

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development



EXTERNAL FUNDING REPORT

A Bridge to the World

Report on Projects, Grants, and Gifts

Our Mission

NYU's Steinhardt School advances knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being. Through rigorous research and education, both within and across disciplines, the School's faculty and students evaluate and redefine processes, practices, and policies in their respective fields, and, from a global as well as community perspective, lead in an ever-changing world.

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A Bridge to the World

External Funding Report

This report contains information on external funding received by Steinhardt School of Culture, Education, and Human Development faculty and research associates, supporting more than 300 projects and initiatives from January 2005 through December 2007.

The first half of this report (pages 4–33) is devoted to brief narratives that highlight key projects, research centers, and community initiatives supported by these public or private gifts and grants. The second half (pages 34–47) lists each grant by academic department, title, and funder.

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Dear Friends and Colleagues,

I am pleased to share the New York University Steinhardt School of Culture, Education, and Human Development's external funding report. With nearly \$25 million annually in public and private funding, supporting more than 300 projects during the past three years, the Steinhardt School continues its tradition of using its academic resources and vision to address the needs of our global society. We celebrate the scholarship and creativity of our faculty members whose fine work has shaped our school, as well as the fields of education, health, media studies, and the arts.

In these pages you will find descriptions of projects that link cutting-edge research with social action and serve the pressing needs of children, families, schools, and communities in our complex and changing world. The Steinhardt School is working to bring innovative ideas about teaching science and math to urban classrooms, striving to enhance the quality of life for people with HIV/AIDS, seeking to understand how bias affects Muslim children's psychological well being, researching how cultural influences affect academic success, fostering dialogue on global communication, and educating the next generation of leaders.



The generous support of foundations, corporations, government agencies, our friends and alumni enable Steinhardt faculty and students to engage in research, policy studies, and field-based projects. Gifts to scholarship and fellowship funds make it possible for us to offer outstanding educational opportunities to talented and committed students.

I wish to thank the faculty, staff, and students whose accomplishments are featured in these pages. I extend my deepest thanks to our donors, whose generosity and vision have helped propel these ideas into actions.

A handwritten signature in black ink that reads "Mary Brabeck". The signature is written in a cursive, flowing style.

Mary Brabeck
Dean



Preparing Quality Teachers, Reforming the Schools

The Steinhardt School has been evolving to meet the needs of society since it was founded as the School of Pedagogy in 1890. Bringing ideas into action through field-based projects, Steinhardt offers its education students the practical experience and academic preparation to teach all children, as well as immigrant children and students in under-served New York communities. Faculty at NYU Steinhardt are committed advocates of school reform. They express this commitment through their research, scholarship, and work in the community.

New York City Partnership for Teacher Excellence

JOSEPH MCDONALD

Carroll and Milton Petrie Foundation
\$5 million



Like many urban school districts around the country, New York City faces serious challenges in the areas of teacher quality and retention. To help meet these challenges, the Steinhardt School and its Department of Teaching and Learning received a grant from the Carroll and Milton Petrie Foundation through the Fund for Public Schools to partner with the City University of New York and the New York City Department of Education. Through this collaborative project, called the New York City Partnership for Teacher Excellence, the Department of Teaching and Learning is working with 18 secondary schools in East Harlem, the South Bronx, and the Lower East Side to

ensure that NYU students are well prepared as urban teachers, and to support their development during the crucial early years of teaching. Funding assists teams of NYU faculty and public school faculty working together as teacher educators, forums for new teacher support, and scholarships to attract good teacher candidates in shortage areas like math and science. The director of the project is Joseph McDonald, professor of teaching and learning.

Chinese Language Teachers Prepare Children for our Changing World

FRANK TANG

The College Board Scholarship Assistance Program
The Freeman Foundation
\$625,000

Steinhardt established the first program in Foreign Language Education in Chinese on the East Coast in 1999. Clinical Professor Frank Tang, director of the program, is expanding the program to meet the dramatically increasing need for Chinese language teachers in American schools to help children become more familiar with Chinese culture and language. Funded by the Freeman Foundation and the College Board Scholarship Assistance Program, the three-year expansion plan aims to recruit students in the United States and China to earn both a master's degree and a New York State Mandarin Chinese Teacher Certification or dual teacher certification in Teaching English to Speakers of Other Languages. Funds are also supporting a web-based Chinese language teacher training center and a research project on effective ways of teaching Chinese in American schools. The goal of these efforts is to place thirty to forty certified teachers of Chinese in American schools by 2010.



Meeting the Challenges of Radical School Reform

JOSEPH MCDONALD

Bay and Paul Foundations
\$150,000



The New York City Department of Education recently transferred administrative and financial authority from districts and regions to local schools and school networks. The result is that schools are expected to become more accountable for their impact on students. Professor of Teaching and Learning Joseph McDonald, in collaboration with the National School Reform Faculty/New York, is in the midst of a three-year project funded by the Bay and Paul Foundations to address the consequences of these changes. The project provides consulting services to schools, school networks, and New York City charter schools in such areas as facilitative leadership, data organization, and knowledge management. The services include short-term consulting and intensive workshops.

Local and National Implications of New York City Public School Reforms

DIANE RAVITCH

Bodman Foundation
William E. Simon Foundation
Other funders
\$375,000

In 2001, Mayor Michael Bloomberg pledged to fix New York City's public schools by applying proven managerial techniques. He also promised a back-to-basics curriculum and an end to bilingual education. Today the mayor maintains that the city's educational system is a model of education reform. With funding from several foundations, Diane Ravitch, Research Professor of Education, is studying the changes instituted by Mayor Bloomberg and the national implications of his reforms. She will publish her findings in a book with support from the Bodman Foundation.



Supporting Achievement in the Early Years

NYU Steinhardt works to bring state-of-the-field knowledge about how to promote children's healthy development and school success to the forefront of policymaking, program design, and practice. Faculty and researchers study literacy development, school readiness, children's temperament, and nutrition in an effort to understand and better advocate for the whole child.

Early Childhood Centers of Excellence

SHEILA SMITH

U.S. Department of Education
\$2.9 million



Preschoolers' language and literacy development is crucial to their success in school. Sheila Smith, Director of Best Practices for Quality Early Childhood Programs, is working with colleagues at the Child and Family Policy Center to help five NYC preschool programs serving low-income families become Early Childhood Centers of Excellence. This three-year project, funded by the U.S. Department of Education, is evaluating a new early literacy curriculum, parent involvement program, and teacher training model. It is expected that each year the 240 children served by the project will graduate from preschool with exceptional school readiness skills. The City's Office of Early Childhood Education and Agency for Child Development are valued partners in this project.

INSIGHTS Into Children's Temperament

SANDEE GRAHAM McCLOWRY

National Institutes of Health
U.S. Department of Education
\$8.2 million

Professor Sandee Graham McClowry created INSIGHTS, an intervention that provides parents and teachers with a framework for appreciating each child's unique personality. INSIGHTS teaches parents and teachers practical strategies for interacting with school-age children, and for cultivating children's empathy and problem-solving skills. The efficacy of INSIGHTS is being tested in clinical trials. The first study showed that INSIGHTS was significantly more effective than a control group in reducing children's behavior problems at home and boys' behavior problems at school, particularly among children who had ADHD or oppositional defiant disorder. A second study, funded by the National Institutes of Health, is testing the efficacy of INSIGHTS in enhancing the competencies of children, parents, and teachers. It also looks at how empathy skills, communication, negotiation, assertiveness training, and conflict resolution might be improved among the groups. A third study, funded by the Institute for Education Sciences of the U.S. Department of Education, will test the efficacy of INSIGHTS, compared to a Read Aloud program, in enhancing the academic learning context of kindergarten and 1st grade inner-city classrooms. McClowry and her team have produced multiple manuscripts and a book for parents. Another book on classroom management is underway.

Evaluating the Reading, Writing, Respect, and Resolution (4Rs) Program

J. LAWRENCE ABER

JOSHUA L. BROWN (Fordham)

STEPHANIE M. JONES (Fordham)

Institute of Education Sciences/Centers for Disease Control

William T. Grant Foundation

\$4.2 million



The 4Rs Program is a whole-school intervention that integrates violence prevention and social and emotional learning strategies into the language arts curriculum for grades K-5, providing a pedagogical link between the teaching of conflict resolution and fundamental academic skills. Professor J. Lawrence Aber and colleagues Joshua L. Brown and Stephanie M. Jones (Fordham) are evaluating the program's impact on the social, emotional, and academic development of children and the professional development of their teachers. With funding from the Institute of Education Sciences, the Centers for Disease Control, and the William T. Grant Foundation, this longitudinal study has followed

over 900 3rd grade students from 18 NYC public elementary schools over three consecutive school years. With additional funding from the William T. Grant Foundation, Brown and Jones are also evaluating the impact of the 4Rs Program on emotional, instructional, and organizational quality in the classroom. Both studies aim to provide educational policy makers and practitioners with information to help guide future policy and programming decisions that best support children's development in school settings.

Evaluating Nutrition Policies for Group Daycares

L. BETH DIXON

New York City Department of Health and
Mental Hygiene

Robert Wood Johnson Foundation

\$248,000

The development and implementation of effective physical activity and nutrition policies in childcare environments is critical in the prevention of childhood obesity. With a grant from the Robert Wood Johnson Foundation Healthy Eating Research Initiative, Associate Professor L. Beth Dixon is evaluating whether group daycares in New York City meet the new physical activity and nutrition policies as established by the NYC Department of Health and Mental Hygiene (DOHMH). Dixon is collecting data from daycare directors about these policies and observing related behaviors of preschool children who attend the daycares. The findings



will be compared to data on some of the nutrition policies collected from these daycares by Dixon in 2005-06. These earlier studies — Childhood Nutrition and Evaluation of Nutrition and Food Service Standards for New York City Children — were supported by funding from the DOHMH. Results from these studies showed that DOHMH policies for the most part ensured that children had access to healthy food choices at participating daycare centers.

School Readiness among Culturally Diverse, Low-Income Preschoolers

JACQUELINE MATTIS

CHRISTINE McWAYNE

GIGLIANA MELZI

National Institutes of Health

U.S. Department of Health and Human Services

\$1.16 million



Kindergarten is a critical transition point for young children because they are entering the formal education system for the first time while also experiencing other developmental firsts. Three faculty in applied psychology are working together to study school readiness among low-income children. With a grant from the U.S. Department of Health and Human Services, Christine McWayne is conducting secondary data analysis with a national Head Start dataset, looking at the interaction of cognitive, social, and motor skills among preschoolers who participated in Head Start, and how these facilitate early academic and social abilities, as well as the importance of classroom quality, parenting, and family involvement in children's early education. McWayne and colleague Jacqueline Mattis are

embarking on a two-year study of the parenting behaviors and education goals of African American parents. The goal of the study, which is funded by the National Institutes of Health, is to provide scholars with research that explores parenting and school readiness among low-income African American families through a culturally relevant lens. In a three-year study, also funded by the National Institutes of Health, McWayne and colleague Gigliana Melzi are investigating the ways in which English- and Spanish-speaking Latino families are involved in their young children's education, and particularly how early family involvement relates to children's language and social-emotional development. Their goal is to provide a framework for understanding cultural differences and similarities across children's home and school contexts, and to inform the design of culturally responsive family programs throughout the United States.



