

THE
SPENCER
FOUNDATION
Annual
Report

for the year ended March 31,

2000

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NOTE: The current members of the Foundation's Board of Directors, review committees, and staff, as well as updates of the information in this Annual Report, can be found at the Spencer Foundation Web Site, 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.

DIRECTORS, ADVISORS, AND STAFF (through March 31, 2000)**BOARD OF DIRECTORS**

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COMMUNICATION
AND MENTORING
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**RESEARCH CONFERENCE
GRANT PROGRAM
ADVISORY COMMITTEE**

Marvin Lazerson
Valerie Ooka Pang
Stephen W. Raudenbush

¹ through January 2000⁴ as of July 1999⁷ through September 1999² as of January 2000⁵ as of August 1999³ through June 1999⁶ as of November 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-

**The President's
Comments**

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

REPORT OF THE VICE PRESIDENT

John B. Williams, III

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 mecha-

nisms 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.

**Report of the
Vice President**

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

APPLICATION AND REVIEW INFORMATION

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.**

SMALLRESEARCH 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

Application Information

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.

Inquiries concerning the Dissertation Fellowship Program should be addressed to: **Dissertation Fellowship Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.** Application materials may be downloaded from the Foundation's website: www.spencer.org.

**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

Application Information

research capacities and enhancing their professional networks by facilitating interaction with senior scholars working within established research institutions. The sponsoring institution(s) applying for funding under this program must be organized around well-defined research agendas, and the senior researchers acting as principal investigators must themselves have a strong research record and a history of working successfully with early career scholars.

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**

requested. 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

Application Information

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-DISSER- TATION 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 94305-8090.**

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

Application Information

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

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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:

Research Conference Grants Program, The Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, Illinois 60611-1803.

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-

**Application
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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
Walter 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

**Albert Bandura and
Gian V. Caprara**
*Impact of Sociocognitive Factors on
Trajectories of Social, Moral,
Academic and Occupational
Development*
Department of Psychology
Stanford University
\$194,200 over four 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
\$452,100 over three years

**Tabbye M. Chavous and
Jacquelynn S. Eccles**
*African Americans in Higher
Education*
Department of Psychology
University of Michigan
\$425,600 over three years

**Amanda L. Datnow and
Lea A. Hubbard**
*Single Gender Public Schooling as a
New Form of School Choice*
Center for the Social Organization
of Schools
Johns Hopkins University
\$135,200 over 19 months

David K. Dickinson
*An Examination of Factors that
Affect the Capacity of Preschool
Programs to Support Children's
Early Literacy Development*
Education Development Center,
Inc.
Newton, Massachusetts
\$424,900 over three years

Carol S. Dweck
*Psychological Causes of Student
Achievement*
Department of Psychology
Columbia University in the City
of New York
\$379,950 over two years

Rachel Joffe Falmagne
*Women, Social Location and
Deductive Reasoning: Contextual
Processes, Meaning-Making and
Inferential Principles*
Francis L. Hiatt School of
Psychology
Clark University
\$224,500 over three years

**Wendy S. Grolnick, Jaan Valsiner,
and Richard Sohier**
*Socializing Motivation and Academic
Efficacy: The Power of a Practice*
Francis L. Hiatt School of
Psychology
Clark University
\$494,250 over three years

Edward H. Haertel
*Judgmental Standard Setting for
Educational Tests: Toward Rational
Foundations and Defensible Methods*
School of Education
Stanford University
\$367,700 over 26 months

**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-
1997*
Department of Education
University of Liverpool
United Kingdom
\$235,400 over three 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. Lotan 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

**Anne J. MacLachlan, Arnold L.
Leiman, and Calvin C. Moore**
*A Longitudinal Study of Minority
Ph.D.s from 1980-1990: Progress
and Outcomes in Science and
Engineering at U.C. during Graduate
School and Professional Life*
Center for Studies in Higher
Education
University of California, Berkeley
\$264,250 over two years

Emily Martin
*Managing the Mental: The Learning
Person in Late 20th Century U.S.
Society and Culture*
Department of Anthropology
Princeton University
\$148,800 over two years

Denise S. Mewborn
*Learning to Teach Elementary
Mathematics*
Mathematics Education
Department
University of Georgia
\$245,400 over four years

Cecil Miskel
*Interests and Processes for Reading
Policy in the States*
School of Education
University of Michigan
\$395,600 over 28 months

Major Research Grants

David E. Myers and Paul E. Peterson
Continued Funding of "An Evaluation of a Randomized Experiment on School Choice"
Corporation for the Advancement of Policy Evaluation
Planesboro, New Jersey
\$436,000 over two years

Barbara Scott Nelson and Annette M. Sassi
"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

Francisco O. Ramirez and John W. Meyer
The Societal Effects of National Scientific and Educational Expansion: Comparative Sociological Studies
School of Education
Stanford University
\$461,650 over three years

Jean E. Rhodes and Niobe Way
A Longitudinal Investigation of the Predictors, Patterns of Change and Consequences of Middle School Students' Perceptions of School Climate
Department of Psychology
University of Illinois at Urbana-Champaign
\$209,200 over two years

James E. Rosenbaum
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

James P. Spillane
Improving Instruction and the "Practice" of School Leadership in Urban Elementary Schools
School of Education and Social Policy
Northwestern University
\$374,200 over three years

Daniel A. Wagner
Literacy and Its Consequences in Developing Countries: A Comparative Approach
International Literacy Institute
University of Pennsylvania
\$476,100 over three years

GRANTS IN PROGRESS

Karl L. Alexander and Doris R. Entwisle
The Transition to Adulthood Among Urban Youth
Department of Sociology
Johns Hopkins University
\$380,240 in 1998

Donna E. Alvermann
After-School Media Clubs for Reluctant Adolescent Readers
Department of Reading Education
University of Georgia
\$71,100 in 1999

Kathryn M. Anderson-Levitt
Constructing "Good Pedagogy" in Guinea: Global, National and Local Dialogues
Department of Behavioral Sciences
University of Michigan-Dearborn
\$118,860 in 1998

Kathryn H. Au
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

Deborah Loewenberg Ball
Crossing Boundaries: Probing the Interplay of Mathematics and Pedagogy in Elementary Teaching
Department of Educational Studies
University of Michigan
\$302,000 in 1998

Isabel L. Beck and Margaret G. McKeown
Text Talk: Building Knowledge and Developing Thinking Through Read-Aloud Discussions
Learning Research and Development Center
University of Pittsburgh
\$307,800 in 1999

Mark Berends and Samuel R. Lucas
The Structure and Effects of Tracking in the United States: A Temporal Perspective
The RAND Corporation
Washington, District of Columbia
\$472,800 in 1997

Ruth A. Berman
Developing Literacy in Different Contexts and in Different Languages
Department of Linguistics
Tel Aviv University
Israel
\$520,000 in 1998

