers in Charge: A Study of Kentucky Teachers’ Professional Development Plans
National Center for Research on Teacher Learning
University of Alaska, Anchorage
$150,000 in 1996

Fred M. Newman and M. Bruce King
Professional Development to Build School Capacity: The Influence of Districts and States
Wisconsin Center for Education Research
University of Wisconsin-Madison
$150,000 in 1999

Douglas D. Noble
Work-Based Curriculum Professional Development
Cobblestone School
State University of New York at Geneseo
$146,260 in 1998

Annemarie S. Palincsar and Shirley J. Magagnano
Three Activity Settings Supporting Communities of Practice Among Teachers
School of Education
University of Michigan
$105,078 in 1997

Katherine Schultz and Thea Abu El-Haj
Twenty Years of Reflection and Action: Lessons from a Collaborative Professional Development Group
Graduate School of Education
University of Pennsylvania
$150,000 in 1999

Alan Taylor and Kathleen Medina
Every Teacher An Historian Area 3 History and Cultures Project
University of California, Davis
$149,950 in 1998

Edward F. Tobin, M. Bruce Haslam, and Katrina Laguarda
School-Based Professional Development and Reform: The Work of San Antonio’s Instructional Guides
San Antonio Independent School District
San Antonio, Texas and Policy Studies Associates
Washington, District of Columbia
$147,300 in 1998

Aida Walqui
Exemplary Professional Development For Teachers of English Language Learners
Education Department
University of California, Santa Cruz
$150,000 in 1999

Dennie Palmer Wolf
Going for Broke: Sustained Professional Development for Mid-Career Teacher-Leaders Performance Assessments
Collaboratives for Education (PACE)
Graduate School of Education
Harvard University
$122,011 in 1997

Vivian Troen, Katherine C. Boles, and Marko Karmi
A Study to Analyze the Process, Conditions, and Policy Arrangements that Support Teacher Learning in a Successful Professional Development Site
Brookline Public Schools
Brookline, Massachusetts
$149,550 in 1997

The John D. and Catherine T. MacArthur Foundation/Spencer Foundation Professional Development Research and Documentation Program is administered by the Spencer Foundation. The program completed its third and final year of grantmaking in December 1998. Requests for support on professional development topics can be made to the Spencer Foundation’s Small Research Grants or Major Research Grants Programs. The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL 60611-3803.

The John D. and Catherine T. MacArthur Foundation/Spencer Foundation Professional Development Research and Documentation Program
## PRACTITIONER RESEARCH COMMUNICATION AND MENTORING

### GRANTS IN PROGRESS

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<th>Amount 2</th>
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<td>Jessie L. Auger, Suzanne M. Peltier, and Cassandra M. Reese</td>
<td>Mathematical Discourse in the First and Second Grade Classroom</td>
<td>Friends of King Open School, Inc. Cambridge, Massachusetts</td>
<td>$30,000 in 1999</td>
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<td>Robert E. Brooke</td>
<td>Southeast Nebraska Study Group on Teacher Research for Public Engagement</td>
<td>Department of English University of Nebraska-Lincoln</td>
<td>$30,000 in 1999</td>
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<td>Carol Collins and Debra P. Cox</td>
<td>Examining the Effects on Reading, Writing, and Learning Skills Through a Creative Drama Integrated Curriculum</td>
<td>The School District of Oconee County Walhalla, South Carolina</td>
<td>$30,000 in 1999</td>
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<td>Barbara M. Comber</td>
<td>A Project Designed to Examine the Work of the South Australian Community of Teacher-Researchers Language and Literacy Research Centre</td>
<td>University of South Australia Australia</td>
<td>$30,000 in 1999</td>
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<td>Andrea S. Cunningham,Sandra A. Brown,and Leslie Franks</td>
<td>The Portland Teacher-Research Writing Group</td>
<td>The Portland Teacher-Research Group Lewis and Clark College</td>
<td>$30,000 in 1999</td>
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<td>Lorie Hammond and Susan M. Heredia</td>
<td>Incorporating Community Voices in School Curricula: A Collaboration Between Teacher Researchers, Provocative Teachers, University Researchers, and the Community in Which They Teach</td>
<td>California State University, Sacramento</td>
<td>$30,000 in 1999</td>
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<td>Allison Perry Holsten</td>
<td>The Field Work Project: Teachers Examine an Ethnographic Approach to Student Research and Writing</td>
<td>The Matanuska-Susitna Borough School District Palmer, Alaska</td>
<td>$29,500 in 1999</td>
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<td>Carol B. Jenkins and Alice Allfitch Earl</td>
<td>Interactivity in Children’s Nonfiction Writing</td>
<td>School of Education Boston University</td>
<td>$30,000 in 1999</td>
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<td>Rex Lee Jim and Anna Lee Walters</td>
<td>Oral Navajo and Written English A Study</td>
<td>Office of Educational Philosophy Dine College</td>
<td>$30,000 in 1999</td>
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<td>Daniel R. Meier</td>
<td>Promoting Practitioner Research in Early Childhood Education: A Collaborative Focus on Language, Development, and Diversity</td>
<td>Department of Elementary Education San Francisco State University</td>
<td>$27,830 in 1999</td>
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<td>Judith Murphy</td>
<td>Creating Educational Solutions in the Mexican Community: Building a Capacity for Research as Part of School Development</td>
<td>Cristo Rey Jesuit High School Chicago, Illinois</td>
<td>$30,000 in 1999</td>
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<td>Susan F. Proulx</td>
<td>Bringing the Classroom to the Table</td>
<td>Worcester Public Schools Worcester, Massachusetts</td>
<td>$29,980 in 1999</td>
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<td>Steven B. Sachs</td>
<td>Examining and Facilitating Children’s Talk About Their Educational and Vocational Goals: A Practitioner-Researcher’s Model for Effective Decision Making Guidance</td>
<td>Department of English Clark University</td>
<td>$30,000 in 1999</td>
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<td>David William Schaad, Jr., Marsha Fleischman Pidley, and Laura Schneider Varder Poso</td>
<td>Writing Across Cultures: Student Dialogue On-Line</td>
<td>Department of English University of Illinois at Chicago</td>
<td>$30,000 in 1999</td>
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<td>Gail J. Sklar</td>
<td>What Happens to Teacher Practice and Student Learning When Teachers in a Small Learning Community Take an Inquiry Approach and/or Problem-Based Approach in Their Classrooms?</td>
<td>Philadelphia Education Fund Philadelphia, Pennsylvania</td>
<td>$30,000 in 1999</td>
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<td>Angela White</td>
<td>Re-Searching Insider Knowledge and Experience</td>
<td>Memphis City Schools Memphis, Tennessee</td>
<td>$30,000 in 1999</td>
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The Spencer Foundation

32
The Practitioner Research Communication and Mentoring Program seeks to strengthen the effectiveness of teacher/educator-researchers and to clarify the uses of practitioner research. No new grants were authorized in fiscal year 2000, as the program was under review. Application guidelines are currently under revision. Inquiries, therefore, should be directed to: Practitioner Research Communication and Mentoring Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL 60611-1803.