Civic Ideas, Identity, and Immigration

As part of our work, we examine our local and global communities to explore their roles in fostering human development. Our researchers study the legal, psychological, ethical, political, and educational factors that affect individuals, schools, and nations. The psychological well-being of Muslim children in New York City, the apathy of youth in France, and the impact of community schools in Afghanistan are subjects rich in information about our ever-changing global world.

Muslim Immigrant Parents Negotiating for Schools: Implications for Children

SELCUK R. SIRIN

Foundation for Child Development
\$149,000

Fear created by the 9/11 terrorist attacks continues to fuel stereotypes about Muslim immigrants in the United States. Assistant Professor of Applied Psychology Selcuk R. Sirin is looking at how education professionals might counter public misperceptions about Muslim children and their families. Support from the Foundation for Child Development enables Sirin to gather data from teachers and parents of 200 Muslim immigrant children in 1st through 3rd grades. The goal of this three-year study is to identify variables that affect the children's psychological well-being and academic achievement. Findings will be made available to advocacy groups and school professionals who are invested in building effective parent-school collaborations on behalf of Muslim children in the United States.



Law and Rights in Schools

RICHARD ARUM

Ewing Marion Kauffman Foundation
National Science Foundation
Smith Richardson Foundation
\$623,000



How do students, teachers, and administrators understand and interpret law and rights in schools? With funding from the National Science Foundation, Arum is looking at three areas of legal regulation central to schools: discipline, civil rights, and free speech. He is interviewing students, teachers, and administrators in 24 California, New York, and North Carolina schools about how these issues matter in their everyday experience of schools. The results of the research will provide policymakers with information that might more effectively ensure equal opportunity in schools. Arum is also conducting a national survey of 400 teachers and

200 administrators to track variation in "legal consciousness," or ideas about the law and legal rights in their jobs. Funded by the Ewing Marion Kauffman Foundation, the survey is expected to show that variation in legal consciousness relates to variation in educational practice, performance, and behaviors. If so, this research may shed light on undeveloped areas of potential intervention and improved outcomes. The results of the survey will serve as a supplement to the ongoing School Rights Project, which is mapping ideas about law and legal rights among students and staff in public schools and their association to school disciplinary policies and student performance. The project is supported by the Smith Richardson Foundation.

Development of Civic Ideas and Behaviors Among Immigrant Youth in France

LARUE ALLEN

Jacobs Foundation
\$126,000

Adolescence is a critical stage in the development of civic identity. Researchers and educators around the world express concern, however, about adolescents' declining interest in local and national participation. With funding from the Jacobs Foundation, LaRue Allen, Raymond and Rosalee Weiss Professor of Applied Psychology, is researching minority youth in France, who evidence especially low levels of interest in civic involvement. The project looks at 600 French students ages 16-18 and 80 of their teachers. The goal is to generate information useful to the development of community and school interventions aimed at increasing student civic involvement, and to determine the factors that inspire engaged adult citizens.



Pathways to Opportunity for the Children of Immigrants

MARCELO SUÁREZ-OROZCO

CAROLA SUÁREZ-OROZCO

Western Union Foundation
\$75,000



A lack of trust, communication, and understanding between immigrants and the schools and communities that receive them often hinder the academic growth of immigrant children. Building upon years of international research, Marcelo and Carola Suárez-Orozco are investigating promising programs that foster opportunities for immigrant children to successfully navigate their education. The researchers will look at a variety of interventions including family-based literacy, language instruction, citizenship, college readiness, and mentoring programs among various immigrant groups in Canada, the U.S., Spain, Italy, and Germany — countries that represent unique immigration patterns. The project will also examine immigrants'

values, world-views, and expectations about the new societies in which they find themselves. The project, which is funded by the Western Union Foundation, is an initiative of Steinhardt's Institute for Globalization and Education in Metropolitan Studies.

Race, Nation, and Identity for New Americans

CYNTHIA MILLER-IDRISS

ANN MORNING

Spencer Foundation

\$40,000

No single institution is more important in shaping an understanding of racial and national identity than school. For young immigrants coming to the United States this is especially true. Cynthia Miller-Idriss, assistant professor of international education, and Ann Morning, assistant professor of sociology (College of Arts and Science), are exploring how school years shape the identity of new young Americans. The Spencer Foundation is funding the pilot year of this study, which will focus on immigrant students' relationships to both their new country and their country of origin. The pilot year will also look at the factors that influence ideas of race, community, and national belonging for new young Americans. The study's initial goals are to test interview questions, develop research methods, and choose two urban high schools for an extended study.



Immigrants and School Performance

AMY ELLEN SCHWARTZ

LEANNA STIEFEL

Spencer Foundation

\$400,000

Public schools across the U.S. are educating an increasing number and diversity of immigrant students. Unfortunately, little is known about their performance relative to native-born students and the extent to which the 'nativity gap' might be explained by school and demographic characteristics. A grant from the Spencer Foundation is supporting research on this topic, using data from New York City, where 17 percent of elementary and middle school students are immigrants. The study seeks to examine the extent to which foreign-born students are isolated or segregated within their schools and within their districts, whether segregation varies across groups with different language skills and from different regions of the world, and whether the schools with immigrant children differ in terms of student characteristics, teachers, and funding levels. The grant, directed by Professors Amy Ellen Schwartz and Leanna Stiefel, who hold joint appointments in Steinhardt and the Robert F. Wagner School of Public Service, is administered through the NYU Institute for Education and Social Policy.

Promoting International Understanding of American Society

PHILIP HOSAY

U.S. Department of State

\$982,000

Since it was founded in 1981, Steinhardt's Multinational Institute of American Studies has worked with more than 1,200 foreign educators, government officials, journalists, diplomats, and business people from more than 120 countries to encourage the study of the United States abroad. In addition to supporting research on educational and cultural exchange between the United States and other countries, the institute conducts intensive, interdisciplinary programs during the academic year and the summer. Past summer institutes have included lectures, readings, dialogues, and cultural visits to New England, Washington, D.C., San Francisco, and the Southwest. The institute also studies how representatives from other countries perceive the United States, and how they teach American Studies in their home countries. Funding for the Institute, which is directed by Philip Hosay, professor of international education, has come from a variety of sources, including the United States Department of State, Fulbright commissions, foreign ministries of education, businesses, and nonprofit organizations like the Academy for Educational Development.

Protecting Children from War and Ensuring Their Prospects for the Future

DANA BURDE

Spencer Foundation

\$483,000 (\$215,000 to NYU)



Education can be a tool for social reconstruction in post-conflict regions. Dana Burde, visiting assistant professor in international education, examines the impact of community schools in Afghanistan on children's protection and life chances. Taking advantage of an unusual opportunity to implement a rigorous research design in an early reconstruction context, Burde and her co-investigator formed a partnership with the U.S.-based non-governmental organization Catholic Relief Services (CRS) to implement random assignment of schools and program interventions to eligible villages. The study, funded by the Spencer Foundation, with additional prior support from the National Science Foundation and the Weikart Family Foundation, examines attendance and enrollment, academic achievement, child labor, and social benefits of the program intervention.

Embedding the Moral Values of Democracy

JAMES FRASER

ROBERT COHEN

Gifts of Time Foundation

\$45,000



Where does a new national dialogue on democracy begin? With a grant from the Gifts of Time Foundation, Professors James Fraser and Robert Cohen are developing a new approach to social studies education. Their goal is to transform the preparation of high school and elementary school teachers whose subjects are history, civics, and social studies. Fraser hopes to expand the project to include professional development and peer support for teachers, and to strengthen the existing partnership between Steinhardt's Department of Teaching and Learning and Facing History and Ourselves, an international non-profit teacher resource. The enhanced partnership will provide an opportunity for shared future curriculum development and jointly sponsored conferences at NYU and in Europe.



Removing the Barriers to Learning

Our society holds out the hope that each child will one day make an important contribution to American society. Yet, physical disability as well as psychological barriers prevent a portion of our society from reaching their potential. Steinhardt researchers are studying Multiple Sclerosis, negative peer influence, and “stereotype threat,” as well as issues of ethnic and gender diversity to better understand the obstacles that impede achievement.

Stereotypes and Educational Inequality among Asian Americans

ROBERT TERANISHI

The College Board
\$250,000



Despite the perceived success of Asian Americans, as a whole, sub-populations of Asian Americans and Pacific Islanders are not immune to educational inequality. With support from the College Board, Assistant Professor of Higher Education Robert Teranishi formed the Commission on Asian American Research in Education to inform policy by compiling existing research and supporting new studies that shed light on indicators of educational inequality that exist for Asian American sub-populations throughout the U.S. Early findings show that the inequalities faced by some Asian American groups are compounded by economic and social conditions that can be worse than or equal to other racial minority groups. Findings

also reveal that a high degree of ethnic, linguistic, and economic isolation in some Southeast Asian communities throughout the United States is severely limiting access to postsecondary education.

Understanding and Overcoming Social-Psychological Barriers to Academic Development

JOSHUA ARONSON

SELCUK R. SIRIN

National Science Foundation
Spencer Foundation
\$789,000

Well-documented research attributes the academic underperformance of African American students to the effects of stereotyping about their academic abilities. With funding from the National Science Foundation and the Spencer Foundation, Associate Professor Joshua Aronson and Assistant Professor Selcuk R. Sirin are pioneering research on the long-term effects of such stereotypes on student performance among both college and high school students. The study will develop methods for measuring “stereotype vulnerability,” create resource material for researchers studying racial differences in achievement, and develop interventions to counter the effects of stereotypes.



Culture, Social Setting, and Child Development across School Transitions

DIANE HUGHES

CATHERINE TAMIS-LEMONDA

NIOBE WAY

HIRO YOSHIKAWA (Harvard)

National Science Foundation

William T. Grant Foundation

\$5,500,000

Families, schools, peers, and the media affect children's cognitive, social, and emotional development in different ways. Steinhardt's Center for Research on Culture, Development, and Education focuses on the intersection between culture and developmental processes as they influence school readiness and educational outcomes among children and adolescents from ethnically diverse backgrounds. The center transmits its findings, through training and dissemination, to the broader research community and to policy makers and practitioners in education. The center is co-directed by Applied Psychology professors Catherine Tamis-Lemonda, Niobe Way, and Diane Hughes in collaboration with Harvard professor Hirokazu Yoshikawa.