Peter Blatchford and Anthony D. Pellegrini
Playground Games: Their Social Context in Elementary/Junior School
Department of Psychology and Special Needs
University of London
United Kingdom
\$170,600 in 1998

Paul Bloom
Syntactic Support in Word Learning
Department of Psychology
Yale University
\$321,700 in 1993

**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
\$532,900 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
\$755,150 in 1999

Jeanne Brooks-Gunn
Storytimes: Language and Literacy in the Context of Home Visiting Programs
Center for Young Children and Families
Teachers College, Columbia University in the City of New York
\$238,900 in 1997

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 C. Calfee
Design Experiments on Efficient and Effective Decoding-Spelling Instruction in the Primary Grades
Graduate School of Education
University of California, Riverside
\$362,000 in 1999

Eve V. Clark
Pragmatics, Metalanguage, and Addressee-Uptake in Language Acquisition
Department of Linguistics
Stanford University
\$58,650 in 1999

Daniel R. Coquillette and Bruce A. Kimball
Modern Legal Pedagogy and Professional Education: 1870-2000
The James Barr Ames Foundation
Cambridge, Massachusetts
\$414,100 in 1999

Mihaly Csikszentmihalyi, William Damon, and Howard E. Gardner
The Transmission of Excellence: A Study of Mentoring in Creative Work
Peter F. Drucker Graduate School of Management
Claremont Graduate University
\$485,675 in 1998

Diana Dee-Lucas and Jill H. Larkin
Knowledge Effects in Learning from Interactive Electronic Texts
Department of Psychology
Carnegie Mellon University
\$202,300 in 1998

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
Canada
\$46,450 in 1999

Parfait M. Eloundou-Enyegue and Julie DaVanzo
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. Cairns (Originally granted to Robert B. Cairns)
Intergenerational Turning Points for School Success
Department of Psychology
University of North Carolina at Chapel Hill
\$258,750 in 1997

Jeremy D. Finn and Charles M. Achilles
A Study of Class Size and At-Risk Students
Graduate School of Education
State University of New York at Buffalo
\$374,400 in 1999

Bruce Fuller and Sharon L. Kagan
The Devolution of Welfare: Assessing Children's Changing Environments and Effects on School Readiness
School of Education
University of California, Berkeley
\$441,250 in 1998

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

Rene Galindo
A Comparative Study of Language and Educational Policy Debates over Bilingual Education
Latino/a Research and Policy Center
University of Colorado at Denver
\$470,450 in 1999

Major Research Grants

- James Paul Gee and Sarah A. Michaels**
Talk, Text, and Identity: Understanding Teaching and Learning in a Post-Progressive Science Program
Jacob Hiatt Center for Urban Education
Clark University
\$300,310 in 1996
- Margaret A. Gibson**
Student Identity, Peer Affiliations, and Academic Engagement: A Comparative Study of Immigrant and Nonimmigrant Youth
College of Education
University of California, Santa Cruz
\$459,500 in 1999
- Herbert P. Ginsburg**
Understanding and Fostering Early Mathematics Competence in Low Income African-American and Latino Children
Department of Human Development
Teachers College,
Columbia University
\$391,000 in 1998
- Claude N. Goldenberg, Ronald G. Gallimore, and William M. Saunders**
Settings for Change: A Practical Model for Linking Rhetoric and Action to Improve Achievement of Diverse Students
Department of Teacher Education
California State University, Long Beach
\$399,750 in 1998
- Susan Goldin-Meadow**
Gesture-Speech Mismatch as an Educational Tool: Using the Hand to Read the Mind
Department of Psychology
University of Chicago
\$219,475 in 1994
- Usha Claire Goswami**
Factors Influencing the Use of Analogical Reasoning by Young Children
Behavioral Sciences Unit
University College London
United Kingdom
\$111,100 in 1996
- Gerald Graff**
A Book on the Problem of Academic Intellectual Discourse
Department of English Language and Literature
University of Chicago
\$92,000 in 1999
- Judith L. Green and Carol N. Dixon**
Constructing Access to Learning Across Content Areas in Bilingual Classrooms
Department of Education
University of California, Santa Barbara
\$335,000 in 1998
- James G. Greeno and Randi A. Engle**
Learning to Use and Understand Concepts During Project-Based Activity
School of Education
Stanford University
\$450,500 in 1998
- Stephen J. Griffin**
Making the Transparent Visible: Teachers' Research on Classroom Discourse
Brookline Public Schools
Brookline, Massachusetts
\$249,700 in 1997
- Walter M. Haney and Lisa R. Jackson**
Drawing on Education: Using Drawings to Study and Change Education and Schooling
Center for the Study of Testing, Evaluation, and Educational Policy
Boston College
\$530,500 in 1999
- Andrew Hargreaves and Ivor F. Goodson**
Change Over Time? A Study of Culture, Structure, Time, and Change in Secondary Schooling
Ontario Institute for Studies in Education
University of Toronto, Canada
and Warner Graduate School of Education
University of Rochester
\$374,600 in 1998
- George Hillocks**
How State Assessments Influence Curricular Content and Classroom Practice: The Case of Writing
Department of Education
University of Chicago
\$278,200 in 1995
- Carl F. Kaestle**
The Role of the Federal Government in Elementary and Secondary Education, From 1950 to the Present
Department of Education
Brown University
\$360,650 in 1999
- John F. Kain**
Minority Suburbanization and the Achievement of Minority Students
Department of Economics
Harvard University
\$214,700 in 1997
- David Kaplan**
Developing Longitudinal Statistical Models for Education Policy
Department of Educational Studies
University of Delaware
\$125,000 in 1999
- Sandra Katz**
The Interactions That Produce Learning
Learning Research and Development Center
University of Pittsburgh
\$296,000 in 1999
- Valerie E. Lee**
Cultural Modeling in Reading Comprehension: Implications for Teacher and Student Cognition
School of Education and Social Policy
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
Department of Psychology
Florida International University
\$293,350 in 1997
- Howard B. London and Kathleen M. Shaw**
Cultures of Success: A Study of Community Colleges with High Transfer Rates
Department of Sociology
Bridgewater State College
\$130,300 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

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.Gonzalez**
*Language Ideology and Bilingual
Development: A Longitudinal
Analysis of Learning Through Dual
Language Schooling*
Department of Language,
Reading, and Culture
University of Arizona
\$347,950 in 1999

Pamela A.Moss
*Developing Coherence Between
Assessment and Reform: A Role For
Hermeneutics In Licensing and
Professional Development of Teachers*
School of Education
University of Michigan
\$459,650 in 1997

**Michael T. Nettles and
Catherine M.Millett**
*Understanding for Improvement:
Finances, Experiences, and
Achievements of Doctoral Students*
School of Education
University of Michigan
\$390,300 in 1998