### SENIOR SCHOLAR AWARDS

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<tbody>
<tr>
<td>Joseph C. Campione</td>
<td>Psychological Theory and Educational Reform: From the Committee of Ten to the Bush Initiatives</td>
<td>Graduate School of Education, University of California, Berkeley</td>
<td>$345,100</td>
<td>1992</td>
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<tr>
<td>Courtney B. Cazden</td>
<td>Writing Development and Instruction in the English-Writing World</td>
<td>Graduate School of Education, Harvard University</td>
<td>$300,000</td>
<td>1991</td>
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<tr>
<td>Michael Cole</td>
<td>Creating and Sustaining New Forms of Educational Activity in Community Settings</td>
<td>Department of Communication, University of California, San Diego</td>
<td>$350,000</td>
<td>1995</td>
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<tr>
<td>Linda Darling-Hammond</td>
<td>Developing Powerful Teaching</td>
<td>School of Education, Stanford University</td>
<td>$350,000</td>
<td>1998</td>
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<tr>
<td>Glen H. Elder</td>
<td>Human Development and the Life Course</td>
<td>University of North Carolina at Chapel Hill</td>
<td>$400,000</td>
<td>1999</td>
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<tr>
<td>Amy Gutmann</td>
<td>Constructing Civic Education in a World of Conflicting Religious, National, and International Identities</td>
<td>The University Center for Human Values, Princeton University</td>
<td>$400,000</td>
<td>1999</td>
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<td>Kenji Hakuta</td>
<td>Testing Key Hypotheses About Educating Language Minority Students</td>
<td>School of Education, Stanford University</td>
<td>$350,000</td>
<td>1998</td>
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<td>Susan Moore Johnson</td>
<td>The Next Generation of Teachers: Studies of a Profession in Transition</td>
<td>Graduate School of Education, Harvard University</td>
<td>$365,000</td>
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<td>Michael B. Katz</td>
<td>Untitled</td>
<td>Department of History, University of Pennsylvania</td>
<td>$400,000</td>
<td>2000</td>
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<td>Sara Lawrence-Lightfoot</td>
<td>Crossing Boundaries and Forging Relationships: The Art and Science of Portraiture</td>
<td>Graduate School of Education, Harvard University</td>
<td>$400,000</td>
<td>2000</td>
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<td>James G. March</td>
<td>Organizational Learning</td>
<td>Graduate School of Business, Stanford University</td>
<td>$350,000</td>
<td>1995</td>
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<td>Milbrey W. McLaughlin</td>
<td>Joining Schools and Communities Around Opportunity to Learn and Opportunity to Teach</td>
<td>School of Education, Stanford University</td>
<td>$400,000</td>
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<td>Richard J. Murray</td>
<td>Economic Analyses to Improve Education</td>
<td>Graduate School of Education, Harvard University</td>
<td>$350,000</td>
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<td>Lee S. Shulman</td>
<td>Toward a Pedagogy of Substance</td>
<td>School of Education, Stanford University</td>
<td>$350,000</td>
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<td>Marshall S. Smith</td>
<td>Standards-Based Reform</td>
<td>School of Education, Stanford University</td>
<td>$400,000</td>
<td>2000</td>
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<td>Catherine S. Snow</td>
<td>Studies in Language and Literacy</td>
<td>Graduate School of Education, Harvard University</td>
<td>$400,000</td>
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<td>David B. Tyack</td>
<td>Purposes, Policies, and Politics in American Education</td>
<td>School of Education, Stanford University</td>
<td>$350,000</td>
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</tr>
</tbody>
</table>

Multi-year Senior Scholar Grants are awarded to distinguished educational researchers at the invitation of the Foundation.
SPENCER DISSERTATION FELLOWS

Julia Aguirre
Teaching High School Mathematics in a Climate of Reform: The Influence and Interaction of Teacher Beliefs and Department Culture on Instructional Decision-Making and Practice
Graduate School of Education
University of California, Berkeley
Lisa Bouillion
Tapping Cultural Practice: Community Participation in Design for Curricular Authenticity
School of Education and Social Policy
Northwestern University
Rachel Chotina
NGOs and the Negotiation of Local Agency in Educational Development: A Case Study of Palestinian Early Childhood Education
School of Education
Indiana University
Xiaoping Cong
Localizing the Global, Nationalizing the Local: The Role of Teachers' Schools in China’s Modernization, 1897-1949
Department of History
University of California, Los Angeles
Camille Wilson Cooper
Market-based School Reform and the Standpoint of African American Mothers: Values, Choices and Strategies
Graduate School of Education and Information Studies
University of California, Los Angeles
Rachelle Doucet
Language Ideology and Language Pedagogy in Haitian Schools and Society
Department of Anthropology
New York University
Lawrence Gallagher
Epistemological Adaptation: Personal and Situational Attributes that Frame “Knowing”
School of Education
Stanford University
Gabriella Gonzalez
Family Background, Ethnicity, and Immigration Status: A Longitudinal Analysis of School Success for Immigrant and Native-Born Asian and Latino Students
Department of Sociology
Harvard University
Dale Allen Cyure
School of Architecture
University of Virginia
Richard Halverson
Representing Phenomen: Supporting Transformational Leadership Practice in Schools
School of Education and Social Policy
Northwestern University
Charles Israel
“Those Can Be No Education Without Religion”: Tennessee Evangelicals and Education, 1875-1925
Department of History
Rice University
Brian Jacob
Making the Grade: The Impact of High-Stakes Testing on Student Achievement
Graduate School of Public Policy
University of Chicago
Norma Jimenez
¿Quién va a Sobresalir? (Who will Come Out Ahead?): Exploring Academic Achievement among Low-Income Adolescents of Mexican Descent across Different Generations
Graduate School of Education
Harvard University
Hyang Jin Jung
Socialization of “Persons” in Early Adolescence: Ethnographic Research in an American Junior-High School
Department of Anthropology
University of Minnesota
Andrea Lawson Kortenhoven
Raising their Voices: Black Girls’ Verbal Culture in the Face of Hegemonic Femininity
Department of Linguistics
Stanford University
Elizabeth Litell-Lamb
“To Seek a Place in the Social Revolution”: Xin Funu (Modern Women), Christian Women’s Institutions, and Feminist Objectives in Republican China (1911-1949)
Department of History
Carnegie Mellon University
Yolanda Majors
Lighting the Boundaries: A Contextual Alliance of Cognitive Inquiry in Classroom Instruction
School of Education
University of Iowa
Lucia Marteleto
The Role of Demographic and Family Change on Children’s Schooling: Evidence from Brazil
Department of Sociology
University of Michigan
Lucia McMahon
Gender, Education, and Sociability in the Early Republic
Department of History
Rutgers, The State University of New Jersey
Gwendolyn Thompson McMillon
A Tale of Two Settings: African American Students’ Literacy Experiences at Church and at School
College of Education
Michigan State University
Karla Moller
Reading Socially in a Multicultural World: Fourth and Fifth Graders’ Group Discussions of Literature with Social Justice Themes
School of Education
University of Georgia
Seeta Pai
Schooling and Demographic Change among Multiple Cohorts of Women in Palakkad, Kerala
Graduate School of Education
Harvard University
Craig Peck
“Educate to Liberate”: The Black Panther Party and Political Education
School of Education
Stanford University
Robert Ream
On the Move: Student Mobility as a Contributing Factor in the Achievement Gap between Mexican-Americans and Non-Latino White Americans
School of Education
University of California, Santa Barbara

Lorna Rivera
Learning Community: An Ethnographic Study of Homeless Women and Popular Education in a Shelter-Based Adult Literacy Program
Department of Sociology
Northeastern University

Rebecca Sandak
Investigating the Causal Relationships among Speech (and Non-Speech Auditory) Perception, Phonemic Awareness, and Reading Skill
Department of Psychology
University of Pittsburgh

Tammy Schwartz
Urban Appalachian Girls: Writing and Identity
School of Education
University of Cincinnati