In one study the researchers and their team of eighty students are looking at the ways in which children and adolescents in New York City make transitions to pre-K, kindergarten, first grade, middle school, and high school. The team is observing how young people's home and school settings affect their social, emotional, and cognitive development at these key junctures in their education. The researchers are paying particular attention to the ethnic and gender variations in children's experiences, and to the unique beliefs and practices of their cultural communities — factors that influence virtually all aspects of childhood development. Several hundred children of African-American, Chinese, Dominican, European, Mexican, and Puerto-Rican descent are participating in the five-year study, which is funded by the National Science Foundation. The goal of the project is to enhance the existing scholarship on the nation's urban, school-aged children in order to determine how they succeed during major developmental transitions. In a second, three-year study, funded by the William T. Grant Foundation, Professors Hughes and Way are exploring parents' socialization beliefs and goals about academic achievement, ethnic and racial experiences and practices, and peer relations. The study, which uses ethnography, in-depth interviewing, and surveys, will follow 250 parents as their adolescent children progress through middle school.

Stratification in Access to Higher Education

RICHARD ARUM

Fulbright New Century Scholar Award
\$37,000

Professor of Sociology and Education Richard Arum, with a grant from the Fulbright Program, is continuing his research on access and equity in higher education. Arum is again collaborating with Yossi Shavit, Professor of Sociology at Tel Aviv University, and Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison. The three scholars are conducting a pilot study in Israel and analyzing existing data provided by the Trends in International Mathematics and Science Study, which compare the math and science achievement of U.S. students to that of students in other countries. The goal of the project is to inform research on the social psychological factors and peer behaviors that inhibit college attainment, specifically for economically disadvantaged students.

Improving Learning and Memory

Yael Goverover

National Multiple Sclerosis Society
\$480,000



As many as 65% of people living with Multiple Sclerosis (MS) experience difficulties with memory, learning, concentration, and complex problem solving. They also confront significant limitations in performing daily activities that affect their participation in work, family, and society. With support from the National Multiple Sclerosis Society, Assistant Professor of Occupational Therapy Yael Goverover is undertaking two studies that explore how people with MS learn functional information by using two cognitive strategies. The “generation effect” is the observation that items self-generated by individuals are better remembered than items simply read or heard. The “spacing effect” is the observation that items can be better remembered if they are presented over time rather than consecutively or all at once. The first study showed that self-generation helped improve functions in some daily activities. The second study continues this work in order to maximize the usefulness of treatment plans to improve the everyday functioning of individuals with MS.



Supporting Learning in Math, Science, and Engineering

Today both work and play are fueled by scientific concepts. For a generation coming of age in the 21st century, knowledge of math, science, engineering, and environmental studies will be essential in understanding technological advances and building upon them. Among Steinhardt's projects are a program to mentor math and science teachers, a tool for video game design, and an online resource documenting the environmental impact of the manufacturing process.

Minds and Molecules: Optimizing Simulations for Chemistry Education

JAN L. PLASS

U.S. Department of Education

\$1.1 million



Professor Jan Plass, in collaboration with faculty associates of the Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE) that he directs, is investigating how web-based computer simulations can enhance science education, particularly among underachieving and underserved learners. With funding from the U.S. Department of Education Institute of Education Sciences, Plass and colleagues are designing such simulations based on cognitive theories of visual learning and are conducting studies on how different visual designs might bolster their instructional effectiveness in high school chemistry classrooms. Plass expects the research will optimize student learning in chemistry and contribute to ongoing research in science education, cognitive psychology, and education technology.

NYU Noyce Scholarship Program

PAMELA FRASER-ABDER

KAREN D. KING

JOSEPH McDONALD

DAVID SCICCHITANO

JALAL SHATAH

National Science Foundation

\$750,000

Math and science faculty in Steinhardt and in Arts and Science are collaborating to make teacher education at NYU a joint

enterprise and to ensure that prospective teachers have strong content knowledge. The National Science Foundation has awarded an interdisciplinary team of science, math, and education faculty a four-year grant for the creation of the NYU Noyce Scholarship Program. The goal of the program is to prepare 26 new science and math teachers from NYU for high-needs secondary schools, to influence future teaching and research, and to further connect the NYU and New York City education communities. Professor of Biology David Scicchitano is coordinating the program in collaboration with Jalal Shatah, professor of mathematics, Associate Professors Karen King (mathematics education) and Pamela Fraser-Abder (science education), and Professor Joseph McDonald (teaching and learning).



Developing Highly Qualified Math Teachers for New York City: The Gateway Program and Math for America

JOSEPH McDONALD

KENNETH GOLDBERG

FRED GREENLEAF

KAREN D. KING

Math for America

U.S. Department of Education

\$4.3 million



A federal grant is supporting Steinhardt's partnership with Math for America to expand and diversify the pool of qualified mathematics teachers in New York City's high-need public middle and high schools. The Gateway Program, a collaborative project between Steinhardt and the NYU Courant Institute for Mathematical Sciences, is supporting 60 new teachers with scholarships during their academic studies and with professional development workshops after they graduate. Undergraduates are recruited from local community colleges through Steinhardt's Community College Transfer Opportunity Program. Graduate students enroll in Steinhardt's collaborative master's degree initiative with Math for America, a non-profit organization that

recruits and retains talented math teachers for public schools. The Gateway Program is one of several funding streams supporting Steinhardt's Partnership Program with New York City public schools.

Teacher Leadership Quality Program

PAMELA FRASER-ABDER

New York State Department of Education

\$1.7 million

Associate Professor Pamela Fraser-Abder created the Teacher Leadership Quality Program to address the math and science program concerns of New York's schools. Funded by the New York State Department of Education, the Teacher Leadership Quality Program is a collaboration between Steinhardt's Department of Teaching and Learning and NYU's Faculty of Arts and Science. The goal of the program is to improve science and mathematics teaching at low-performing schools by providing professional development for teachers and administrators. The program benefits the science and math staff and administrators of Benjamin Banneker High School and Susan McKinney Junior High School, but also serves selected teachers in other schools around the city.

Teachers' Use of Standards-Based Instructional Materials

KAREN D. KING

National Science Foundation
\$1 million



Karen D. King, associate professor of mathematics education, and master teacher Carole Mulligan are collaborating with Monica Mitchell from the Quality Education for Minorities Network to survey mathematics teachers in thirty Newark Public Schools about the ways in which they adapt and supplement the instructional materials of the Connected Mathematics Project, a comprehensive middle grades mathematics curriculum. Their research team, including urban master teachers, graduate students, and Steinhardt's Center for Research on Teaching and Learning, is also analyzing the relationships between student achievement and the different ways instructional materials are

adapted. The goal of the study, funded by the National Science Foundation, is to inform future design of high-quality instructional materials and policy on curriculum adoption. The results will be broadly disseminated to research, policy, and practice communities.

Bringing Environmental Awareness into Classrooms

MARY LEOU

EnergyWatch, Inc.
Johanette Wallerstein Institute
New York City Environmental Fund
\$323,000

Concerns among the general public about climate change and environmental degradation are at an all time high. Steinhardt's graduate program in environmental conservation education and the Wallerstein Collaborative for Urban Environmental Education are both poised to help current and future generations become advocates for environmental protection. Funds from EnergyWatch, Inc. provide scholarships for master's students to advance or move into careers in urban environmental education. The Wallerstein Collaborative provides environmental education for students in Steinhardt's teacher education programs and year-round professional development for public school teachers in the New York City region who want to incorporate environmental education into their classroom curriculums. One such program is the summer Hudson River Estuary Teacher Education Project, funded by the New York City Environmental Fund, in which participants engage in scientific research, education, and stewardship projects. The collaborative, directed by Mary Leou and supported with annual grants from the Wallerstein Institute, has developed a strong resource network of informal science institutions, environmental organizations, and public schools in the metropolitan area and has established itself as an important source of information and innovation in environmental education for teachers and students.

Engineering, Design, and the Environment

NATALIE JEREMIJENKO

Engineering Information Foundation
\$25,000

HowStuffisMade (HSIM) is an online, visual encyclopedia of photo essays that document manufacturing processes, labor conditions, and environmental impacts involved in the production of contemporary products, and explore the implications of such production for sustainability. Produced by engineering and design students, HSIM will be accessible to manufacturers, engineers, designers, and the general public — all of whom may contribute edits and updates. The goal of HSIM, which is overseen by Assistant Professor Natalie Jeremijenko and funded by the Engineering Information Foundation, is to create an accessible online resource to facilitate the cross-pollination of ideas in engineering, design, and manufacturing.



Values at Play: Integrating Ethical and Political Factors into Video Games

HELEN NISSENBAUM

National Science Foundation
\$790,757

Professor of Culture and Communication Helen Nissenbaum investigates how designers of technical systems might incorporate positive political, social, and ethical values into their designs. Along with CUNY collaborators Mary Flanagan and Sophia Catsambis as well as graduate students at NYU and Hunter, Nissenbaum has developed a methodology for taking values into consideration in the information technology (IT) design process, focusing on video game design. Her team is creating a “Toolkit” of software components and games demos that illustrates to designers and designers-in-training how to try out elements of this methodology. The project, funded by the National Science Foundation, is also evaluating the effectiveness of the Toolkit in shaping understanding and practice. Although the study is focused on the immensely popular world of computer games, it seeks to affect design approaches of functional software systems used in diverse domains such as health care, education, the military, firefighting, and the workplace. The driving force behind this research project is a belief that thoughtful design might promote the integration of ideals such as autonomy, equity, freedom, privacy, sociability, and democracy into many of the IT systems that affect society as well as the quality of life for individuals.



Creating Partnerships for Active Change

In 1920, public education experienced tremendous expansion, and NYU's Steinhardt School extended its resources and expertise to the city's public schools. Nearly ninety years later, the School continues this tradition of serving the community. The Steinhardt School houses research, policy, and advocacy institutes and centers that work to improve conditions in urban areas. Centers take on difficult tasks such as strengthening public schools, addressing the HIV/AIDS epidemic, and ensuring that all people have access to quality education.

Institute for Education and Social Policy

AMY SCHWARTZ

Fund for Public Schools
 International Baccalaureate North America
 Russell Sage Foundation
 U.S. Department of Education
 Other funders
 \$7.3 million

The Institute for Education and Social Policy (IESP) conducts non-partisan scientific research about U.S. education and related social policy issues. Studies inform educational institutions and policymakers about the effectiveness of instructional programs, the impact of school reform initiatives, and the relationships between academic achievement, school finance, and socio-economic and demographic factors such as poverty, ethnicity and immigration status. IESP, directed by Amy Schwartz, professor of public policy and of economics and education, is a joint collaboration of the Steinhardt School and the Robert F. Wagner Graduate School of Public Service.