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

**Rebecca S.New and
Susanna Mantovani**
*Italian Conceptions of Community,
Participation, and Social
Responsibility: Child Care as
Metaphor*
Department of Education
University of New Hampshire
\$182,900 in 1999

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. Wulff**
*The Development of Graduate
Students as Prospective Teaching
Scholars: A Longitudinal Research
Project*
The Graduate School
University of Washington
\$254,450 in 1996

Elinor Ochs and Lisa M.Capps
*Autistic Children's Narrative
Interactions at School and Home*
Department of Anthropology
University of California,
Los Angeles
\$394,700 in 1998

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

**Patricia K.Phelan and
Ann Locke Davidson**
*Students' Multiple Worlds: The Role
of School-Based Health Clinics in
Mediating Transitions*
Education Program
University of Washington
\$292,000 in 1998

David N.Plank and Gary Sykes
The Ecology of School Choice
College of Education
Michigan State University
\$315,350 in 1998

Julie A.Reuben
*Questioning the Academy: The
Impact of the Protest Movements of
the 1960s on American Higher
Education*
Graduate School of Education
Harvard University
\$268,000 in 1998

**Lauren M.Rich and
Jerry A. Jacobs**
*Later-Life Education Among Women
in the U.S.*
School of Social Work
University of Pennsylvania
\$193,450 in 1999

**Virginia Richardson and
Gary D. Fenstermacher**
Manner in Teaching
School of Education
University of Michigan
\$380,900 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

Janet Schofield
*The Internet in School: Problems and
Possibilities*
Learning Research and
Development Center
University of Pittsburgh
\$149,900 in 1998

Peter Scott and David Smith
*Transatlantic Influences: The Impact
of American Ideas and Practices on
the Development of British Higher
Education 1945-1992*
School of Education
University of Leeds
United Kingdom
\$114,600 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-
Explanations*
Department of Psychology
Carnegie Mellon University
\$286,800 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

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. Strike**
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
\$95,950 in 1999
- Enrique T. Trueba and Yali Zou**
Achievement Factors Among Best 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 Midgley**
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
\$397,950 in 1997
- J. Douglas Willms**
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 1995
- Hanh Cao Yu**
From Intolerance to Understanding: A Study of Intergroup Relations
Social Policy Research Associates
Menlo Park, California
\$350,000 in 1999

SMALLRESEARCH GRANTS

David W. Adams
Coming of Age on the Southwest Frontier: A Tri-Cultural Study, 1890-1990
 College of Education
 Cleveland State University
 \$34,350

JoBeth Allen and Linda D. Labbo
Photographs of Local Knowledge Sources: APhOLKS Approach to Culturally Engaged Teaching
 College of Education
 University of Georgia
 \$34,100

Ron A.Astor and Rami Benbenishty
School Violence, School Organization, Peer Groups, and Personal Victimization: A Theoretical Model of Student Fear and Student Assessments of School Violence as Problem
 School of Social Work
 University of Michigan
 \$34,000

Rukmini Banerji and Madhav Chavan
Pre-School to Primary School: The Mumbai Experience
 Pratham-Mumbai Education Initiative
 India
 \$35,000

Angela Calabrese Barton
Science Education for Political Empowerment and Social Change: A Case Study of Six Teachers in Lahore, Pakistan
 College of Education
 University of Texas at Austin
 \$35,000

Charles E. Bidwell
Exploring the High School Faculty Workplace
 Department of Sociology
 University of Chicago
 \$34,990

Amy J. Binder
When Midgets Battle Titans: Afrocentric and Scientific Creationist Challenges to American Public Schools, 1980-2000
 Department of Sociology
 University of Southern California
 \$33,125

Margaret Zoller Booth
A Study of the Historical Development of Western Schooling in Swaziland
 Department of Educational Foundations and Inquiry
 Bowling Green State University
 \$28,250

Michael Brunn and Gloria Delany-Barmann
Classrooms of Promise: Forging a Tripartite Language Policy that Facilitates Latinos' Access to Literacy
 Department of Curriculum and Instruction
 Western Illinois University
 \$34,680

Claudia Buchmann
Educational Mobility of Black South Africans at the End of Apartheid
 Department of Sociology
 Duke University
 \$20,250

Kathleen A. Burke and Kathleen Beegle
Why Children aren't attending School: The Case of Rural Tanzania
 Department of Economics
 State University of New York
 College at Cortland
 \$22,100

Marilyn J. Chambliss
Children as Thinkers Comprehending Arguments and Explanations
 Department of Curriculum and Instruction
 University of Maryland at College Park
 \$35,000

Daniel I. Chazan
Developing an In-Depth Case Study of a Professional Development School Project
 Department of Teacher Education
 Michigan State University
 \$34,650

Ruth Breckinridge Church and Saba Ayman-Nolley
Can Peer Instruction be Effective Using the T.V. Medium?
 Department of Psychology
 Northeastern Illinois University
 \$33,550

Lindsay Clare and Joan L. Herman
Collaborative Professional Development Settings for Teachers: Links to Improving the Quality of Instruction and Student Learning
 Center for the Study of Evaluation
 University of California, Los Angeles
 \$35,000

Rosalee A. Clawson
The Portrayal of Poverty in College Textbooks: Is It Depicted as a "Black" Problem?
 Department of Political Science
 Purdue University
 \$28,200

Michael S. David-Fox
Visiting the Great Experiment: The Reception of Foreign Educators and Scholars in Soviet Russia, 1924-1937
 Department of History
 University of Maryland at College Park
 \$35,000

Robert M. DeKeyser
Monitoring Processes in Spanish as a Second Language during a Study Abroad Program
 Department of Linguistics
 University of Pittsburgh
 \$17,500

Verda Delp
How Students Use Thematic and Structural Vocabulary in their Reflective Writing about Literature
 Berkeley Public Education Foundation
 Berkeley, California
 \$27,100

Irina G. Dezhina
Current Approaches to Strengthening Education through Research in Russian Universities: Outcomes and Prospects
 U.S. Civilian Research and Development Foundation
 Arlington, Virginia
 \$30,430

Ruben Donato
Hispanics and Mexican Americans in Colorado Public Schools, 1920-1934
 School of Education
 University of Colorado at Boulder
 \$34,300

Small Research Grants

Anthony Dosen

The Founding of Lay Boards at American Catholic Universities: A Historical Examination of Catholic Identity in the 1950-60's
School of Education
DePaul University
\$35,000

Joel E. Dworin

Examining Children's Bilinguality: Implications for Learning in the Classroom
Department of Curriculum and Instruction
University of Wisconsin-Madison
\$34,850

Anne Haas Dyson

Childhood Cultures, Popular Media, and Early School Literacy
Graduate School of Education
University of California, Berkeley
\$35,000