Janette Scott
Reinventing Urban School Governance: Privatization and Decentralization in Charter School Reform
Graduate School of Education and Information Studies
University of California, Los Angeles

Susan Sears
Race, Citizenship, and the Institutionalization of English: A Historical Inquiry into the Future of the Field
Department of English
Pennsylvania State University

Wendy Sharer
Spreading the Word: Publicity, Education, and Activism in U.S. Women’s Organizations, 1930-1940
Department of English
Pennsylvania State University

Robert Joseph Culp
Schooling and the Social Body: Shaping Citizens in China’s Lower Yangzi Regional Schools, 1931-1937
Department of History
Bard College

Jerome Victor D’Agostino
Validating Teacher Certification Tests
College of Education
University of Arizona

Tammy Schwartz
Urban Appalachian Girls: Writing and Identity
School of Education
University of Cincinnati

Robert Joseph Culp
Schooling and the Social Body: Shaping Citizens in China’s Lower Yangzi Regional Schools, 1931-1937
Department of History
Bard College

Jerome Victor D’Agostino
Validating Teacher Certification Tests
College of Education
University of Arizona

Judith V. Diamondstone
Writing in Different Genres, Authorial Positioning, and Writer Identity: A Longitudinal Study of Urban Students from Grades 3-11 and their Transition to College or Workplace Settings
Graduate School of Education
Rutgers, The State University of New Jersey

Aaron Stainaker
Overcoming Our Evil: Mapping the Human Path with Xunzi and Augustine
Department of Religious Studies
Brown University

Christopher B. Swanson
Riding the Waves or Driving the Tide? Educational Reform and Institutional Change
Department of Sociology
University of Chicago

Emiliana Vega
Teacher Incentives and Teacher Quality in Latin America
Graduate School of Education
Harvard University

Leisy Wyman
Language Ideologies, Youth Culture, and Bilingualism: a Yup’ik Example
School of Education
Stanford University

The Spencer Dissertation Fellowships Program is administered by the Spencer Foundation. Inquiries may be directed to: Dissertation Fellowship Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL 60611-1803.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>Theodore Paul Gerber</td>
<td>Education, Inequality, and Social Change in Post-Soviet Russia</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Leslie Rupert Herronkohl</td>
<td>The Impact of Market Competition on Urban School Systems</td>
<td>University of Virginia</td>
</tr>
<tr>
<td>Cynthia Lewis</td>
<td>Critical Engagement: Multicultural Texts in a Rural Context</td>
<td>University of Iowa</td>
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<tr>
<td>Liping Ma</td>
<td>Knowing and Teaching Elementary Mathematics: Unpacking the Packages of Teachers’ Understanding</td>
<td>University of Idaho</td>
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<tr>
<td>Jeffrey A. Milligan</td>
<td>Mosque and School in the Southern Philippines: Negotiating Religious Identity in the Public Education of a Diverse Society</td>
<td>Teachers College University of Nebraska-Lincoln</td>
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<tr>
<td>Robert P. Moreno</td>
<td>Effective Instructional Practices Among Mexican Americans: An Ecocultural Approach</td>
<td>University of Illinois at Urbana-Champaign</td>
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<tr>
<td>Carla D. O’Connor</td>
<td>Black Identity and the Variation in Adaptations that Facilitate School Success Prioritizing an Ecological Analysis</td>
<td>School of Education University of Michigan</td>
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<tr>
<td>Marjorie Faulstich Orellana</td>
<td>Immigrant Children as Child Language Brokers: Leveraging Skills for Literacy Learning</td>
<td>University of Michigan</td>
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<tr>
<td>Marianne E. Page</td>
<td>Does Tele Make a Difference?</td>
<td>Department of Economics University of California, Davis</td>
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<tr>
<td>Meredith Phillips</td>
<td>Why Do African American and Latino Students Underperform in College Relative to White and Asian American Students with Comparable SAT Scores and High School Grades?</td>
<td>School of Public Policy and Social Research University of California, Los Angeles</td>
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<tr>
<td>Deirdre Alexa Rosster</td>
<td>Work-Round Youth, Schools, Families and Employers: Making the Connections</td>
<td>Department of Sociology University of Massachusetts Amherst</td>
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<tr>
<td>Robert Keith Sawyer</td>
<td>Why Collaboration Works: Collaborative Emergence in Group Learning Environment</td>
<td>Department of Education Washington University</td>
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<td>Jay Paredes Scribner</td>
<td>Exploring the Influence of Organizational Context on Teacher Learning</td>
<td>College of Education University of Missouri-Columbia</td>
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<tr>
<td>J. Douglas Smith</td>
<td>Managing White Supremacy: Education, Politics, and Citizenship in Virginia, 1919-1954</td>
<td>Division of Humanities and Social Sciences California Institute of Technology</td>
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<tr>
<td>Mitchell Lloyd Stevens</td>
<td>Commensuration and Decision-Making in College Admissions</td>
<td>Department of Sociology Hamilton College</td>
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<tr>
<td>Melissa Ladd Teed</td>
<td>Education and Women’s Public Identity in Nineteenth Century Hartford, Connecticut</td>
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<tr>
<td>Kevin Grant Welner</td>
<td>Returning to Court: Equity, Opportunity, Education, and the Law School of Education University of Colorado at Boulder</td>
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<tr>
<td>Joy Ann Williamson</td>
<td>1960’s Higher Education Reform: An Interaction of Initiatives School of Education Stanford University</td>
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<tr>
<td>Jon A. Yasin</td>
<td>Using Original Rap Lyrics in the Writing Classroom Division of Arts and Humanities Bergen Community College Paramus, New Jersey</td>
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</table>

The National Academy of Education/Spencer Postdoctoral Fellowship Program is administered by the National Academy of Education through grants of $5,369,000 over three years made in the 1998 and 1999 fiscal years by the Foundation. Inquiries may be directed to: National Academy of Education, School of Education, New York University, 726 Broadway, Suite 509, New York, NY10003-9580
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION/SPENCER FOUNDATION PRE-DISSERTATION RESEARCH FELLOWS

Sumaya Abu-Haidar
Talking Power: Towards Meaningful Inclusion in Public Deliberation
School of Education
University of Colorado at Boulder

Elizabeth Becker
Educational Anthropology and Sociology
School of Education
University of North Carolina at Chapel Hill

Tiina Ikonsen
Interest Group Influence in the Making of National Special Education Policy
Graduate School of Education
University of California, Santa Barbara

Carolyn Layzer
Researching Issues of Language, Culture, Power and Identity in Language Minority Populations in Educational Contexts, including Non-Formal Education
College of Education
Pennsylvania State University

Maria Martinez-Cosio
School Choice and the Link between Educational Quality and Inner-City Neighborhood Revitalization
Department of Sociology
University of California, San Diego

Martela Nunez-James
Education, Culture, and Ethnic Identity: Constructing ‘Hispanic/Hispanic’ Ethnicity in Bilingual Education Classrooms
Department of Anthropology
University of New Mexico

John Palmer
Exploring the Bi-Cultural Riddle: A Case Study of How 1.5 Generation Asian American High School Students Negotiate Their Racial Identities
College of Education
University of Iowa

Nadine Pinede
Literature and the Moral Imagination
School of Education
Indiana University

Bethany L. Rogers
Social Policy, Teaching and Youth Activism in the 1960s: Views of the National Teacher Corps
School of Education
New York University

Tammy Schwartz
Urban Appalachian Girls: Writing and Identity
College of Education
University of Cincinnati