A dozen research studies are underway. In one project, Assistant Professor of Education and Economics Sean Corcoran is collaborating with Howard Rosenthal, professor of politics (College of Arts and Science) and Thomas Romer, professor of politics and public affairs at Princeton, to study the political and economic forces behind school finance institutions and their effects on primary and secondary education. With funding from the Russell Sage Foundation, the team will collect data on these institutions from all 50 states over the 1970-2000 period to enable academic researchers, state policy makers, and school finance experts to better understand disparities in school spending and varied levels of funding for education. In another study, Associate Research Professor Leslie Siskin is using a subcontract grant from the U.S. Department of Education to examine the design, implementation, and impact of International Baccalaureate Education (IB) on Title I public schools nationwide. The IB curriculum and testing system, recognized by universities as the “gold standard” in college preparation, serves over 2,250 schools in 126 countries. A third project, with support from the Fund for Public Schools and directed by Amy Schwartz, is developing and testing tools for measuring program and instructional quality of arts education programs in New York City public schools. With a grant from the Institute of Education Sciences, Amy Schwartz and Leanna Steifel, professor of economics, are using longitudinal data to examine the impact of small high schools on student performance and identify the characteristics of schools that may explain why some schools are more effective than others.

Center for Health, Identity, Behavior, and Prevention Studies

PERRY HALKITIS

Centers for Disease Control
 National Institutes of Health
 New York City Department of Health and Mental Hygiene
 U.S. Department of Justice
 Other funders
 \$5.5 million

The HIV/AIDS epidemic in the United States and around the world is compounded by issues of mental health, drug abuse, and economic and health disparities. The Center for Health, Identity, Behavior, and Prevention Studies, under the leadership of Professor of Applied Psychology and Public Health Perry Halkitis, studies health behaviors with a focus on behavioral research in the fields of

HIV and substance use, drawing on scholars and students from a variety of disciplines, including psychology, public health, and neuroscience.

One study, funded by the Centers for Disease Control and Prevention in collaboration with the AIDS service organization Harlem United, seeks to examine how best to engage African American men who have not been previously tested to participate in HIV testing. A second study, funded by the New York City Department of Health and Mental Hygiene, seeks to understand the increase in HIV seroconversion among 13-29 year old gay, bisexual, and other men who have sex with men. Through a subcontract with the Lesbian, Gay, Bisexual, and Transgender Community Center of NYC and a grant from the Department of Justice, a research team is undertaking a systematic evaluation of addictions programs for gay men to address the synergies of methamphetamine use and sexual risk taking. Smaller scale studies underway are examining the relationship between body image and conception of masculinity in gay men, and are considering a paradigm shift in the way we approach HIV prevention.

The Metropolitan Center for Urban Education

PEDRO NOGUERA

Bill and Melinda Gates Foundation
 Deutsche Bank Americas Foundation
 Goldman Sachs Foundation
 New York City Department of Education
 New York State Department of Education
 U.S. Department of Education
 Other funders
 \$18.5 million



The Metropolitan Center for Urban Education undertakes research on equity and schooling, evaluates programs designed to enhance equality, and provides technical assistance to charter schools, magnet schools, schools under registration review, low-performance schools, and schools undergoing restructuring all with the goal of achieving excellence and quality. Metro Center initiatives address the needs of every group for whom equity is a concern: minorities, children with special needs, children from high poverty areas, migrant and immigrant children, and rural and urban students.

The Metro Center conducts its many projects and initiatives through service centers. The Applied Research, Evaluation, and Policy Center is conducting a three-year study, funded by the Bill and Melinda Gates Foundation, to examine the effectiveness of single-sex, K-12 schools for Black and Latino male students. In partnership with the Government of Mexico, 20 community-based organizations, and 6 schools in New York City, the Metro Center's NYS Spanish Bilingual Education Technical Assistance Center is hosting *Plazas Comunitarias*, a cutting-edge, web-based adult education program for Spanish-speaking English language learners. The Technical Assistance Center on Disproportionality provides assistance and professional training to New York State school districts that are addressing the over- or under-representation of a given population group in special education classes. Under the auspices of its School Services Center, the Metro Center has launched the Adolescent and Post-Secondary Education Exchange to serve high school juniors of immigrant origin and of Black and Latino heritage to prepare for college. Other major initiatives include an extensive public school tutoring program and professional development in literacy and mathematics instruction for teachers in kindergarten through high school.

Pedro Noguera, professor of teaching and learning, is executive director of the Metro Center and co-director of the Institute of Globalization and Education in Metropolitan Studies, which includes the Metro Center and Immigration Studies at NYU.

Institute of Human Development and Social Change

C. CYBELE RAVER

National Institutes of Health
U.S. Department of Education
Other funders
\$10.7 million

Global forces are dramatically changing the environments of children, youth, and adults in the United States and throughout the world. As a collaboration of Steinhardt, the Graduate School of Arts and Science, and the Robert F. Wagner Graduate School of Public Service, the Institute of Human Development and Social Change, led by Associate Professor of Applied Psychology C. Cybele Raver, seeks to stimulate interdisciplinary research across psychology, sociology, economics, anthropology, and policy on

children, youth, and families in the context of rapid social change. A monthly seminar series attracts a wide variety of faculty, undergraduate, pre-doctoral, and post-doctoral students and leads to collaborative work.

Several studies and projects are underway. One study, funded by the National Institutes of Health and directed by Cybele Raver, aims to improve low-income preschool children's school-readiness by increasing their emotional and behavioral adjustment through a comprehensive, multi-component, classroom-based mental health intervention. In another study, J. Lawrence Aber and LaRue Allen, professors of applied psychology, are conducting a 3-year longitudinal study on how household poverty and parental illness and death affect South African children's well-being and life chances. The project, funded by the National Institute of Child Health and Development of the National Institutes of Health, is a collaboration with Linda Richter, executive director of the Child, Youth, Family and Social Development program of the Human Sciences Research Council in South Africa, the South African government, and the World Bank. In a third project, a \$4 million grant from the Institute on Education Sciences is supporting a multi-year predoctoral training program to equip a new generation of scholars with highly sophisticated skills to conduct research in education. The program, led by J. Lawrence Aber, draws on faculty in six NYU departments from three schools across the University and two outside research organizations — the Research Alliance for New York City Schools and MDRC, a non-profit, non-partisan education and social policy research organization.





Gifts for the Next Generation of Scholars and Artists

The Steinhardt School is indebted to its friends, whose support provide unparalleled opportunities for our students and faculty. Endowed chairs and scholarships for jazz musicians, women composers, and leaders in Jewish education are among the many gifts that directly touch our students' lives and elevate teaching, scholarship, and creativity throughout our school.

We are especially grateful to Michael and Judy Steinhardt whose generosity and involvement in our school have helped us to assist a new generation of scholars, artists, and professionals and to create a powerful vision for our future.

Investing in Steinhardt's Future

\$10 million

Excited by Steinhardt's successes and prospects for its future, philanthropists Michael and Judy Steinhardt made a second \$10 million gift to support the School's mission and vision. The combined \$20 million is the largest gift in the School's history and is also one of the largest gifts to an education school in the United States. The endowment will support faculty development, doctoral fellowships, and research. In making this second gift, the Steinhardts were moved by the spirit and commitment they have seen in the School's leaders, faculty, and students and view their gift as an important investment in the future.



Jim Joseph Foundation Fellowships in Jewish Education

\$4.96 million

Jewish education has come to play a new and enhanced role in the thinking and the rituals and realities of North American Jewish life. In the past seven years, NYU has developed a nationally significant academic program that focuses on preparing a new generation of Jewish educational leaders. A generous grant from the Jim Joseph Foundation will provide multi-year scholarships and fellowships for master's and doctoral students in education and Jewish studies, a collaborative initiative directed jointly by Harold Wechsler, professor of history and education in Steinhardt, and Robert Chazan, professor in the Skirball Department of Hebrew and Judaic Studies in Arts and Science. These scholarships and fellowships will enable students to enhance their credentials for teaching, administration, and research in a wide range of Jewish educational settings, such as schools, informal education programs, community organizations, curriculum agencies, foundations, and universities.

Sascha Gorodnitzki Faculty Chair in Piano Studies

Sascha Gorodnitzki was an internationally acclaimed concert pianist and one of the most sought-after piano teachers in the world. Virginia Gorodnitzki has endowed a professorship and piano studio in the Department of Music and Performing Arts Professions in her late husband's honor. The faculty member who holds the Sascha Gorodnitzki Faculty Chair in Piano Studies will represent, foster, and carry forward the ideals of musicality and pedagogy identified with Sascha Gorodnitzki, continuing his legacy and leading research and practice in music performance.

The Billy Joel Scholarships in Music

\$500,000

As part of his long-term commitment to music education, singer and songwriter Billy Joel launched an ongoing initiative to provide scholarship funds to a variety of East Coast colleges. Steinhardt's Department of Music and Performing Arts Professions is the largest of seven such endowed programs. The scholarships make it possible for five students who demonstrate extraordinary talent and a genuine financial need to benefit from formal training in classical and jazz music performance, composition, music education, and music technology in preparation for careers in music.



Tristan Argenti Scholarship Fund for Jazz Studies

\$3 million

NYU alumnus Tristan John M. Argenti is a life-long fan of jazz and a trustee of the International Association of Jazz Record Collectors. To support future musicians for careers in jazz, he has established the Tristan Argenti Scholarship Fund for Jazz Studies in the Department of Music and Performing Arts Professions. The scholarship, which Mr. Argenti will endow through a \$3 million bequest, will provide annual, merit-based awards to undergraduate and graduate students who demonstrate exceptional talent and dedication in jazz.

Martin L. Singer Family Fellowship

\$50,000

As a graduate student in Rehabilitation Counseling, Martin L. Singer (MA '66, MA '70, Certificate of Advanced Study '77) received a Walter Anderson Fellowship, named after a former dean, to support his studies. Now a Principal at Summit Financial Resources, Inc., Singer has established the Martin L. Singer Family Fellowship to support current Steinhardt students. The Fellowship will be awarded to a master's student who demonstrates excellent academic and professional promise and who commits him/herself to removing non-academic barriers to learning for children.