Nancy Jocelyn Edwards

Marianne in the Kitchen: Education, Cuisine and National Identity in France, 1880-1945
Department of History
Case Western Reserve University
\$6,400

Marta Elliott

School Effects on Children's Social and Behavioral Problems in Kindergarten
Department of Sociology
University of Nevada, Reno
\$34,900

Robert E. England, Michael W. Hirlinger, and David W. Wright

Second Generation Discrimination and American Indian Education: Lessons Learned from Case Studies
Department of Political Science
Oklahoma State University
\$35,000

Robert W. Fairlie

Race, Socioeconomic Status, and Flight from Public Schools into Private Schools
Department of Economics
University of California, Santa Cruz
\$35,000

Zhihui Fang

The Grammatical and Social Construction of Literacy in a Literature-based, Multigrade Classroom
School of Teaching and Learning
University of Florida
\$30,900

Licia Fiol-Matta

Schooling, Sexuality, and the State: The Case of Gabriela Mistral
Department of Spanish and Latin American Cultures
Barnard College, Columbia University in the City of New York
\$12,400

Brahm D. Fleisch

Managing Educational Change in South Africa
Department of Education
University of the Witwatersrand South Africa
\$34,000

Ellice A. Forman

Learning to Conduct Scientific Arguments in Classroom and Peer Contexts
Department of Psychology in Education
University of Pittsburgh
\$33,850

Ernest F. Freeberg

The Education of Laura Bridgman
Department of History
Colby-Sawyer College
\$26,250

Eugene E. Garcia

Educating Limited English Proficient Students in California Schools: The Effect of Proposition 227
Graduate School of Education
University of California, Berkeley
\$35,000

James Garrison

Recovering Dewey as an Activity Theorist
Department of Teaching and Learning
Virginia Polytechnic Institute and State University
\$35,000

Maryl Gearhart

When Children Assess their Work: Reconciling Subject-Specific Norms, Classroom Norms, and Personal Values
Graduate School of Education
University of California, Berkeley
\$34,800

Barry Allen Gold

Whole School Reform in New Jersey: A Study of Planned Organizational Change
Department of Management
Pace University
\$35,000

Beverly Ann Goldfield

Are There SES Differences in Parents' Perception of Early Word Comprehension?
Department of Psychology
Rhode Island College
\$34,350

Douglas J. Hacker

Delayed versus Immediate Revision: When and How to Optimize the Revision Process
Department of Educational Studies
University of Utah
\$35,000

Sophie Haroutunian-Gordon

Preparing to Turn the Soul: Teacher Education for a New Century
School of Education and Social Policy
Northwestern University
\$35,000

Douglas K. Hartman

Doing Things with Texts: The Textual Practices of Two African American Male High School Students—Final Phase
Department of Instruction and Learning
University of Pittsburgh
\$34,700

Stephen N. Haymes

An Exploration into the Existential Philosophy and Cultural Pedagogy of African American Slave Culture through Oral History Narrative
School of Education
DePaul University
\$35,000

**Small
Research
Grants**

**Jeffrey R.Henig and
Michele Moser**
*A Second-Year Evaluation of the
Development and Implementation of
D.C. Charter Schools*
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
\$34,550

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 Kalil 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 Korfmacher
*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-Novice
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

Small Research Grants

Angela T. Perez Miller
Promotion Policy Study
School of Education
DePaul University
\$25,800

Thomas S. Moore
*Defining Educational Adequacy: A
Statewide Survey of Educators on
Issues of School Finance, Standards
and Resource Needs*
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
\$34,500

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
\$13,300

**Marianne E. Page and
Susanna Loeb**
*The Role of Compensating
Differentials, Alternative Labor
Market Opportunities and
Endogeneous 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 Covello and the
American Community School*
Graduate School of Education
University of Pennsylvania
\$23,000

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

**Annie G. Rogers and
Svetlana Nikitina**
*Dialogic Education: A Pilot Study of
Interdisciplinary Experiences in
Mind-Brain-Behavior Courses at
Harvard*
Graduate School of Education
Harvard University
\$35,000

Robert Rosenthal
*An Orthogonal Comparison of
Induced Self and Other Expectations*
Department of Psychology
University of California, Riverside
\$3,100

Allison M. Ryan
*Effects of the Social Environment on
Students' Motivation, Self-regulated
Learning, and Achievement in Math*
Department of Educational
Psychology
University of Illinois at Urbana-
Champaign
\$33,600

Barbara Schneider
A Study of Jewish Schools in Chicago
Department of Sociology
University of Chicago
\$35,000

Amy C. Schutt
*Educating Children in the Middle
Colonies: Moravian Child-Rearing
and the Formation of Identity*
Department of Education
Colgate University
\$35,000

Barbara J. Shircliffe
*The History of Desegregation of
Historically Black High Schools in
Hillsborough County, Florida from
1954-1975*
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 Cincinnati
\$23,300

Roberta S. Sigel
*Multi-Generational Study in a
Women's College*
Department of Political Science
Rutgers, The State University of
New Jersey
\$34,960

**BetsAnn Smith and
Jeffrey D. Wilhelm**
Lighthouse Programming
Department of Educational
Administration
Michigan State University
\$35,000

Daryl G. Smith
*Interrupting the Usual: Successful
Strategies for Hiring Diverse Faculty*
Center for Educational Studies
Claremont Graduate University
\$35,000

Deborah C. Smith
*Remains 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 Fallona**
*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 Flinders**
*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
Israel
\$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
\$32,300

**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
*SUAVE: 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**
Teachers' 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. Newmann 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. Magnusson**
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
\$149,850 in 1998
- Edward F. Tobia, 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
- Vivian Troen, Katherine C. Boles, and Miekio Kami**
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
- 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

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 60611-1803.

The John D. and Catherine T. MacArthur Foundation/Spencer Foundation Professional Development Research and Documentation Program

PRACTITIONER RESEARCH COMMUNICATION AND MENTORING

GRANTS IN PROGRESS

Jessie L. Auger, Suzanne M. Pothier, and Cassandra M. Reese
Mathematical Discourse in the First and Second Grade Classroom
 Friends of King Open School, Inc.
 Cambridge, Massachusetts
 \$30,000 in 1999

Robert E. Brooke
Southeast Nebraska Study Group on Teacher Research for Public Engagement
 Department of English
 University of Nebraska-Lincoln
 \$30,000 in 1999

Carol Collins and Debra P. Cox
Examining the Effects on Reading, Writing, and Learning Skills Through a Creative Drama Integrated Curriculum
 The School District of Oconee County
 Walhalla, South Carolina
 \$30,000 in 1999

Barbara M. Comber
A Project Designed to Examine the Work of the South Australian Community of Teacher-Researchers
 Language and Literacy Research Centre
 University of South Australia
 Australia
 \$30,000 in 1999