Kendra Sisserson
Writing Pedagogy and Assessment
Department of Education
University of Chicago

Jennifer Somerindye
The Exclusion of Girls in Rough and Tumble Play Research
College of Education
University of South Carolina - Columbia

Karen Titusworth
Anyone Can be a Mother, But Not a Mommy: Single Mother’s Reflections on Mothering, Being Mothered and Literacy
College of Education
University of Cincinnati

Ruth Trinidad
Anthropology of Education—Latino/a Community Education and Empowerment
Graduate School of Education
University of Utah

Jeannine Williams-Dingus
Teacher Education, Looking Specifically at Families of Black Teachers
College of Education
University of Washington

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION/SPENCER FOUNDATION PRE-DISSERTATION TRAVEL GRANTS

Michele Gregoire
Conceptual Change in Preservice Teachers: The Role of Personal Teaching Efficacy and Implicit Theories in Understanding and Implementing Constructivist-Oriented Mathematics Reforms
College of Education
University of Florida

Elizabeth Hardman
Moral Development
College of Education
University of Florida

The American Educational Research Association/Spencer Pre-Dissertation Fellowship Programs are administered by the American Educational Research Association (AERA) through a grant of $1,250,000 made in the 1997 fiscal year by the Foundation. Inquiries may be directed to: AERA/Spencer Pre-Dissertation Fellowship Programs, The American Educational Research Association, 1230 17th Street NW, Washington, District of Columbia 20036.
SPENCER FELLOWS AT THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES

Larry Cuban  
History of School Reform  
School of Education  
Stanford University

Sarah Warschauer Freedman  
Written Language Acquisition, Teacher Research, Teacher Education, and Urban School Reform  
Graduate School of Education  
University of California, Berkeley

Michael Fultz  
History of African-American Education  
School of Education  
University of Wisconsin-Madison

Ernest House  
Evaluation of Education and Social Programs  
School of Education  
University of Colorado at Boulder

Gil Noam  
Risk and Resilience Research, Developmental Psychology and Developmental Psychopathology, Biographical Research and Psychoanalysis  
Graduate School of Education  
Harvard University

Fellowship awards are administered by the Center for Advanced Study in the Behavioral Sciences through a grant of $1,500,000 over five years made in the 2000 fiscal year by the Foundation. Inquiries may be directed to: Director, Center for the Advanced Studies in the Behavioral Sciences, 75 Alta Road, Stanford, CA 94305-8090.

ADVANCED STUDIES RESEARCH GROUP PLANNING GRANTS

Anthony S. Bryk  
Research and Planning for a Postdoctoral Program of Urban Schools  
Center for School Improvement  
University of Chicago  
$40,000

Michael Cole  
Planning for a Postdoctoral Program in Education and Development  
Center for Human Development  
University of California, San Diego  
$44,200

Vivian L. Gadsden and Susan H. Fuhrman  
Establishing an Urban Education Research Fellowship Program  
Graduate School of Education  
University of Pennsylvania  
$50,000

Andrew Hargreaves and Lorna M. Earl  
Planning for a Research Group Fellowship  
International Centre for Educational Change/Ontario Institute for Studies in Education  
University of Toronto  
Canada  
$50,000

Carl F. Kressle  
Federal Education Programs and Local Schools: An Advanced Postdoctoral Research Training Program  
Education Department  
Brown University  
$43,000

David F. Labaree  
Planning for a Postdoctoral Program in Research on Educational Practice  
College of Education  
Michigan State University  
$50,000

James M. McPartland  
Planning for a Research Group Fellowship  
Center for the Social Organization of Schools/Department of Sociology  
Johns Hopkins University  
$50,000

ADVANCED STUDIES RESEARCH GROUP FELLOWSHIP AWARDS

Anthony S. Bryk  
Consortium on Chicago School Research, Postdoctoral Training Program  
Center for School Improvement  
University of Chicago  
$1,380,000

The Advanced Studies Fellowship Program, through Research Group Fellowship and Institute/Seminar Awards, was established in fiscal year 2000 to strengthen the research capabilities and enhance the professional networks of early career scholars. Institute/Seminar Awards are made to groups of researchers in support of short-term institute- or seminar-like activities designed to advance the research careers of beginning scholars. No Institute/Seminar Awards were authorized in fiscal year 2000. Research Group Fellowship Awards are made to senior researchers to establish innovative fellowship programs for cohorts of postdoctoral fellows. Those submitting a proposal for Research Group Fellowship funding must have first applied for and been awarded a Planning Grant.
### RESEARCH TRAINING GRANTS

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<tr>
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<th>Amount</th>
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<tr>
<td>Graduate School of Education, University of California, Berkeley</td>
<td>The Sustainability of Reform: How Can a Bottom-Up Reform Survive a Top-Down School System?</td>
<td>$50,000</td>
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<tr>
<td>Graduate School of Education and Information Studies, University of California, Los Angeles</td>
<td>Students, Teachers and High Standards Reforms: Negotiating Education Policy, Classroom Practice and Student Outcomes in Philadelphia Middle Schools</td>
<td>$49,600</td>
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<tr>
<td>Teachers College, Columbia University</td>
<td>Lowvall Community Charter School Research Initiative</td>
<td>$50,000</td>
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<tr>
<td>Graduate School of Education, University of Michigan</td>
<td>District-wide Standards-Based Reform and Its Impact on Teaching and Learning</td>
<td>$50,000</td>
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<tr>
<td>School of Education, University of Wisconsin-Madison</td>
<td>Closing the Urban Gap: The Interaction of Reform and the Achievement of All Students</td>
<td>$50,000</td>
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<tr>
<td>School of Education, Stanford University</td>
<td>Closing the Achievement Gap: The Reculturing of a District</td>
<td>$47,520</td>
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### CONFERENCE GRANTS RELATED TO RESEARCH TRAINING

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<td>University of Pennsylvania/University of California, Los Angeles Doctoral Student Exchange Program</td>
<td>Preparing Researchers to Study Practice</td>
<td>$40,000</td>
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<td>Graduate School of Education and Information Studies, University of California, Los Angeles</td>
<td>Second Planning Retreat for Deans/Directors Participating in the Spencer Foundation’s Research Training Grant Program</td>
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### RESEARCH ON SCHOOL REFORM PLANNING GRANTS

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<tr>
<td>Jacqueline Ancess</td>
<td>The Sustainability of Reform: How Can a Bottom-Up Reform Survive a Top-Down School System?</td>
<td>$50,000</td>
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<tr>
<td>Jolley Bruce Christman</td>
<td>Students, Teachers and High Standards Reforms: Negotiating Education Policy, Classroom Practice and Student Outcomes in Philadelphia Middle Schools</td>
<td>$49,600</td>
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<tr>
<td>Lawrence Hernandez</td>
<td>Lowvall Community Charter School Research Initiative</td>
<td>$50,000</td>
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<tr>
<td>M. Bruce King and David Chawczelewski</td>
<td>District-wide Standards-Based Reform and Its Impact on Teaching and Learning</td>
<td>$50,000</td>
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<tr>
<td>Stephanie L. Knight and David A. Erdman</td>
<td>Closing the Urban Gap: The Interaction of Reform and the Achievement of All Students</td>
<td>$50,000</td>
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<tr>
<td>Terry Mazany and Karen K. Wissman</td>
<td>Closing the Achievement Gap: The Reculturing of a District</td>
<td>$47,520</td>
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SPENCER FOUNDATION-SPONSORED CONFERENCES

Women's Studies and the Study of Women: What Do We Know About Them and Their Influence?  
September 30-October 1, 1999  
Chicago, Illinois  
Organizer:  
Sylvia Hurtado  
School of Education  
University of Michigan

The Research on School Reform Initiative supports teams of researchers investigating the consequences of school reform. Those invited to submit a proposal for funding must have first applied for and been granted a Planning Grant. At this time, no new requests for funding under this initiative are being accepted. Requests for support for research on school reform can be made to the Spencer Foundation's Small Research Grants or Major Research Grants Programs. The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL 60611-1803.