An Endowed Chair Honoring a Leader in Physical Therapy

\$684,400 to date

To honor the extraordinary lifetime contributions of Physical Therapy Professor Marilyn Moffat, the Steinhardt School is raising \$2 million to endow a chair in her name. The endowment will ensure funding in perpetuity for an outstanding professor to teach physical therapy at NYU. Professor Moffat and two graduates of the physical therapy program, Vickie Kasserman (BS '71) and Elizabeth Latham (BS '54), have each made generous gifts toward this endowment. Kasserman directs Somerset Rehabilitation Services, a New Jersey facility offering treatments as varied as aquatic therapy and neurological rehabilitation. Latham had a successful career in physical therapy spanning four decades, including 25 years in private practice in Virginia. Many friends, patients, and students of Professor Moffat's have also made generous contributions.



Sorel Scholarships for Gifted Women Composers

\$100,000

There is a paucity of female composers in Hollywood and mainstream film. A generous gift from the Elizabeth and Michel Sorel Charitable Organization will address this imbalance by endowing scholarships for gifted women in the program in film scoring in the Department of Music and Performing Arts Professions. The late Claudette Sorel, who founded the charity in honor of her parents, was a child piano prodigy and became an internationally acclaimed concert pianist. She was a distinguished professor of piano at State University of New York at Fredonia.

Report on Funded Projects, Grants, and Other Gifts

EDUCATION AND APPLIED PSYCHOLOGY

Administration, Leadership, and Technology MARY DRISCOLL, CHAIR

PROJECT DIRECTOR	PROJECT TITLE	FUNDER	AMOUNT
M. Driscoll	American Diaspora: Displaced Students and the Effects of Selected Educational Policies on the Schools and Districts Enrolling Them	The Center for Catastrophe and Disaster Preparedness/Department of Homeland Security	\$ 12,774
M. Mayhew	How Curricular Content and Educational Practices Influence Student Learning and Alumni Engagement	NYU Leonard N. Stern School of Business/ Ewing Marion Kauffman Foundation	\$ 41,767
J. Plass	Minds and Molecules: Optimizing Simulations for Chemistry Education	U.S. Department of Education	\$ 1,096,086
F. Shuchat-Shaw	Contextualizing Teacher Candidate Experience with Technology	U.S. Department of Education	\$ 30,724
R. Teranishi	California Black Migration Study	University of California/Office of the President	\$ 45,000
R. Teranishi	The National Commission on Asian American and Pacific Islander Research in Education	College Board	\$ 425,000
<i>Other Gifts</i>			
R. Richardson	Educational Communication and Technology Scholarships	May and Samuel Rudin Family Foundation, Inc.	\$ 15,000
R. Richardson	Peter L. Agnew Foundation Scholarship Fund	Agnew Foundation	\$ 47,500

Applied Psychology JACQUELINE MATTIS, CHAIR

J. L. Aber	Examining the Effectiveness of Scaling Up: The First Things First Reform	Melinda and Bill Gates Foundation/ University of Rochester	\$ 1,200,000
J. L. Aber	Examining the Effectiveness of Scaling Up: The First Things First Reform	U.S. Department of Education	\$ 341,377
J. L. Aber/ J. Brown ¹ / S. Jones ²	Changing Climate and other School Micro-Contexts To Promote Children's Social-Emotional and Academic Development: The 4Rs Setting Level Study	William T. Grant Foundation	\$ 450,000
J. L. Aber/ J. Brown ¹ / S. Jones ²	Reading, Writing, Respect and Resolution: The Impact of a Social Character Development and Literacy Program on Teachers and Children	U.S. Department of Education, Institute for Education Sciences, U.S. Department of Health and Human Services, Centers for Disease Control and Injury Prevention	\$ 3,201,591
L. Allen	Development of Civic Ideas & Behaviors Among Immigrant Youth in France	Jacobs Foundation	\$ 126,060
L. Allen/S. Smith	Early Childhood Centers of Excellence	U.S. Department of Education	\$ 2,900,000
L. Allen/S. Smith	Early Reading First Program	U.S. Department of Education	\$ 1,239,000
L. Allen/S. Smith	Quality Assurance and Early Childhood Settings	Robin Hood Foundation	\$ 81,902

J. Aronson	Academic Youth Development: Creating a School Culture of Academic Engagement	Carnegie Corporation of New York	\$ 50,000
J. Aronson	Understanding and Overcoming Psychological Barriers to Academic Achievement in African American Students	National Science Foundation	\$ 277,000
J. Aronson	Understanding and Overcoming Psychological Barriers to Academic Achievement in African American Students	Spencer Foundation	\$ 512,462
J. Aronson/ S. Sirin	Studies in School Experience and Patterns of Motivation and Achievement Among Diverse Samples of Adolescents	William T. Grant Foundation	\$ 95,560
P. Halkitis	Analysis of LGBT Addiction Services in New York	Department of Justice/Community Service Policing Activities	\$ 108,000
P. Halkitis	Club Drug Use and Men's Health: A Community Study	U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Drug Abuse	\$ 2,536,523
P. Halkitis	Development of a Mind-Body Center at NYU School of Medicine	National Institutes of Health, National Institutes of Mental Health	\$ 1,701,135
P. Halkitis	Evaluation of Women's Supportive Services	United Way of New York City/ NYS AIDS Institute	\$ 168,975
P. Halkitis	Project Hope: Methamphetamine Use, HIV Behaviors and Mental Health in the Black Communities in NYC	New York Community Trust	\$ 35,000
P. Halkitis	Qualitative and Quantitative Research for HIV Prevention	New York City Department of Health and Mental Hygiene	\$ 132,074
P. Halkitis	Survey of Men Who Have Sex with Men Attending Health Clubs in New York City	New York City Department of Health and Mental Hygiene	\$ 49,314
P. Halkitis	Strategies for Identifying At-Risk African American Men Who Have Sex with Men Who Are Unaware of Their HIV Status	Harlem United/CHIBPS-NYU	\$ 713,538
S. McClowry	Adapting INSIGHTS for Spanish-Speaking Parents: A Research Supplement to Promote Diversity in Health Related Research	National Institutes of Health, National Institute of Nursing Research	\$ 90,350
S. McClowry	Testing the Efficacy of INSIGHTS in Enhancing the Academic Learning Context	U.S. Department of Education, Institute of Education Sciences	\$ 2,919,913
S. McClowry	Testing a Parent/Teacher Collaborative Prevention Model: Testing the Efficacy of INSIGHTS in Enhancing Social Competencies	National Institutes of Health, National Institute of Nursing Research	\$ 3,214,296
C. McWayne	Building Capacity within Head Start for Quality Whole-Child Assessment	U.S. Department of Health and Human Services, Administration For Children and Families	\$ 10,000
C. McWayne	Enhancing the Cultural Validity of the Family Involvement Questionnaire for Low-Income Families of School Age Children	Society for the Study of School Psychology	\$ 9,870
C. McWayne	School Readiness Among Kindergarten Children/ Transitions (Head Start)	U.S. Department of Health and Human Services, Administration For Children and Families	\$ 499,923
C. McWayne/ J. Mattis	Developing Parent-Derived Measures of Parenting Competence with Low-Income African American Families with Young Children	National Institutes of Health, National Institute of Child Health and Human Development	\$ 420,000
C. McWayne/ G. Melzi	Latino Family Involvement and Children's Readiness: A Mixed Methods Study	U.S. Department of Health and Human Services, Administration for Children and Families	\$ 500,000
C. McWayne/ G. Melzi	Latino Family Involvement and Pre-School Children's Language and Socio-Emotional Competence: A Mixed Methods Approach with Urban, Low-Income Families	National Institute of Health, National Institute of Child Health and Human Development	\$ 143,000
G. Melzi	Educational Involvement among Latino Head Start Families	U.S. Department of Health and Human Services, Administration for Children and Families	\$ 50,000
M. Richardson	Component 1 Scholarship Programs Bilingual Guidance Counseling	New York City Department of Education	\$ 268,462

S. Sirin	Muslim Immigrant Parents Negotiating with Schools: Implications for Children	Foundation for Child Development	\$ 149,288
C. Tamis-Lemonda/ D. Hughes/N. Way/ H. Yoshikawa ³	IRADS: The Study of Culture, Social Setting and Child Development across School Transitions	National Science Foundation	\$ 5,000,000
N. Way/D. Hughes	Parental Socialization Influences on Adolescent Achievement Among African-Americans	William T. Grant Foundation	\$ 498,480

Other Gifts

L. Allen	Raymond and Rosalee Weiss Professorship in Applied Psychology	Raymond A. and Rosalee G. Weiss	\$ 45,000
J. Mattis	Professorship in Applied Psychology	Anonymous	\$ 2,000,000
J. Mattis	Gilbert M. Trachtman Fellowship Fund in School Psychology	Rivendell Foundation	\$ 5,500
J. Mattis	Support for the Department of Applied Psychology	Dr. Irene A. Kaminsky	\$ 100,000

**Institute for Education and Social Policy
AMY ELLEN SCHWARTZ, DIRECTOR**

C. Ascher	Comprehensive Partnership Evaluation of the Stupski Foundation District Alliance	Stupski Foundation	\$ 630,718
S. Corcoran	The Political Economy of Inequality in America's Public Schools: An Infrastructure Grant Proposal	Spencer Foundation	\$ 204,375
S. Corcoran	The Politics of Inequality and Redistribution in U.S. Education Finance	Russell Sage Foundation	\$ 132,351
N. Fruchter	Assessing Small High School Effectiveness	New Visions for Public Schools	\$ 250,895
N. Fruchter	Brooklyn Educational Collaborative	Edward W. Hazen Foundation	\$ 40,000
N. Fruchter	Brooklyn Educational Collaborative	The Rockefeller Foundation	\$ 100,000
N. Fruchter	Carnegie Schools for a New Society Initiative	Carnegie Corporation of New York	\$ 125,000
N. Fruchter	Community Collaborative to Improve Bronx Schools	The Rockefeller Foundation	\$ 100,000
N. Fruchter	Community Involvement Project	Carnegie Corporation of New York	\$ 125,000
N. Fruchter	Community Involvement Project	The Caroline and Sigmund Schott Foundation	\$ 90,000
N. Fruchter	Community Involvement Project	Charles Stewart Mott Foundation	\$ 600,000
N. Fruchter	Community Involvement Project	New York Foundation	\$ 42,500
N. Fruchter	Community Involvement Project - Systemic Reform of College Preparation in New York City	Time Warner, Inc.	\$ 100,000
N. Fruchter	Does School Size Matter? The Cost of Performance in Small and Large High Schools	Carnegie Corporation of New York	\$ 340,000
N. Fruchter	High School Youth Organizing Support Initiative	Surdna Foundation	\$ 120,000
N. Fruchter	Neighborhood-Based Organizing for Educational Justice and Democracy	The Rockefeller Foundation	\$ 200,000
N. Fruchter	Technical Assistance for the Donors Educational Collaborative	New York Community Trust	\$ 100,000
N. Fruchter	Towards a Citywide Movement: Organizing for Systemic Reform and Equity in New York City Schools	Donors Education Collaborative	\$ 50,000
N. Fruchter	Urban Youth Collaborative	The Rockefeller Foundation	\$ 100,000
A. Schwartz	Assessing Quality in Arts Education	Fund for Public Schools/Wallace Foundation	\$ 94,860
A. Schwartz	Cornerstone Literacy Initiative	New York Institute for Special Education	\$ 696,745
A. Schwartz	Live and Learn: Lessons from New York City on Housing, Schools, and Urban Revitalization	Lincoln Institute of Land Policy	\$ 40,000
A. Schwartz	New Jersey Finance: Develop Sound Educational Policy	Education Law Center	\$ 32,720
A. Schwartz	Rental Housing in NYC: Past Successes, Future Challenges	MacArthur Foundation	\$ 125,000
A. Schwartz	Step Up for Arts Education	Fund for Public Schools	\$ 27,500
A. Schwartz	Study of Public School Students in Public Housing	Independence Foundation/Furman Center	\$ 20,000