Andrea S. Cunningham, Sandra A. Brown, and Leslie Franks
The Portland Teacher-Research Writing Group
 The Portland Teacher-Research Group
 Lewis and Clark College
 \$30,000 in 1999

Elyse Eidman-Aadah
Mongolia Reading/Writing For Critical Thinking Teacher-Research Effort
 National Writing Project
 Berkeley, California
 \$29,925 in 1999

Gail Gibson and Martha H. LaPointe
The Teacher Research Group at Mapleton Elementary School
 Mapleton Elementary School
 Mapleton, Maine
 \$30,000 in 1999

Lorie Hammond and Susan M. Heredia
Incorporating Community Voices in School Curricula: A Collaboration Between Teacher Researchers, Preservice Teachers, University Researchers, and the Community in Which They Teach
 California State University, Sacramento
 \$30,000 in 1999

Allison Perry Holsten
The Field Work Project: Teachers Examine an Ethnographic Approach to Student Research and Writing
 The Matanuska-Susitna Borough School District
 Palmer, Alaska
 \$29,500 in 1999

Elizabeth R. Howard
Two-Way Immersion Teacher-Research Collaborative
 Center for Applied Linguistics
 Washington, District of Columbia
 \$29,800 in 1999

Carol B. Jenkins and Alice Altfillsch Earle
Intertextuality In Children's Nonfiction Writing
 School of Education
 Boston University
 \$30,000 in 1999

Rex Lee Jim and Anna Lee Walters
Oral Navajo and Written English-A Study
 Office of Educational Philosophy
 Dine College
 \$30,000 in 1999

Daniel R. Meier
Promoting Practitioner Research in Early Childhood Education-A Collaborative Focus on Language, Development, and Diversity
 Department of Elementary Education
 San Francisco State University
 \$27,830 in 1999

Karen G. Mitchell
The Way That Matters Most: A Project Proposal for Changing Classroom Practice
 The Breadloaf School of English
 Middlebury College
 \$30,000 in 1999

Judith Murphy
Creating Educational Solutions in The Mexican Community: Building a Capacity for Research as Part of School Development
 Cristo Rey Jesuit High School
 Chicago, Illinois
 \$30,000 in 1999

Susan F. Proulx
Bringing the Classroom to the Table
 Worcester Public Schools
 Worcester, Massachusetts
 \$29,980 in 1999

Steven B. Sachs
Examining and Facilitating Children's Talk About Their Educational and Vocational Goals: A Practitioner-Researcher's Model for Effective Decision Making Guidance
 Department of English
 Clark University
 \$30,000 in 1999

David William Schaafsma, Marcella Fleischman Pixley, and Laura Schneider VanDerPloeg
Writing Across Cultures: Student Dialogue On-Line
 Department of English
 University of Illinois at Chicago
 \$30,000 in 1999

Sue Shore
A Project Designed to Develop a Visible Research Culture in Adult Literacy Education
 Adult Literacy Research Network
 University of South Australia
 Australia
 \$30,000 in 1999

Gail J. Sklar
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?
 Philadelphia Education Fund
 Philadelphia, Pennsylvania
 \$30,000 in 1999

Angela Whitelaw
Re-Searching Insider Knowledge and Experience
 Memphis City Schools
 Memphis, Tennessee
 \$30,000 in 1999

Practitioner Research Communication and Mentoring

Peter Williamson, Betty Achinstein, and Tom Meyer
Learning Through Talk and Talking To Learn: Teacher Research About Student and Adult Learning Communities
San Lorenzo High School District
San Lorenzo, California
\$30,000 in 1999

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 guide-

lines 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

Joseph C. Campione (Originally granted to Ann L. Brown)
Psychological Theory and Educational Reform: From the Committee of Ten to the Bush Initiatives
Graduate School of Education
University of California, Berkeley
\$345,100 in 1992

Courtney B. Cazden
Writing Development and Instruction in the English-Writing World
Graduate School of Education
Harvard University
\$300,000 in 1991

Michael Cole
Creating and Sustaining New Forms of Educational Activity in Community Settings
Department of Communication
University of California,
San Diego
\$350,000 in 1995

Linda Darling-Hammond
Developing Powerful Teaching
School of Education
Stanford University
\$350,000 in 1998

Glen H. Elder
Human Development and the Life Course
Carolina Population Center
University of North Carolina at
Chapel Hill
\$400,000 in 1999

Amy Gutmann
Constructing Civic Education in a World of Conflicting Religious, National, and International Identities
The University Center for Human Values
Princeton University
\$400,000 in 1999

Kenji Hakuta
Testing Key Hypotheses About Educating Language Minority Students
School of Education
Stanford University
\$350,000 in 1998

Susan Moore Johnson
The Next Generation of Teachers: Studies of a Profession in Transition
Graduate School of Education
Harvard University
\$365,000 in 2000

Michael B. Katz
Untitled
Department of History
University of Pennsylvania
\$400,000 in 2000

Sara Lawrence-Lightfoot
Crossing Boundaries and Forging Relationships: The Art and Science of Portraiture
Graduate School of Education
Harvard University
\$350,000 in 1995

James G. March
Organizational Learning
Graduate School of Business
Stanford University
\$350,000 in 1995

Milbrey W. McLaughlin
Joining Schools and Communities Around Opportunity to Learn and Opportunity to Teach
School of Education
Stanford University
\$400,000 in 1999

Richard J. Murnane
Economic Analyses to Improve Education
Graduate School of Education
Harvard University
\$350,000 in 1996

Alejandro Portes
Growing Up American: The Study of the New Second Generation
Department of Sociology
Princeton University
\$365,582 in 1997

Lee S. Shulman
Toward a Pedagogy of Substance
School of Education
Stanford University
\$350,600 in 1990

Marshall S. Smith
Standards-Based Reform
School of Education
Stanford University
\$400,000 in 2000

Catherine E. Snow
Studies in Language and Literacy
Graduate School of Education
Harvard University
\$400,000 in 1999

David B. Tyack
Purposes, Policies, and Politics in American Education
School of Education
Stanford University
\$350,000 in 1996

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 Christina

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 Gyure

The Transformation of the Schoolhouse: American Secondary School Architecture and Educational Reform, 1890-1930
 School of Architecture
 University of Virginia

Richard Halverson

Representing Phronesis: Supporting Transformational Leadership Practice in Schools
 School of Education and Social Policy
 Northwestern University

Charles Israel

"There 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

Leticia 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

Spencer Dissertation Fellows

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

Yvette Rosser

Curriculum as Destiny: The Forging of National Identity in India, Pakistan, and Bangladesh

School of Education
University of Texas at Austin

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

Janelle 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 Searls

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, 1920-1940

Department of English
Pennsylvania State University

Aaron Stalnaker

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 Vegas

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.