The Research on School Reform Initiative supports teams of researchers investigating the consequences of school reform. Those invited to submit a proposal for funding must have first applied for and been granted a Planning Grant. At this time, no new requests for funding under this initiative are being accepted. Requests for support for research on school reform can be made to the Spencer Foundation's Small Research Grants or Major Research Grants Programs. The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL 60611-1803.

SPENCER FOUNDATION MENTOR NETWORK AWARDS

Margaret A. Eisenhart and Kenneth R. Howe  
College of Education  
University of Colorado at Boulder

Pamela Barnhouse Walters  
Department of Sociology  
Indiana University

Members of the Spencer Foundation Mentor Network receive, at the invitation of the Foundation, $50,000 over two years to support doctoral students engaged in research on educational issues.

SPENCER FOUNDATION-SPONSORED CONFERENCES

Women's Studies and the Study of Women: What Do We Know About Them and Their Influence?  
September 30-October 1, 1999  
Chicago, Illinois  
Organizer:  
Sylvia Hurtado  
School of Education  
University of Michigan

The Spencer Foundation periodically organizes conferences on specific topics pertaining to educational research. The purpose of these conferences is to identify and discuss topics that have not yet been explored or require further development and to develop agendas for research bearing on education that might be conducted. Conference agendas, reports, and participant listings may be found on the Foundation's web site at www.spencer.org.

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RESEARCH CONFERENCE GRANTS

Daniel Alexandrov
Current State of Russian Education: What Do We Know About It and How Can We Make Its Assessment? 
Department of Political Sciences and Sociology 
European University at St. Petersburg 
Russia 
$43,770

Tom R. Bennett
Second International Conference on Math Education 
College of Education 
California State University, San Marcos 
$50,000

Mildred Collins Blackman
Who Will Lead? Crisis in the Principal’s Office 
Graduate School of Education 
Harvard University 
$50,000

Christopher T. Cross
Beyond the Standards Horse Race: Implementation, Assessment, and Accountability—The Keys to Improving Student Achievement 
Council for Basic Education 
Washington, District of Columbia 
$25,000

George Fitchett
Twenty Years of Supervision and Training in Ministry: Where Have We Been? Where Will We Go? 
Department of Religion, Health, and Human Values 
Rush-Presbyterian-St. Luke’s Medical Center 
Chicago, Illinois 
$33,160

Linda Gordon
International Planning Conference on Education About Women’s Movements 
Department of History 
New York University 
$10,000

Sara Harkness, Charles McAlee, Super, and Jesus Palacios 
Cultural Strategies for Children’s Successful Development 
School of Family Studies 
University of Connecticut 
$49,923

Heila Jordaan and Claire Penn
Second Symposium on Communication Disorders in Multilingual Populations 
University of the Witwatersrand 
South Africa 
$30,550

Steven J. Mailloux and Robert J. Blake
The Acquisition of Advanced Literacy 
Humanities Research Institute 
University of California, Irvine 
$7,600

Karen Maloney
Teacher Workshop on Writing for Publication 
Harvard Education Letter 
Harvard University 
$23,650

Christopher H. Martin
The Academic Study of Religion During the Cold War: Ideological and Theological Constraints, East and West 
Department of Religion 
University of Vermont 
$14,000

Kevin McDonough and Walter Feinberg 
Collective Rights and Cosmopolitan Values: A New Research Agenda for Public Education in Liberal-Democratic Societies 
Department of Culture and Values in Education 
McGill University 
Canada 
$33,230

Timothy J. McConnell and Wilma F. Smith
Agenda for Education in Democracy: A Forum on Developing Democratic Character in the Young 
Institute for Educational Inquiry 
Seattle, Washington 
$50,000

Robert T. Michael
Early Results Conference 
Harris Graduate School of Public Policy Studies 
University of Chicago 
$30,000

Baruch Nevo
A Research Workshop to Facilitate the Development of the Scholarly Aspects of the Field of Peace Education 
The Center for Research on Peace Education 
University of Haifa 
Israel 
$12,000

Suzanne M. Perrino and Frances H. Raucher
From Analog to Digital: Generative Learning and the Challenge of Teaching About Criminal Sentencing 
Department of Political Science 
Tufts University 
$50,000

David Reinking
Southeast Literacy Consortium 
Department of Reading Education 
University of Georgia 
$50,000

Gerson Sher and Ista Brikovskis
Assessing the Impact of International Collaboration on Science and Education 
United States Civilian Research and Development Foundation 
Arlington, Virginia 
$50,000

Crain Soudien
Colloquia on the Status and Development of Educational Research in South Africa 
School of Education 
University of Cape Town 
South Africa 
$50,000

Marcelo M. Suarez-Orozco
Latinos in the 21st Century 
Graduate School of Education 
Harvard University 
$41,480

Gary Sykes and David Nathan Plank
School Choice and Educational Change 
College of Education 
Michigan State University 
$49,450

Luther H. Martin
The Academic Study of Religion During the Cold War: Ideological and Theological Constraints, East and West 
Department of Religion 
University of Vermont 
$14,000

Kevin McDonough and Walter Feinberg 
Collective Rights and Cosmopolitan Values: A New Research Agenda for Public Education in Liberal-Democratic Societies 
Department of Culture and Values in Education 
McGill University 
Canada 
$33,230

Timothy J. McConnell and Wilma F. Smith
Agenda for Education in Democracy: A Forum on Developing Democratic Character in the Young 
Institute for Educational Inquiry 
Seattle, Washington 
$50,000

Robert T. Michael
Early Results Conference 
Harris Graduate School of Public Policy Studies 
University of Chicago 
$30,000

Baruch Nevo
A Research Workshop to Facilitate the Development of the Scholarly Aspects of the Field of Peace Education 
The Center for Research on Peace Education 
University of Haifa 
Israel 
$12,000

Suzanne M. Perrino and Frances H. Raucher
From Analog to Digital: Generative Learning and the Challenge of Teaching About Criminal Sentencing 
Department of Political Science 
Tufts University 
$50,000

David Reinking
Southeast Literacy Consortium 
Department of Reading Education 
University of Georgia 
$50,000

Gerson Sher and Ista Brikovskis
Assessing the Impact of International Collaboration on Science and Education 
United States Civilian Research and Development Foundation 
Arlington, Virginia 
$50,000

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Gary Sykes and David Nathan Plank
School Choice and Educational Change 
College of Education 
Michigan State University 
$49,450
## Research Conference Grants