A. Schwartz	Study of Student Mobility in New York City	Education Finance Research Consortium	\$ 36,000
A. Schwartz/L. Stiefel	Trajectories of Immigrant Performance over Time	Spencer Foundation	\$ 400,000
A. Schwartz/ L. Stiefel	Do Small Schools Improve Student Performance in Large School Districts?	U.S. Department of Education, Institute for Education Sciences	\$ 482,585
D. Siegel	Special Education Professional Development	New York City Department of Education	\$ 494,727
D. Siegel	Special Education Professional Development	New York City Department of Education	\$ 700,000
L. Siskin	Support Structures and Services for Title I High Schools Implementing the International Baccalaureate Programs	U.S. Department of Education/International Baccalaureate North America	\$ 300,000

**Institute for Globalization and Education in Metropolitan Settings
PEDRO NOGUERA, CAROLA SUÁREZ-OROZCO, AND MARCELO SUÁREZ-OROZCO, CO-DIRECTORS**

C. Suárez-Orozco	The Children of Immigrants in Schools	National Science Foundation	\$ 19,116
M. Suárez-Orozco	Partnership for Higher Education in Africa	The Andrew W. Mellon Foundation	\$ 200,000
M. Suárez-Orozco	Partnership for Higher Education in Africa	Carnegie Corporation of New York	\$ 213,600
M. Suárez-Orozco	Partnership for Higher Education in Africa	John D. and Catherine T. MacArthur Foundation	\$ 214,000
M. Suárez-Orozco	Partnership for Higher Education in Africa	Rockefeller Foundation	\$ 181,414
M. Suárez-Orozco	Pathways to Opportunity for the Children of Immigrants in North America & Europe	Western Union Foundation	\$ 75,000
M. Suárez-Orozco	Rethinking Global Immigration Conference	Pew Hispanic Center	\$ 15,000

**Institute for Human Development and Social Change
C. CYBELE RAVER, DIRECTOR**

J. L. Aber	Dynamic Socioeconomic Disadvantage: Effects on Children	National Institutes of Health, National Institute of Child Health and Human Development	\$ 2,369,900
J. L. Aber	Preparing the Next Generation of Researchers in Education Sciences	U.S. Department of Education, Institute for Education Sciences	\$ 4,221,024
J. L. Aber/ L.Allen	Well-Being of South African Children: Household, Community, and Policy Influences	National Institutes of Health, National Institute of Child Health and Human Development, U.S. Department of Education, Institute for Education Sciences	\$ 2,967,806
J. L. Aber/ L. Allen	Well-Being of South African Children: Household, Community, and Policy Influences	Rockefeller Brothers Fund/Human Science Research Council	\$ 19,650
C. Raver	Emotions Matter: Classroom Based Integrated Intervention	National Institutes of Health, National Institute of Child Health and Human Development	\$ 849,943
C. Raver	Measuring Non-Cognitive Predictors of School Successes from Early Childhood to Adolescence: Empirical Roadblocks and Their Solutions	Spencer Foundation	\$ 40,000

**Humanities and the Social Sciences in the Professions
RENÉ ARCILLA, CHAIR**

R. Arum	School Rights: A Proposal for a Study of Legal Consciousness and Educational Consequences	Smith Richardson Foundation	\$ 298,500
R. Arum	School Rights: Law and the Dynamics of Everyday School Life	National Science Foundation	\$ 232,101
R. Arum	Stratification in Higher Education	Fulbright Institute/New Century Scholar Fellowship	\$ 37,000
R. Arum	Survey of Teachers & Administrators: Tracking Variation in Educators' Perceptions and Experience of Law	Ewing Marion Kauffman Foundation	\$ 92,400
D. Burde	Protecting our Children from War (Afghanistan)	Spencer Foundation	\$ 215,000
P. Hosay	Fulbright American Studies on the Civilization of The United States	U.S. Department of State	\$ 982,329

C. Miller-Idriss/ A. Morning ⁴	Race, Nation, and Identity for New Americans	Spencer Foundation	\$ 40,000
D. Ravitch	Support for Research on Public School Reform	Anonymous	\$ 200,000
D. Ravitch	Support for Research on Public School Reform	William E. Simon Foundation	\$ 100,000
L. Stulberg	Riots, Racism, or Regulations?: The Origins of Affirmative Action in Higher Education	Spencer Foundation	\$ 40,000
H. Wechsler	Minority Access to U.S. Higher Education: A History	Spencer Foundation	\$ 11,450
Other Gifts			
F. Lai	Post Graduate Fellowship for Research on School Reform in China	National Academy of Education/ Spencer Foundation	\$ 55,000
D. Ravitch	Support for Forthcoming Book on New York City School Reform	Bodman Foundation	\$ 75,000
H. Wechsler/ R. Chazan ⁵	Jim Joseph Fellowships in Education and Jewish Studies	Jim Joseph Foundation	\$ 4,960,000 ⁶

**Metropolitan Center for Urban Education
PEDRO NOGUERA, EXECUTIVE DIRECTOR**

D. Meier	Support for Research on School Reform	Annenberg Foundation	\$ 100,000
L. Miller	Gear Up	U.S. Department of Education	\$ 288,000
L. Miller	The Going Places Program	U.S. Department of Education	\$ 582,056
L. Miller	Instructional Support for Literacy	New York City Department of Education	\$ 30,000
L. Miller	Professional Development	CVS	\$ 14,000
L. Miller	Professional Development Seminar — Cultural Diversity	New York City Department of Education	\$ 50,000
L. Miller	Robin Hood Library Initiative	RMC Research Corporation	\$ 154,658
L. Miller	School Leadership Program	U.S. Department of Education	\$ 1,550,308
L. Miller	Supplemental Educational Services (No Child Left Behind)	New York City Department of Education	\$ 39,084
L. Miller	With All Deliberate Speed	Rockefeller Foundation	\$ 50,000
P. Noguera	Adolescent Post-Secondary Education Exchange Program	Deutsche Bank Americas Foundation	\$ 76,250
P. Noguera	Adolescent Post-Secondary Education Exchange Program	Goldman Sachs Foundation	\$ 100,000
P. Noguera	Advanced Placement Incentive (API) Program	Roosevelt Union Free School District	\$ 17,500
P. Noguera	After School Professional Development	New York City Department of Education	\$ 334,745
P. Noguera	Asian Language Bilingual Education Technical Assistance Center	New York State Department of Education/ Office of Bilingual Education	\$ 317,625
P. Noguera	Black and Latino Male Intervention Study	Bill and Melinda Gates Foundation	\$ 481,840
P. Noguera	Disproportionality in Special Education	Princeton Regional Schools	\$ 90,000
P. Noguera	Equity Assistance Center	U.S. Department of Education	\$ 2,274,317
P. Noguera	Evaluation of School Leadership Center	Westbury Union Free School District	\$ 62,500
P. Noguera	Extended School Day/School Violence Prevention Program	New York State Education Department	\$ 450,000
P. Noguera	Fellowship Program for Adult Education Project For Mexican Immigrants and their Families	Excelencia in Education	\$ 14,800
P. Noguera	Hudson Technical Assistance Workshop	Hudson City School District	\$ 5,000
P. Noguera	The Liberty Partnership Program	New York State Department of Education	\$ 431,619
P. Noguera	Literacy and Mathematics Coaching	New York City Department of Education	\$ 1,041,993
P. Noguera	Mathematics Coaching	New York City Department of Education	\$ 222,335
P. Noguera	National Summit to Explore New Strategies for Improving Educational Outcomes for All U.S. Children	The Rockefeller Foundation	\$ 50,000
P. Noguera	New York Technical Assistance Center	U.S. Department of Education	\$ 1,050,036

P. Noguera	Ossining Public School Research and Technical Assistance	Ossining Union Free Schools	\$ 40,000
P. Noguera	Professional Development	East Ramapo School District	\$ 9,000
P. Noguera	Professional Development	New York City Department of Education	\$ 46,900
P. Noguera	Professional Development	Stamford Public Schools	\$ 86,700
P. Noguera	Professional Development Workshops	International Leadership Charter School	\$ 18,000
P. Noguera	Program Evaluation Services	New York City Department of Education	\$ 39,198
P. Noguera	Project Achieve! Adlai Stevenson High School	United Way of New York City	\$ 140,500
P. Noguera	Project Achieve! Alfred E. Smith High School	United Way of New York City	\$ 100,000
P. Noguera	Project Achieve! Brandeis High School	United Way of New York City	\$ 143,775
P. Noguera	Project Achieve! Bushwick High School	United Way of New York City	\$ 58,400
P. Noguera	Project Achieve! Christopher Columbus High School	United Way of New York City	\$ 100,000
P. Noguera	Project Achieve! Evander Childs High School	United Way of New York City	\$ 90,500
P. Noguera	Project Achieve! Health Opportunities High School	United Way of New York City	\$ 20,250
P. Noguera	Project Achieve! John F. Kennedy High School	United Way of New York City	\$ 32,500
P. Noguera	Project Achieve! Morris High School	United Way of New York City	\$ 25,000
P. Noguera	Project Achieve! Prospect Heights High School	United Way of New York City	\$ 58,400
P. Noguera	Project Achieve! P.S. 46	United Way of New York City	\$ 70,000
P. Noguera	Project Achieve! P.S. 65	United Way of New York City	\$ 43,750
P. Noguera	Project Achieve! P.S. 92	United Way of New York City	\$ 48,750
P. Noguera	Project Achieve! South Bronx High School	United Way of New York City	\$ 20,250
P. Noguera	Project Achieve! Walton High School	United Way of New York City	\$ 40,500
P. Noguera	Project LEARN	U.S. Department of Education/ Long Island University	\$ 146,641
P. Noguera	Reading Program for P.S. 65	New York City Department of Education	\$ 74,845
P. Noguera	Research and Evaluation Services	Teaneck Board of Education	\$ 86,250
P. Noguera	Re-Thinking Latino Masculinities	Ford Foundation	\$ 108,000
P. Noguera	School Leadership Professional Development	Yonkers City School District	\$ 123,272
P. Noguera	Spanish Bilingual Education Technical Assistance Center	New York State Department of Education/ Office of Bilingual Education	\$ 3,108,993
P. Noguera	Status of Boys of Color Research-Policy Collaborative Planning	New York Community Trust	\$ 50,000
P. Noguera	Student Support Services	New York City Department of Education	\$ 860,004
P. Noguera	System-Wide Literacy Professional Development	New York City Department of Education	\$ 568,081
P. Noguera	Teacher Opportunity Corps	New York State Department of Education	\$ 90,482
P. Noguera	Technical Assistance Center for Disproportionality	New York State Department of Education/ Vocational and Educational Services for Individuals with Disabilities	\$ 1,953,084
P. Noguera	Technical Assistance Workshop	New York State Council of School Superintendents	\$ 57,327
P. Noguera	Technical Assistance Workshop	St. Mary's Christian Academy	\$ 5,000
P. Noguera	Upward Bound Program	Deutsche Bank Americas Foundation	\$ 6,250
P. Noguera	Upward Bound Program	Local 1199/SEIU Employee Childcare Corporation	\$ 911,059
P. Noguera	Upward Bound Program	U.S. Department of Education	\$ 1,925,824
P. Noguera	Upward Bound Program Emergency Discretionary Fund	The Louis Berkowitz Family Foundation, Inc.	\$ 16,000
P. Noguera	Yonkers Discipline Analysis	Yonkers Public School	\$ 10,000