NATIONAL ACADEMY OF EDUCATION/SPENCER POSTDOCTORAL FELLOWS

Sarah Virginia Barnes

Gender and General Education at Landgrant Universities

Department of History
University of Northern Colorado

Lorraine R. Bell

The Returns to Returning to School: The Effect of Mid-Life Schooling on Wages

Department of Sociology
University of Wisconsin-Madison

Katerine M. Bielaczyc

Facilitating Reflective Dialogue among Teachers: An Investigation of Student Reflections as Objects of Inquiry

School of Education
Boston College

Amy Sue Bix

Engineering Education for American Women: An Intellectual, Institutional, and Social History

Department of History
Iowa State University

Claudia Buchmann

Toward Educational Equality in the New South Africa: Possibilities and Constraints in Families and Communities

Department of Sociology
Duke University

Clark Allen Chinn

Microgenetic Studies of Learning During Collaborative Inquiry

Graduate School of Education
Rutgers, The State University of New Jersey

Robert Joseph Culp

Schooling and the Social Body: Shaping Citizens in China's Lower Yangzi Region Schools, 1911-1937

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

**NAE/Spencer
Postdoctoral
Fellows**

Antoinette Errante
Power in Learning: A History of Education in Colonial and Post-Colonial Mozambique
College of Education
Ohio State University

Theodore Paul Gerber
Education, Inequality, and Social Change in Post-Soviet Russia
Department of Sociology
University of Arizona

Leslie Rupert Herrenkohl
Examining the Emergent Nature of Student Role-Taking
College of Education
University of Washington

Frederick Michael Hess
The Impact of Market Competition on Urban School Systems
School of Education
University of Virginia

Cynthia Lewis
Critical Engagement: Multicultural Texts in a Rural Context
College of Education
University of Iowa

Liping Ma
Knowing and Teaching Elementary Mathematics: Unpacking the Packages of Teachers' Understanding
Carnegie Foundation for the Advancement of Teaching
Menlo Park, California

Jeffrey A. Milligan
Mosque and School in the Southern Philippines: Negotiating Religious Identity in the Public Education of a Diverse Society
Teachers College
University of Nebraska-Lincoln

Robert P. Moreno
Effective Instructional Practices Among Mexican Americans: An Ecocultural Approach
College of Agriculture, Consumer, and Environmental Sciences
University of Illinois at Urbana-Champaign

Carla D. O'Connor
Black Identity and the Variation in Adaptations that Facilitate School Success: Privileging an Ecological Analysis
School of Education
University of Michigan

Marjorie Faulstich Orellana
Immigrant Children as Child Language Brokers: Leveraging Skills for Literacy Learning
School of Education and Social Policy
University of Michigan

Marianne E. Page
Does Title I Make a Difference?
Department of Economics
University of California, Davis

Meredith Phillips
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?
School of Public Policy and Social Research
University of California, Los Angeles

Deirdre Alexia Royster
Work-Bound Youth, Schools, Families and Employers: Making the Connections
Department of Sociology
University of Massachusetts Amherst

Robert Keith Sawyer
Why Collaboration Works: Collaborative Emergence in Group Learning Environment
Department of Education
Washington University

Jay Paredes Scribner
Exploring the Influence of Organizational Context on Teacher Learning
College of Education
University of Missouri-Columbia

J. Douglas Smith
Managing White Supremacy: Education, Politics, and Citizenship in Virginia, 1919-1954
Division of Humanities and Social Sciences
California Institute of Technology

Mitchell Lloyd Stevens
Commensuration and Decision-Making in College Admissions
Department of Sociology
Hamilton College

Melissa Ladd Teed
Education and Women's Public Identity in Nineteenth Century Hartford, Connecticut
Department of History
Saginaw Valley State University

Ron Tzur
Relating Conceptual Learning and Teaching in Mathematics
College of Education
Pennsylvania State University

Elizabeth R.S. Watkins
Life Lessons: Educating Women about Menopause and Aging, 1960-2000
Department of History
Carnegie Mellon University

Kevin Grant Welner
Returning to Court: Equity, Opportunity, Education, and the Law
School of Education
University of Colorado at Boulder

Joy Ann Williamson
1960's Higher Education Reform: An Interaction of Initiatives
School of Education
Stanford University

Jon A. Yasin
Using Original Rap Lyrics in the Writing Classroom
Division of Arts and Humanities
Bergen Community College
Paramus, New Jersey

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, NY 10003-9580

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 Itkonen
*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

Mariela Nunez-Janes
*Education, Culture, and Ethnic
Identity: Constructing
'Hispano/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 Pineade
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 Somerindyke
*The Exclusion of Girls in Rough and
Tumble Play Research*
College of Education
University of South Carolina -
Columbia

Karen Titsworth
*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
Communal 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 Warshauer 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, CA94305-8090.

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. Kaestle
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

**Graduate School of Education
University of California,
Berkeley**
Berkeley, California

**Graduate School of Education
and Information Studies
University of California,
Los Angeles**
Los Angeles, California

**Faculty of Humanities
University of Cape Town**
Cape Town, South Africa

**Teachers College,
Columbia University**
New York, New York

**Division of Educational Studies
Emory University**
Atlanta, Georgia

**Graduate School of Education
Harvard University**
Cambridge, Massachusetts

**College of Education
Michigan State University**
East Lansing, Michigan

**School of Education
University of Michigan**
Ann Arbor, Michigan

**School of Education and
Social Policy
Northwestern University**
Evanston, Illinois

**Graduate School of Education
University of Pennsylvania**
Philadelphia, Pennsylvania

**School of Education
Stanford University**
Stanford, California

**School of Education
University of Wisconsin-
Madison**
Madison, Wisconsin

The Research Training Grant Program supports research training in the field of education. In the 1997 fiscal year, the Spencer Foundation made grants to nine institutions. Grants to two additional institutions were made in fiscal years 1998 and 1999. In fiscal year 2000, a twelfth grant was awarded. Awards range from \$500,000 to \$2 million, bringing the total amount awarded to all twelve institutions to \$13,200,000.

CONFERENCE GRANTS RELATED TO RESEARCH TRAINING

**University of Pennsylvania/
University of California, Los
Angeles Doctoral Student
Exchange Program. Year Two.**
Graduate School of Education and
Information Studies
University of California, Los
Angeles and
Graduate School of Education
University of Pennsylvania

**Preparing Researchers to Study
Practice**
College of Education
Michigan State University

**Second Planning Retreat for
Deans/Directors Participating in
the Spencer Foundation's
Research Training Grant Program**
School of Education
University of Michigan

The Spencer Foundation periodically supports conferences for the community of Research Training Grant institutions to explore topics related to the training of researchers in education. Awards range from \$40,000 to \$50,000. Applications are accepted annually from Research Training Grant institutions.