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lois Weis and Isabel Marcus</td>
<td>Urban Girls: Entering the New Millennium</td>
<td>Department of Educational Organization, Administration, and Policy</td>
<td>$50,000</td>
</tr>
<tr>
<td>Yali Zou and Enrique T. Trueba</td>
<td>The Role of Educational Ethnography in Pedagogy: Critical Ethnography in a Global and Interdisciplinary Perspective</td>
<td>Educational Leadership and Cultural Studies, University of Houston</td>
<td>$33,600</td>
</tr>
<tr>
<td>Madeleine Grumet and James L. Leloudis</td>
<td>Support for the establishment of a new program entitled, “Race, Ethnicity and Schooling”</td>
<td>School of Education, University of North Carolina at Chapel Hill</td>
<td>$50,000 in 1999</td>
</tr>
<tr>
<td>Jacqueline J. Irvine, Jeffrey E. Mire and Vanessa Siddle Walker</td>
<td>Establishment of the Southern Consortium for Educational Research in Urban Schools</td>
<td>Division of Educational Studies, Emory University</td>
<td>$70,000 in 1999</td>
</tr>
</tbody>
</table>

## SOUTHERN INITIATIVE

<table>
<thead>
<tr>
<th>Barnett Berry</th>
<th>Supporting Educational Research &amp; Teaching Quality in the Southeast</th>
<th>Southeast Center for Teaching Quality, The University of North Carolina General Administration</th>
<th>$50,000 over one year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn M. Borman</td>
<td>Support for the planning of a research program for the Florida Educational Research Consortium</td>
<td>David C. Anchin Center, University of South Florida</td>
<td>$50,000 over six months</td>
</tr>
<tr>
<td>Kenneth A. Dodge</td>
<td>Race, Poverty and Education Policy</td>
<td>Terry Sanford Institute of Public Policy, Duke University</td>
<td>$50,000 over one year</td>
</tr>
</tbody>
</table>

## GRANTS IN PROGRESS

<table>
<thead>
<tr>
<th>Madeleine Grumet and James L. Leloudis</th>
<th>Support for the establishment of a new program entitled, “Race, Ethnicity and Schooling”</th>
<th>School of Education, University of North Carolina at Chapel Hill</th>
<th>$50,000 in 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles L. Thompson</td>
<td>Building North Carolina’s Capacity for Policy-Related Research Planning &amp; Multi-Campus Center</td>
<td>The North Carolina Education Research Council, University of North Carolina General Administration</td>
<td>$50,000 in 1999</td>
</tr>
</tbody>
</table>

Southern Initiative grants are intended to provide opportunities to improve and expand education- al research in the South. Grants are awarded to university collaboratives for planning, research, fellowships, and training. Foundation staff, through the Office of the Vice President, request and approve proposals.
OTHER GRANTS

Daniel Alexandrov
Promoting Modern Studies of Education in Russia
European University, St. Petersburg
Russia
$100,000

Anthony S. Bryk
Support of a Postdoctoral Fellow
Center for School Improvement
University of Chicago
$58,560

Nancy Cantor
Establishment of an endowed chair to be named the Spencer Professorship of Organizational Studies in Education and Business
Department of Academic Affairs
University of Michigan
$1,500,000

Thom Clark
Chicago Successful Schools Project
Community Media Workshop
Chicago, Illinois
$10,000

Council of Foundations
Philanthropic Support
$39,600

Donors Forum of Chicago
Philanthropic Support
$17,620

John Q. Easton
Three years of support for the research activities of The Consortium on Chicago School Research
The Consortium on Chicago School Research
University of Chicago
$490,000

Charles Eisendrath
Support for three Education Journalism Fellowships
Michigan Journalism Fellows Program
The University of Michigan
$105,000

M. Elizabeth Graue
The Gift of Time: Promoting Risk or Resilience in Young Children
Department of Curriculum and Instruction
University of Wisconsin-Madison
$50,000

Anne C. Hallett
Planning grant for a study to implement the findings from an examination of the status of decentralization of key instructional and operational functions in Chicago
Cross City Campaign for Urban School Reform
Chicago, Illinois
$40,000

Howard Hiatt
Support for the conference, Evaluation of Educational Policies
American Academy of Arts and Sciences
$25,000

John F. Jennings
Support for a study of the effects of vouchers on American Education
Center on Education Policy
Washington, D.C.
$25,000

Bill Kovach
Support for one Education Journalism Fellowship
Nieman Foundation
Harvard University
$35,000

Linda Lenz
Support for "Catalyst: Voices of Chicago School Reform"
Community Renewal Society
Chicago, Illinois
$135,000

Felice J. Levine
Support for a special issue of "Sociology of Education" Magazine
American Sociological Association
Washington, District of Columbia
$25,000

Donald R. Moore
Educational Quality and Equity Project
Designs for Change
Chicago, Illinois
$399,000

Jennifer A. O'Day
From Probation to Progress? School Probation Policies, Practices, and Results in Chicago Elementary Schools
Department of Educational Policy Studies
University of Wisconsin-Madison
$416,200

Aaron M. Pallas
Influences on the Development of Young Scholars in Education and the Social Sciences
Department of Counseling, Educational Psychology, and Special Education
Michigan State University
$24,710

The Philanthropy Roundtable
Philanthropic Support
$2,500

Tides Center/Grantmakers for Education
Philanthropic Support
$3,000

Ken Rolling
Expansion of the Chicago Annenberg Research Project
Chicago Annenberg Challenge
Chicago, Illinois
$150,000
Other Grants

GRANTS IN PROGRESS

Carole Bloch and Mastin Prinsloo
Home and School Influences on Early Literacy Learning by South Africa Children
Project for the Study of Alternate Education in South Africa
University of Cape Town
South Africa
$100,000 in 1999

Ronald S. Burt and Joseph E. Jannotta, Jr.
Building Bridges: A Study of Mentors and the Social Capital of Promising Minorities
Chicago Management Council
Chicago, Illinois
$43,000 in 1997

Alan S. Chartock
Support for coverage of educational research segments on the "Best of Our Knowledge" radio program
WAMC Public Radio
Albany, New York
$285,000 in 1997

Virginia B. Edwards
Supporting of educational research coverage in "Education Week" and "Teacher Magazine"
Editorial Projects in Education
Bethesda, Maryland
$291,800 in 1997

Kelly Graves-Desai
Harvard Education Letter Initiative: Increasing our Impact on Schools
Harvard Education Letter
Harvard University
$285,000 in 1998

James Grossman
Postdoctoral Fellowships in the History of Education
Newberry Library
Chicago, Illinois
$220,000 in 1997

John Merrow
Support for radio forums on educational research
Learning Matters, Inc.
New York, New York
$233,000 in 1998

Joseph P. Newhouse and Carol H. Weiss
Post-Doctoral Fellowships in Evaluating Programs for Children
Harvard Project on Schooling and Children
Harvard University
$720,600 in 1996

Melissa Roderick
The Effects of the Chicago Public Schools’ Promotion Policy and Summer Bridge Initiative on Student Achievement and Opportunity to Learn
School of Social Service Administration
University of Chicago
$309,600 in 1999

Ken Rolling and Mark A. Smylie
Evaluation of the Chicago Annenberg Challenge
Chicago Annenberg Challenge
Chicago, Illinois
$320,000 in 1997

André Schöffer
Dissemination and Popularization of Educational Research
The New Press
New York, New York
$253,600 in 1999
### GRANTEE PUBLICATIONS RECEIVED