Teaching and Learning
ROBERT COHEN, CHAIR

P. Abder	Teacher/Leadership Quality Program	New York State Department of Education	\$ 1,724,019
P. Abder	Teacher Opportunity Corps	New York State Department of Education	\$ 93,771
P. Abder/K. Goldberg	Fellowships for Science and Mathematics Education Students	Jewish Foundation for Education of Women	\$ 350,000
P. Abder/K. King/ J. McDonald/ R. Scicchitano ⁷ / J. Shatah ⁸	Noyce Scholarship Program	National Science Foundation	\$ 749,595
S. Beck	Literacy Within and Across Subjects in an Urban School	Spencer Foundation	\$ 32,834
S. Beck/ L. Llosa	What is Academic Writing? Investigating this Construct as a Basis for Diagnosing Secondary Students' Writing difficulties	Spencer Foundation	\$ 39,868
R. Cohen	Developing Urban Master Teachers in American History	U.S. Department of Education/ New York City Department of Education District #10	\$ 328,887
R. Cohen	Professional Development for New Teachers, Paraprofessionals, Mentors and Supervisors	New York City Department of Education	\$ 186,671
R. Cohen	Reading Recovery	New York City Department of Education and School Districts in Connecticut, New Jersey, and New York State	\$ 2,053,953
R. Cohen/J. Ashdown	Strengthening Early Career Support for Teachers	Booth Ferris Foundation	\$ 200,000
J. Fraser/ R.Cohen	A New Approach to Teaching History and Civics: Embedding Moral Values of Democracy and Active Civic Engagement in the Public Schools of New York and the Nation	Gifts of Time Foundation	\$ 45,579
K. Goldberg/K. King	Newton Fellowships in Mathematics Education	Math for America	\$ 232,383
K. King	Examining the Mutual Gratification of Learning and Teaching in University Mathematics	National Science Foundation	\$ 346,081
K. King	Teachers' Use of Standards-Based Mathematical Instructional Materials	National Science Foundation	\$ 998,955
M. Leou	Hudson River Summer Program for Teachers	NYC Environmental Fund	\$ 46,675
M. Leou	Wallerstein Collaborative for Urban Environmental Education	Johanette Wallerstein Institute/ Mr. & Mrs. Bernard S. Wallerstein	\$ 270,000
L. Llosa/ G. Bunch ⁹	Language-Minority Students and California's Community Colleges: Testing, Placement and Academic Pathways	Hewlett Foundation	\$ 42,988
J. McDonald	Cities and Their Schools	Spencer Foundation	\$ 190,265
J. McDonald	The Gateway Program: To Develop Middle and Secondary Mathematics Teachers for New York City	U.S. Department of Education, Office of Postsecondary Education	\$ 3,1263,209
J. McDonald	Measure Up After School Mathematics Program	Toshiba America Foundation	\$ 10,000
J. McDonald	Meeting the Challenges of Radical School Reform NRSF/NY at the Crossroads	Josephine Bay Paul and Michael C. Paul Foundations	\$ 250,000
J. McDonald	The New York City Partnership for Teacher Excellence	Fund for Public Schools/ The Carroll and Milton Petrie Foundation	\$ 5,000,000
H. Pitts/J. Ashdown	Strengthening Early Career Support for Teachers	The Wachovia Foundation	\$ 70,000
B. Schwartz	Families as Partners	New York City Department of Health and Mental Hygiene	\$ 115,341
F. Tang	Chinese Language Teachers: Scholarship Assistance	College Board	\$ 225,000
F. Tang	Developing Chinese Language Teachers	Freeman Foundation	\$ 399,992
R. Tobias	Effects of Multi-Perspective Assessment on Student Teachers and their Pupils	Academy for Educational Development/ Teachers for a New Era	\$ 9,804
R. Tobias	Research Study on the Effects of Everyday Math on Mathematics Achievement Tests	McGraw Hill Learning Group	\$ 24,737

Other Gifts

R. Cohen	Dr. Harry Rosenthal Permanent Undergraduate Scholarship Fund for Mathematics Education in Memory of the Rosenthal-Moellerich-Voehl Families	Dr. Harry Rosenthal	\$ 100,000
R. Cohen	Reading Recovery Development Fund	M. Trika Smith-Burke	\$ 5,000

**Nutrition, Food Studies, and Public Health
JUDITH GILBRIDE, CHAIR**

L. Dixon	Childhood Nutrition, Obesity and Chronic Disease	New York City Department of Health and Mental Hygiene	\$ 49,000
L. Dixon	Evaluation of New Physical Activity and Nutrition Policies for Group Daycare in New York City	Robert Wood Johnson Foundation	\$ 100,000
L. Dixon	New York City Nutrition and Food Service Standards	New York City Department of Health and Mental Hygiene	\$ 99,000
S. Guttmacher	Development of Undergraduate Epidemiology Curriculum	Association of Teachers of Preventive Medicine	\$ 19,476
J. Macinko	Development of International Indicators of Primary Health Care	Pan Am Health Organization	\$ 25,065
J. Macinko	Primary Health Care Background Paper	Pan Am Health Organization	\$ 15,000
D. Piñero/ K. Lancaster/ L. Dixon	Evaluation of New Calorie Labeling Regulations for Fast Food Restaurants in New York City	New York City Department of Health and Mental Hygiene	\$ 49,000

Other Gifts

J. Gilbride	Alpert Family Scholarship	Mr. Henry A. Alpert	\$ 50,000
J. Gilbride	Ellen C. Gstalder Memorial Scholarship	Mr. Herbert C. Gstalder	\$ 5,000
J. Gilbride	Ellen C. Gstalder Memorial Scholarship	Mr. and Mrs. Herbert W. Gstalder	\$ 7,500
J. Gilbride	Endowed Scholarship for Graduate Students in Nutrition	Anonymous	\$ 100,000
J. Gilbride	Support for the Department of Nutrition, Food Studies, and Public Health	Estate of Myron and Ruth Finley Ramus	\$ 45,835
J. Gilbride	Support for the Department of Nutrition, Food Studies, and Public Health	The Sharma Foundation	\$ 15,000

**Occupational Therapy
JANE BEAR-LEHMAN, CHAIR**

J. Bear-Lehman	Frieda J. Behlen Occupational Therapy Scholarship Fund	Anonymous	\$ 10,000
C. Chen	Measuring Hand Function-Development of an Outcome Measure	National Institutes of Health, National Institute of Child Health and Human Development	\$ 504,548
Y. Goverover	Application of Self-Generation and Spacing Effects to Improve Learning and Memory for Functional Activities in Multiple Sclerosis	National Multiple Sclerosis Society	\$ 110,098
Y. Goverover	Improving Learning and Memory For Functional Activities in Multiple Sclerosis	National Multiple Sclerosis Society	\$ 369,964
J. Hinojosa	Scholarship Programs for Special Education in Teaching and Clinical Disciplines and for Related Services	New York City Department of Education	\$ 869,061

**Physical Therapy
WEN LING, CHAIR**

W. Ling	Scholarship Programs for Special Education in Teaching and Clinical Disciplines and for Related Services	New York City Department of Education	\$ 175,000
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Other Gifts

W. Ling	Marilyn Moffat Professorship in Physical Therapy	Bahnik Foundation Inc.	\$ 5,000
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Mrs. Charles C. Rumsey	\$ 20,000

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W. Ling	Marilyn Moffat Professorship in Physical Therapy	Mrs. Elizabeth Latham	\$ 100,000
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Mrs. Georgina Moffat	\$ 40,000
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Mrs. Jayne Teagle Keith	\$ 5,000
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Ms. Joan Erback Edelstein	\$ 9,900
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Dr. Marilyn Moffat Salant	\$ 110,000
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Ms. Signa Read	\$ 5,000
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Mr. Stephen Wirth	\$ 5,000
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Mrs. Victoria Kasserman	\$ 100,000
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Mr. Walter C. Teagle, III	\$ 30,000
W. Ling	Marilyn Moffat Professorship in Physical Therapy	Mr. William T. Comfort, Jr., Esq.	\$ 10,000
M. Moffat	Robert S Salant Memorial Scholarship Fund	Anonymous	\$ 5,000
M. Moffat	Robert S Salant Memorial Scholarship Fund	Mrs. Charles C. Rumsey	\$ 20,000
M. Moffat	Robert S Salant Memorial Scholarship Fund	Mrs. Georgina Moffat	\$ 10,000
M. Moffat	Robert S Salant Memorial Scholarship Fund	Dr. Marilyn Moffat Salant	\$ 11,800

Speech & Language Pathology, and Audiology CELIA STEWART, CHAIR

S. Antonucci	Advancing Academic Research Career Award	American Speech-Language-Hearing Association	\$ 5,000
A. Behrman	Efficacy of Voice Therapy for Vocal Fold Nodules	National Institutes of Health, National Institute of Deafness and Other Communication Disorders	\$ 244,800
C. Stewart	Scholarship Programs for Special Education in Teaching and Clinical Disciplines and for Related Services	New York City Department of Education	\$ 2,412,461
Other Gifts			
C. Stewart	Doctoral Fellowships in Speech Pathology	Anonymous	\$ 250,000