RESEARCH ON SCHOOL REFORM PLANNING GRANTS

Jacqueline Ancess
*The Sustainability of Reform: How
Can a Bottom-Up Reform Survive a
Top-Down School System?*
National Center for Restructuring
Education, Schools, and Teaching
Teachers College, Columbia
University in the City of New
York
\$50,000

**Jolley Bruce Christman, Thea
Abu El-Haj, and Ellen L. Foley**
*Students, Teachers and High
Standards Reforms: Negotiating
Education Policy, Classroom Practice
and Student Outcomes in
Philadelphia Middle Schools*
Research for Action
Philadelphia, Pennsylvania
\$49,600

Lawrence Hernandez
*Lowell Community Charter School
Research Initiative*
Graduate School of Education
Harvard University
\$50,000

**M. Bruce King and
David Chawaszczewski**
*District-wide Standards-Based
Reform and Its Impact on Teaching
and Learning*
Wisconsin Center for Education
Research
University of Wisconsin-Madison
\$50,000

**Stephanie L. Knight and
David A. Erlandson**
*Closing the Urban Gap: The
Interaction of Reform and the
Achievement of All Students*
Department of Educational
Psychology
Texas A & M University
\$50,000

**Terry Mazany and
Karen K. Wixson**
*Closing the Achievement Gap: The
Reculturing of a District*
Southfield Public Schools
Southfield, Michigan
\$47,520

**Research on
School
Reform
Planning
Grants**

Joseph P. McDonald, LaRue Allen, Norm D. Fruchter, and Ellen Condliffe Lagemann
School Reform in New York City: A Planning Proposal
School of Education
New York University
\$49,950

David G. Meissner, Emily S. Van Dunk, and Anneliese M. Dickman
Implementing a Return to Neighborhood Schools: The Dynamics and Challenges of Ending Desegregation
Public Policy Forum
Milwaukee, Wisconsin
\$49,950

Judith Haymore Sandholtz and Rodney T. Ogawa
Integrating Mathematics Curriculum and Instruction Across Levels of School
School of Education
University of California, Riverside
\$49,800

Kenneth K. Wong
The Consequences of Accountability: The Effects of Integrated Governance on Instructional Practices in Chicago High Schools
Department of Education
University of Chicago
\$49,300

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

Karen C. Fuson
School of Education and Social Policy
Northwestern University

Edward H. Haertel
School of Education
Stanford University

Violet J. Harris
College of Education
University of Illinois at Urbana-Champaign

Sylvia Hurtado
School of Education
University of Michigan

Donna Kerr
College of Education
University of Washington

Milbrey W. McLaughlin
School of Education
Stanford University

John U. Ogbu
Graduate School of Education
University of California, Berkeley

Paul Robert Pintrich
Department of Psychology
University of Michigan

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:
Catharine Stimpson
New York University

Sociology and Education
March 1-3, 2000
Atlanta, Georgia
Organizers:
Michael Hout
University of California, Berkeley,
Pamela Barnhouse Walters
Indiana University,
and Felice Levine
American Sociological Association

New Directions in the History of Education
March 30-31, 2000
Stanford, California
Organizers:
Ruben Donato
University of Colorado at Boulder,
and Marvin Lazerson
University of Pennsylvania

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.

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
\$10,800
- Sara Harkness, Charles McAfee 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
Department of Speech Pathology and Audiology
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
- 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. McMannon 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. Rauscher**
Early Childhood Symposium
Pittsburgh Symphony Orchestra
Pittsburgh, Pennsylvania
\$25,000
- Kent E. Portney and Steve Cohen**
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 Inta 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
\$40,400
- Gary Sykes and David Nathan Plank**
School Choice and Educational Change
College of Education
Michigan State University
\$49,450

**Research
Conference
Grants**

Lois Weis and Isabel Marcus
*Urban Girls: Entering the New
Millennium*
Department of Educational
Organization, Administration, and
Policy
State University of New York
at Buffalo
\$50,000

Yali Zou and Enrique T. Trueba
*The Role of Educational Ethnography
in Pedagogy: Critical Ethnography
in a Global and Interdisciplinary
Perspective*
Educational Leadership and
Cultural Studies
University of Houston
\$33,600

SOUTHERN INITIATIVE

Barnett Berry
*Supporting Educational Research &
Teaching Quality in the Southeast*
Southeast Center for Teaching
Quality
The University of North Carolina
General Administration
\$50,000 over one year

Kathryn M. Borman
*Support for the planning of a research
program for the Florida Educational
Research Consortium*
David C. Anchin Center
University of South Florida
\$50,000 over six months

Kenneth A. Dodge
Race, Poverty and Education Policy
Terry Sanford Institute of Public
Policy
Duke University
\$50,000 over one year

GRANTS IN PROGRESS

**Madeleine Grumet and James L.
Leloudis**
*Support for the establishment of a
new program entitled, "Race,
Ethnicity and Schooling"*
School of Education
University of North Carolina at
Chapel Hill
\$50,000 in 1999

Charles L. Thompson
*Building North Carolina's Capacity
for Policy-Related Research:
Planning a Multi-Campus Center*
The North Carolina Education
Research Council
University of North Carolina
General Administration
\$50,000 in 1999

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

**Jacqueline J. Irvine, Jeffrey E.
Mirel, and Vanessa Siddle Walker**
*Establishment of the Southern
Consortium for Educational Research
in Urban Schools*
Division of Educational Studies
Emory University
\$70,000 in 1999

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
\$17,820

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 operations 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

ohn 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
\$155,000

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
\$24,700

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
 \$45,000 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
 Underwriting 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
 \$285,300 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
 \$323,900 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

Andre Schiffrin
Dissemination and Popularization of Educational Research
The New Press
 New York, New York
 \$253,800 in 1999