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Christopher Brown, III</td>
<td>The Quest to Define Collegiate Desegregation:  Black Colleges, Title VI Compliance, and Post-Adams Litigation</td>
<td>Bergin &amp; Garvey</td>
<td>Westport, Connecticut</td>
<td>1999</td>
</tr>
<tr>
<td>Barry M. Franklin, Ed.</td>
<td>When Children Don’t Learn:  Student Failure and the Culture of Teaching</td>
<td>Teachers College Press</td>
<td>New York</td>
<td>1998</td>
</tr>
<tr>
<td>Sarah Wernsauer Freedman, Elizabeth Radim Simmons, Julie Shallhope Kalton, Alex Casareno, and The M-Class Teams</td>
<td>Inside City Schools</td>
<td>Teachers College Press</td>
<td>Columbia University</td>
<td>New York</td>
</tr>
<tr>
<td>Howard Gardner</td>
<td>The Disciplined Mind, What All Students Should Understand</td>
<td>Simon &amp; Schuster</td>
<td>New York</td>
<td>1999</td>
</tr>
<tr>
<td>Rosemary Horowitz</td>
<td>Literacy and Cultural Transmission in the Reading, Writing and Revising of Jewish Memorial Books</td>
<td>Austin &amp; Winfield, Publishers</td>
<td>San Francisco</td>
<td>1999</td>
</tr>
<tr>
<td>Peter H. Kahn, Jr.</td>
<td>The Human Relationship with Nature:  Development and Culture</td>
<td>The MIT Press</td>
<td>Cambridge, Massachusetts</td>
<td>1999</td>
</tr>
<tr>
<td>Sara Lawrence-Lightfoot</td>
<td>Respect:  An Explanation Perseas Books</td>
<td>Reading, Massachusetts</td>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>Kenneth M. Ludmerer</td>
<td>Time to Heal:  American Medical Education from the Turn of the Century to the Era of Managed Care</td>
<td>Oxford University Press Inc.</td>
<td>New York</td>
<td>1999</td>
</tr>
<tr>
<td>Margaret McKeown, Isabel L. Beck, Rebecca L. Hamilton, and Linda Kazam</td>
<td>&quot;Questioning the Author&quot; Accessible Easy-Access Resources for Classroom Challenges</td>
<td>The Wright Group</td>
<td>Bothell, Washington</td>
<td>1999</td>
</tr>
<tr>
<td>Claire Smokar and Ellen Goldring</td>
<td>School Choice in Urban America:  Magnet Schools and the Pursuit of Equity</td>
<td>Teachers College Press</td>
<td>Columbia University</td>
<td>New York</td>
</tr>
<tr>
<td>Kenneth K. Wong</td>
<td>Funding Public Schools:  Politics and Policies</td>
<td>University Press of Kansas</td>
<td>Lawrence, Kansas</td>
<td>1999</td>
</tr>
</tbody>
</table>
On March 31, 2000, the assets of the Spencer Foundation totaled $593.3 million. These assets are invested primarily in equities actively managed by Cedarpoint Capital Management, Inc., New York; and in S&P500 and EAFE indexed equity funds managed by State Street Global Advisors, Boston. The Finance and Audit Committee of the Board of Directors, assisted by the Treasurer, oversees the performance of the Foundation’s investments, convening regularly (at meetings to which all Directors are invited) to review investment results, to discuss investment policy, and to set the asset allocation policy. The Northern Trust Company is the custodian bank. A complete list of the Foundation’s assets is available for inspection at the Foundation.

The Foundation made its first distributions in 1971 and through March 31, 2000 has authorized grants and fellowships of $248.2 million, of which $23.4 million remains payable in future fiscal years. During the 2000 fiscal year, the Foundation made payments on grants and fellowships totaling $25.9 million, and the Board of Directors anticipates making grants at a slightly higher level through the 2001 fiscal year. The audited financial statements of the Spencer Foundation begin on page 48.
INDEPENDENT AUDITORS’ REPORT

Board of Directors
The Spencer Foundation
Chicago, Illinois

We have audited the accompanying statements of financial position of The Spencer Foundation (an Illinois not-for-profit corporation) as of March 31, 2000 and 1999, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Foundation’s management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of The Spencer Foundation as of March 31, 2000 and 1999, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

May 19, 2000

Deloitte & Touche LLP
STATEMENTS OF FINANCIAL POSITION
MARCH 31, 2000 AND 1999
(Thousands of Dollars)

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments, at quoted market value</td>
<td>$588,235</td>
<td>$538,993</td>
</tr>
<tr>
<td>(cost: 2000-$254,843; 1999-$225,473) (Note 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash (including funds held by investment custodians: 2000 - $2,770; 1999 - $713)</td>
<td>3,509</td>
<td>1,459</td>
</tr>
<tr>
<td><strong>Other assets:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accrued interest and dividends</td>
<td>150</td>
<td>206</td>
</tr>
<tr>
<td>Other</td>
<td>1,442</td>
<td>964</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>593,336</td>
<td>541,622</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LIABILITIES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants payable (Note 5)</td>
<td>23,360</td>
<td>25,219</td>
</tr>
<tr>
<td>Payable to brokers</td>
<td>442</td>
<td>220</td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>69</td>
<td>46</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>23,871</td>
<td>25,485</td>
</tr>
</tbody>
</table>

**UNRESTRICTED NET ASSETS (Note 6)** $569,465 $516,137

See notes to financial statements.

STATEMENTS OF ACTIVITIES
YEARS ENDED MARCH 31, 2000 AND 1999
(Thousands of Dollars)

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE AND GAINS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dividends</td>
<td>$6,145</td>
<td>$6,223</td>
</tr>
<tr>
<td>Interest</td>
<td>268</td>
<td>486</td>
</tr>
<tr>
<td>Realized gains, net</td>
<td>56,623</td>
<td>18,223</td>
</tr>
<tr>
<td>Increase in unrealized gains, net</td>
<td>19,872</td>
<td>51,133</td>
</tr>
<tr>
<td><strong>Total revenue and gains</strong></td>
<td>82,908</td>
<td>76,065</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
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<tbody>
<tr>
<td><strong>GRANTS AND OTHER EXPENSES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants authorized (Note 5)</td>
<td>24,470</td>
<td>22,018</td>
</tr>
<tr>
<td>Administrative expenses</td>
<td>3,674</td>
<td>2,802</td>
</tr>
<tr>
<td>Investment services</td>
<td>917</td>
<td>858</td>
</tr>
<tr>
<td>Excise taxes (Note 4)</td>
<td>519</td>
<td>256</td>
</tr>
<tr>
<td><strong>Total grants and other expenses</strong></td>
<td>29,580</td>
<td>25,934</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCREASE IN NET ASSETS</strong></td>
<td>53,328</td>
<td>50,131</td>
</tr>
<tr>
<td><strong>UNRESTRICTED NET ASSETS - Beginning of year</strong></td>
<td>516,137</td>
<td>466,006</td>
</tr>
<tr>
<td><strong>UNRESTRICTED NET ASSETS - End of year</strong></td>
<td>$569,465</td>
<td>$516,137</td>
</tr>
</tbody>
</table>

See notes to financial statements.
## STATEMENTS OF CASH FLOWS
### YEARS ENDED MARCH 31, 2000 AND 1999
(Thousands of Dollars)

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH FLOWS FROM OPERATING ACTIVITIES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in net assets</td>
<td>$ 53,328</td>
<td>$ 50,131</td>
</tr>
<tr>
<td>Adjustments to reconcile increase in net assets to net cash flows from operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain on sale of investments, net</td>
<td>(56,623)</td>
<td>(18,223)</td>
</tr>
<tr>
<td>Unrealized gain on investments, net</td>
<td>(19,872)</td>
<td>(51,133)</td>
</tr>
<tr>
<td>Depreciation</td>
<td>209</td>
<td>120</td>
</tr>
<tr>
<td>Changes in assets and liabilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accrued interest and dividends</td>
<td>56</td>
<td>(80)</td>
</tr>
<tr>
<td>Other assets</td>
<td>(121)</td>
<td>(17)</td>
</tr>
<tr>
<td>Grants payable</td>
<td>(1,859)</td>
<td>(2,213)</td>
</tr>
<tr>
<td>Payable to brokers</td>
<td>222</td>
<td>17</td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>23</td>
<td>(346)</td>
</tr>
<tr>
<td>Net cash flows from operating activities</td>
<td>(24,637)</td>
<td>(21,744)</td>
</tr>
</tbody>
</table>

| **CASH FLOWS FROM INVESTING ACTIVITIES:** |          |          |
| Purchases of investments        | (73,856) | (26,620) |
| Proceeds from sales of investments | 101,109  | 49,574   |
| Capital expenditures            | (566)    | (759)    |
| Net cash flows from investing activities | 26,687   | 22,195   |

**INCREASE IN CASH**

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH - Beginning of year</strong></td>
<td>1,459</td>
<td>1,008</td>
</tr>
<tr>
<td><strong>CASH - End of year</strong></td>
<td>$ 3,509</td>
<td>$ 1,459</td>
</tr>
</tbody>
</table>

See notes to financial statements.
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED MARCH 31, 2000 AND 1999
(Thousands of Dollars)

1. NATURE OF OPERATIONS
The Spencer Foundation (“Foundation”), organized in 1962, is the residuary legatee under the Will of Lyle M. Spencer, deceased. The Foundation was established to support research aimed at the improvement of education. Support is derived primarily from returns on the Foundation’s investments.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
Estimates - The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Investments - Investments are carried at fair market value, net of deferred excise tax on net unrealized gains.

Grants - Grants are recorded in the accounts when authorized by the Board of Directors and awarded by the Foundation. Unexpended funds awarded and subsequently returned are recorded when refunded by the grantees.

3. INVESTMENTS
Quoted market values are used to value investments other than index funds, which are carried based on fair values provided by the fund managers, and real estate, which is carried at market value provided by the real estate fund. Realized gains or losses are determined by comparison of cost, determined on a first-in, first-out basis, to proceeds from sales. Investment transactions are recorded in the accounts on the trade date. The cost of investment securities represents the amount paid for securities purchased, adjusted for accretion of discount or amortization of premium on bonds purchased. Dividends and interest income are recorded on the accrual basis.
The cost and fair market value of investments at March 31 were as follows:

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cost</td>
<td>Market</td>
</tr>
<tr>
<td>Index funds</td>
<td>$145,404</td>
<td>$353,517</td>
</tr>
<tr>
<td>Common stocks</td>
<td>106,810</td>
<td>238,324</td>
</tr>
<tr>
<td>Real estate funds</td>
<td>2,629</td>
<td>2,290</td>
</tr>
<tr>
<td>Total</td>
<td>$254,843</td>
<td>$594,131</td>
</tr>
<tr>
<td>Deferred federal excise tax</td>
<td>(5,896)</td>
<td>(5,768)</td>
</tr>
<tr>
<td>Total</td>
<td>$248,947</td>
<td>$588,363</td>
</tr>
</tbody>
</table>

4. TAXES
Excise Tax - The Foundation qualifies as a private foundation and, as a result, is subject to a federal excise tax of two percent on net investment income, as defined. If the average payout ratio for the past five years plus one percent of net investment income in the current year, as defined, is less than the current year’s charitable distributions, federal excise tax is payable at one percent of net investment income, as defined. The Foundation paid federal excise tax of one percent in each of the years ended March 31, 2000 and 1999.
The quoted market value of investments was reduced by $5,896 and $5,768 at March 31, 2000 and 1999, respectively, representing the federal excise taxes which would become payable if the net unrealized gains were realized. The change in such deferred taxes is applied against the change in unrealized gains in the statements of activities.

A private foundation which does not distribute an amount equal to a minimum return on assets, as defined in the Internal Revenue Code, is subject to an excise tax of 15 percent on the income not so distributed. Distributions in any year in excess of the amount required may be carried forward to future years and be applied against the required distribution.

**Income Tax** - The Foundation is a not-for-profit organization in the State of Illinois and is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

5. **COMMITMENTS**

**Grant**

The Foundation has authorized but unpaid grants outstanding as of March 31, 2000, payable as follows:

<table>
<thead>
<tr>
<th>Fiscal Year Ending March 31</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>$13,593</td>
</tr>
<tr>
<td>2002</td>
<td>6,403</td>
</tr>
<tr>
<td>2003</td>
<td>2,115</td>
</tr>
<tr>
<td>2004</td>
<td>784</td>
</tr>
<tr>
<td>2005</td>
<td>465</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$23,360</strong></td>
</tr>
</tbody>
</table>

Payments on authorized but unpaid grants may be accelerated upon mutual agreement between the Foundation and the grantees.

**Rental**

During the fiscal year ended March 31, 1999, The Foundation signed a sublease for a new office location. This new operating lease, commencing May 1, 1999, requires minimum annual rental payments plus certain common area maintenance charges. The lease provides for annual rent increases effective May 1 each year. Rent expense was approximately $557 and $244 for the years ended March 31, 2000 and 1999, respectively, of which $422 related to the new sublease.

Future minimum annual rental commitments under the new lease are as follows:

<table>
<thead>
<tr>
<th>Fiscal Year Ending March 31</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>$435</td>
</tr>
<tr>
<td>2002</td>
<td>442</td>
</tr>
<tr>
<td>2003</td>
<td>450</td>
</tr>
<tr>
<td>2004</td>
<td>458</td>
</tr>
<tr>
<td>2005</td>
<td>465</td>
</tr>
<tr>
<td><strong>Thereafter</strong></td>
<td>1,772</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,022</strong></td>
</tr>
</tbody>
</table>
6. UNRESTRICTED NET ASSETS

Unrestricted net assets are composed of the following amounts:

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>$82,203</td>
<td>$82,203</td>
</tr>
<tr>
<td>Cumulative excess of grants and other expenses over revenue (cumulative grants authorized of $248,230 at March 31, 2000)</td>
<td>(142,660)</td>
<td>(119,493)</td>
</tr>
<tr>
<td>Cumulative net realized gains on sales of investments</td>
<td>296,530</td>
<td>239,907</td>
</tr>
<tr>
<td>Unrealized gains in investment portfolio</td>
<td>333,392</td>
<td>313,520</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$569,465</strong></td>
<td><strong>$516,137</strong></td>
</tr>
</tbody>
</table>

7. PROFESSIONAL DEVELOPMENT PROGRAM

During 1996, the Foundation established a Professional Development Research and Documentation Program (the “Program”) jointly with The John D. and Catherine T. MacArthur Foundation (“MacArthur”). The program provided grants for research in the area of professional development in schools and provided a total of $3 million in grants over a four-year period which ended in 1999. Under the joint venture agreement, the Foundation administered the program and contributed 25 percent of the total awards and 50 percent of administration costs. MacArthur provided the remaining 75 percent of total awards and 50 percent of administration costs. At March 31, 2000, the cash balance of the Foundation included $299 of funds advanced from MacArthur not yet disbursed under the Program; the contra amount was included in grants payable.

8. RETIREMENT PLAN

The Foundation participates in a multi-employer contributory annuity retirement plan in conjunction with the Teachers Insurance and Annuity Association of America (“TIAA-CREF”) for which substantially all employees are eligible. Expenses related to the retirement plan approximated $202 and $178 in 2000 and 1999, respectively. The Foundation funds its pension costs on a current basis in accordance with TIAA-CREF requirements.