GRANTEE PUBLICATIONS RECEIVED

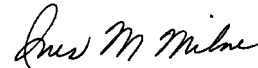
- M.Christopher Brown,III**
The Quest to Define Collegiate Desegregation: Black Colleges, Title VI Compliance, and Post-Adams Litigation
Bergin & Garvey
Westport, Connecticut, 1999
- David Buckingham**
The Making of Citizens: Young People, News, and Politics
Routledge Publishers
New York, 2000
- Richard W. Clark**
Effective Professional Development Schools: Agenda for Education in a Democracy - Volume 3
Jossey-Bass Publishers
San Francisco, 1999
- Barry M. Franklin,Ed.**
When Children Don't Learn: Student Failure and the Culture of Teaching
Teachers College Press
Columbia University
New York, 1998
- Sarah Warshauer Freedman, Elizabeth Radim Simmons, Julie Shalhope Kalnin,Alex Casareno, and The M-Class Teams**
Inside City Schools
Teachers College Press
Columbia University
New York, 1999
- Howard Gardner**
The Disciplined Mind, What All Students Should Understand
Simon & Schuster
New York, 1999
- Howard Gardner**
Intelligence Reframed: Multiple Intelligences for the 21st Century
Basic Books
New York, 1999
- Artin Göncü**
Children's Engagement in the World: Sociocultural Perspectives
Cambridge University Press
New York, 1999
- Rosemary Horowitz**
Literacy and Cultural Transmission in the Reading, Writing and Rewriting of Jewish Memorial Books
Austin & Winfield, Publishers
San Francisco, 1998
- Peter H.Kahn,Jr.**
The Human Relationship with Nature: Development and Culture
The MIT Press
Cambridge, Massachusetts, 1999
- Maurice Kogan and Stephen Hanney**
Reforming Higher Education
Jessica Kingsley Publishers
Philadelphia, 2000
- Ellen Condliffe Lagemann and Lee S.Shulman**
Issues in Education Research: Problems and Possibilities
Jossey Bass Publishers
San Francisco, 1999
- Sara Lawrence-Lightfoot**
Respect: An Exploration
Perseus Books
Reading, Massachusetts, 1999
- Kenneth M.Ludmerer**
Time to Heal: American Medical Education from the Turn of the Century to the Era of Managed Care
Oxford University Press Inc.
New York, 1999
- Joseph P. McDonald,Thomas Hatch,Edward Kirby, Nancy Ames, Norris M.Haynes, and Edward T. Joiner**
School Reform Behind the Scenes
Teachers College Press
Columbia University
New York, 1999
- Margaret McKeown,Isabel L. Beck,Rebecca L.Hamilton,and Linda Kucan**
"Questioning the Author" Accessibles: Easy-Access Resources for Classroom Challenges
The Wright Group,
Bothell, Washington, 1999
- Daniel R.Meier**
Scribble Scramble - Learning to Read and Write: Success with Diverse Teachers, Children, and Families
Teachers College Press
Columbia University
New York, 2000
- Claire L.Ramsey**
Deaf Children in Public Schools: Placement, Context, and Consequences
Gallaudet University Press
Washington, District of Columbia, 1997
- Claire Smrekar and Ellen Goldring**
School Choice in Urban America: Magnet Schools and the Pursuit of Equity
Teachers College Press
Columbia University
New York, 1999
- Stephen D. Sugarman and Frank R. Kemerer**
School Choice and Social Controversy: Politics, Policy, and Law
Brookings Institution Press
Washington, District of Columbia, 1999
- C.Gordon Wells**
Dialogic Inquiry: Towards a Sociocultural Practice and Theory of Education
Cambridge University Press
Cambridge, United Kingdom, 1999
- Kenneth K. Wong**
Funding Public Schools: Politics and Policies
University Press of Kansas
Lawrence, Kansas, 1999
- Ian Westburn,Stefan Hopmann, and Kurt Riquarts**
Teaching as a Reflective Practice: The German Didaktik Tradition
Lawrence Erlbaum Associates, Publishers
Mahwah, New Jersey, 2000

REPORT OF THE TREASURER

Ines M. Milne

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.



Ines M. Milne
Treasurer

INDEPENDENT AUDITORS' REPORT

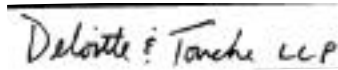
Board of Directors
The Spencer Foundation
Chicago, Illinois

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

STATEMENTS OF FINANCIAL POSITION

MARCH 31, 2000 AND 1999

(Thousands of Dollars)

	2000	1999
ASSETS:		
Investments , at quoted market value (cost: 2000-\$254,843; 1999-\$225,473) (Note 3)	\$ 588,235	\$ 538,993
Cash (including funds held by investment custodians: 2000 - \$2,770; 1999 - \$713)	3,509	1,459
Other assets:		
Accrued interest and dividends	150	206
Other	1,442	964
Total Assets	593,336	541,622
LIABILITIES:		
Grants payable (Note 5)	23,360	25,219
Payable to brokers	442	220
Accounts payable and accrued expenses	69	46
Total Liabilities	23,871	25,485
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)

	2000	1999
REVENUE AND GAINS:		
Dividends	\$ 6,145	\$ 6,223
Interest	268	486
Realized gains, net	56,623	18,223
Increase in unrealized gains, net	19,872	51,133
Total revenue and gains	82,908	76,065
GRANTS AND OTHER EXPENSES:		
Grants authorized (Note 5)	24,470	22,018
Administrative expenses	3,674	2,802
Investment services	917	858
Excise taxes (Note 4)	519	256
Total grants and other expenses	29,580	25,934
INCREASE IN NET ASSETS	53,328	50,131
UNRESTRICTED NET ASSETS - Beginning of year	516,137	466,006
UNRESTRICTED NET ASSETS - End of year	\$ 569,465	\$ 516,137

See notes to financial statements.

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

	2000	1999
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase in net assets	\$ 53,328	\$ 50,131
Adjustments to reconcile increase in net assets to net cash flows from operating activities:		
Gain on sale of investments, net	(56,623)	(18,223)
Unrealized gain on investments, net	(19,872)	(51,133)
Depreciation	209	120
Changes in assets and liabilities:		
Accrued interest and dividends	56	(80)
Other assets	(121)	(17)
Grants payable	(1,859)	(2,213)
Payable to brokers	222	17
Accounts payable and accrued expenses	23	(346)
	<u> </u>	<u> </u>
Net cash flows from operating activities	(24,637)	(21,744)
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)
	<u> </u>	<u> </u>
Net cash flows from investing activities	26,687	22,195
INCREASE IN CASH		
	2,050	451
CASH - Beginning of year	<u>1,459</u>	<u>1,008</u>
CASH - End of year	<u>\$ 3,509</u>	<u>\$ 1,459</u>

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:

	2000		1999	
	Cost	Market Value	Cost	Market Value
Index funds	\$ 145,404	\$ 353,517	\$ 135,481	\$ 313,939
Common stocks	106,810	238,324	86,838	228,094
Real estate funds	<u>2,629</u>	<u>2,290</u>	<u>3,154</u>	<u>2,728</u>
Total	<u>\$ 254,843</u>	594,131	<u>\$ 225,473</u>	544,761
Deferred federal excise tax		(5,896)		(5,768)
Total		<u>\$ 588,235</u>		<u>\$ 538,993</u>

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:

Fiscal Year Ending March 31	Amount
2001	\$ 13,593
2002	6,403
2003	2,115
2004	784
2005	465
Total	\$ 23,360

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:

Fiscal Year Ending March 31	Amount
2001	\$ 435
2002	442
2003	450
2004	458
2005	465
Thereafter	1,772
Total	\$ 4,022

6. UNRESTRICTED NET ASSETS

Unrestricted net assets are composed of the following amounts:

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

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.