ARTS, CULTURE, AND COMMUNICATION

Art and Art Professions NANCY BARTON, CHAIR

N. Jeremijenko	HowStuffisMade	Engineering Information Foundation	\$ 25,000
Other Gifts			
I. Acosta	Support for the Art Therapy Program	Mr. Andrew Sabin	\$ 5,000
N. Barton	Art and Art Professions Programming	Mrs. Nellie Guencheva Gipson	\$ 5,000
N. Barton	Art and Media Program Scholarships	May and Samuel Rudin Family Foundation, Inc.	\$ 15,000
N. Barton	Art Education Support	Mr. Walter F. Wientge, Jr.	\$ 10,000
N. Barton	Graduate Fellowships in Arts Administration	Mrs. Nellie Guencheva Gipson	\$ 45,000
C. Lamagna	Art Education M.A. Program Support	Lehman Brothers Inc.	\$ 9,000
C. Lamagna	Scholarship in Studio Art	The Martin Wong Foundation	\$ 100,000

Media, Culture, and Communication TED MAGDER, CHAIR

H. Nissenbaum	The Politics of Facial Recognition Systems: Issues and Policy	U.S. Department of Homeland Security	\$ 60,073
H. Nissenbaum	Privacy on the Roads	National Science Foundation	\$ 12,000
H. Nissenbaum	Science of Design Collaborative Research: Values at Play — Integrating Social Factors into Design	National Science Foundation	\$ 790,757

H. Nissenbaum	Sensitive Information in a Wired World	National Science Foundation	\$ 406,099
A. Rajagopal	Publicity and Religious Violence in Gujarat	Woodrow Wilson International Center for Scholars	\$ 50,000
Other Gifts			
T. Magder	Neil Postman Doctoral Fellowship Fund	The Walter and Selma Kaye Fund	\$ 10,000

Music and Performing Arts Professions
LAWRENCE FERRARA, CHAIR

B. Hesser/C. Robbins	Nordoff-Robbins Center for Music Therapy Clinic	Anonymous	\$ 10,000
B. Hesser/C. Robbins	Nordoff-Robbins Center for Music Therapy Clinic	Arts for Healing, Inc.	\$ 10,000
B. Hesser/C. Robbins	Nordoff-Robbins Center for Music Therapy Clinic	Challenge For The Children, Inc.	\$ 20,000
B. Hesser/C. Robbins	Nordoff-Robbins Center for Music Therapy Clinic	Florence Tyson Fund for the Creative Arts Therapies	\$ 7,000
B. Hesser/C. Robbins	Nordoff-Robbins Center for Music Therapy Clinic	Mr. Joseph L. Dionne	\$ 5,000
B. Hesser/C. Robbins	Nordoff-Robbins Center for Music Therapy Clinic	Mrs. Karen Naparstek Nisenson	\$ 10,000
B. Hesser/C. Robbins	Nordoff-Robbins Center for Music Therapy Clinic	Nordoff-Robbins Music Therapy Foundation, NY	\$ 211,000
B. Hesser/C. Robbins	Nordoff-Robbins Center for Music Therapy Clinic	Nordoff-Robbins Music Therapy Foundation, UK	\$ 1,093,390
A. Roginska	Research in Music Technology	AuSim, Inc	\$ 12,500
P. Taylor	Arts Partnership in Educational Theatre	Center for Arts Education	\$ 23,100

Other Gifts

L. Ferrara	The Alan I. Menken Scholarship Fund in Musical Composition	Mr. Alan I. Menken	\$ 250,000
L. Ferrara	The Beatrice and David Kornblum Scholarship in Music	Beatrice Kornblum Trust	\$ 302,760 ¹⁰
L. Ferrara	The Billy Joel Music Scholarships	Mr. Billy Joel	\$ 500,000
L. Ferrara	Dance Education General Support	Mrs. Susan Fawcett Sosin	\$ 5,069
L. Ferrara	Enhancement Fund for Department of Music and Performing Arts Professions	D'Addario Foundation for the Performing Arts	\$ 5,600
L. Ferrara	Enhancement Fund for Department of Music and Performing Arts Professions	Jeffrey S. Gould Foundation	\$ 60,000
L. Ferrara	Jazz Studies Facilities Capital Fund	Anonymous	\$ 3,000,000
L. Ferrara	Jazz Studies Scholarship Fund	Anonymous	\$ 1,000,000
L. Ferrara	Jerry Goldstein Scholarship in Music Composition	Mr. Gerald Goldstein	\$ 10,000
L. Ferrara	Justin Dmitri Wolkoff Memorial Scholarship Fund in Music and Performing Arts Professions	Dr. Maria R. Burgio	\$ 10,000
L. Ferrara	Lowell and Nancy Swortzell Scholarship Fund for Graduate Study in Educational Theatre	Dr. Nancy Swortzell	\$ 253,000
L. Ferrara	The Music Industry Speaker Fund in the Music Business Program	Mr. and Mrs. Theodore R. Aronson	\$ 100,000
L. Ferrara	Myoung-Cheul Chung Scholarship in Educational Theatre	Mr. Myoung-Cheul Chung	\$ 10,500
L. Ferrara	Sascha Gorodnitzki Endowed Chair in Piano Studies	Mrs. Virginia Gorodnitzki	amt. withheld
L. Ferrara	Scholarship in the Department of Music and Performing Arts Professions	Anonymous	\$ 100,000
L. Ferrara	Speiser Family Scholarship for Undergraduate Music Majors	Mr. and Mrs. Craig E. Chapman	\$ 50,000
L. Ferrara	Tristan Argenti Scholarship Fund for Jazz Studies	Mr. Tristan John M. Argenti	\$ 3,000,000
L. Ferrara	The Walter Reinhold Scholarship	Hugh Gibson Charity Trust	\$ 10,000
L. Ferrara	The Walter Reinhold Scholarship	Klee Fund	\$ 25,000
L. Ferrara	The Walter Reinhold Scholarship	Robert Copeland	\$ 5,272
R. Sadoff	Film Scoring Workshop in Memory of Buddy Baker	ASCAP Foundation	\$ 7,500
R. Sadoff	Scholarships for Women in Film Scoring	Elizabeth and Michel Sorel Charitable Organization	\$ 100,000

Office of the Dean
MARY BRABECK, DEAN

M. Brabeck	Adrienne Frosch Scholarship Fund	Miss Adrienne Gloria Frosch	\$ 60,000
M. Brabeck	Alice Adesman Scholarship Fund	Mrs. Alice Katzka Adesman	\$ 52,000
M. Brabeck	Art Education Outreach Programs	Mrs. Joan Benson	\$ 10,000
M. Brabeck	Dorothy Mae and Martin John Bergen Scholarship Fund	Estate of Dorothy M. Bergen	\$ 235,597
M. Brabeck	Edward Gersh Permanent Scholarship Fund	Mr. Edward Gersh	\$ 374,000 ¹¹
M. Brabeck	Elizabeth Iannizzi Scholarship Fund	Dr. Elizabeth Iannizzi	\$ 35,000
M. Brabeck	EnergyWatch Fellowship	EnergyWatch, Inc.	\$ 5,000
M. Brabeck	General Support for the Steinhardt School	Dr. Clifford M. Gross	\$ 205,912
M. Brabeck	General Support for the Steinhardt School	Dr. H. Dan Corbin	\$ 10,000
M. Brabeck	General Support for the Steinhardt School	Estate of Elmer R. Shonts	\$ 100,000
M. Brabeck	General Support for the Steinhardt School	Dr. George L. Williams	\$ 5,000
M. Brabeck	General Support for the Steinhardt School	Judy and Michael Steinhardt Foundation	\$10,000,000
M. Brabeck	General Support for the Steinhardt School	Mr. Morris P. Miserendino	\$ 20,393
M. Brabeck	General Support for the Steinhardt School	Tisch Family	\$ 2,200,000
M. Brabeck	Graduate Fellowships	Mrs. Harriet Kupferberg and the Kenneth and Harriet Kupferberg Family Foundation	\$ 40,000
M. Brabeck	Harrison Family Scholarship Fund	Mr. Tom L. Harrison	\$ 250,000
M. Brabeck	Martin L. Singer Family Fellowship	Mr. Martin L. Singer	\$ 50,000
M. Brabeck	Mitchell Leaska Scholarship for Graduate Students in Speech and Interpersonal Communication, the Mitchell Leaska Scholarship Fund, and the Mitchell Leaska Dissertation Research Assistance Fund	Estate of Mitchell A. Leaska	\$ 191,282
M. Brabeck	Peter L. Agnew Professorship of Education	Agnew Foundation	\$ 1,375,000 ¹²
M. Brabeck	Support for the Charlotte K. Frank Science Education Classroom	Dr. Charlotte K. Frank	\$ 100,000
M. Brabeck	General Support for the Steinhardt School	Estate of Evelyn Singer Haber	\$ 128,000
M. Brabeck	Susan Carol Hersh Scholarship Fund	Ms. Judith M. Hersh	\$ 2,125,000
M. Brabeck	Tabbal Family Research Fund	Dr. and Mrs. Nicolas Tabbal	\$ 50,000
M. Brabeck	Teresa V. DiLustro Aversa Foreign Language Education Fund	Mrs. Teresa Veronica Aversa	\$ 330,239
M. Brabeck	Tung Pok Chin Memorial Scholarship Fund	Mrs. Winifred Chun-Hing Chin	\$ 50,000
M. Brabeck/ L. Frissell/W. Pfeiffer	America Reads/America Counts	U.S. Department of Education	\$ 5,800,000 ¹³

NOTES

- 1 Professor J. Brown, Fordham University, Department of Psychology
- 2 Professor S. Jones, Fordham University, Department of Psychology
- 3 Professor H. Yoshikawa, Harvard University, Graduate School of Education
- 4 Professor A. Morning, New York University, Faculty of Arts and Science, Department of Sociology
- 5 Professor R. Chazan, New York University, Faculty of Arts and Science, Skirball Department of Hebrew and Judaic Studies
- 6 Gift recorded in 2008
- 7 Professor R. Scicchitano, New York University, Faculty of Arts and Science, Department of Biology
- 8 Professor J. Shatah, New York University, Courant Institute of Mathematics, Department of Mathematics
- 9 Professor G. Bunch, University of California - Santa Cruz, Education Department
- 10 Lifetime giving
- 11 Part of gift recorded in 2008
- 12 Lifetime giving
- 13 Grant to New York University administered by the Steinhardt School

Graduate Student Research

In addition to the outstanding work of our full-time faculty, Steinhardt graduate students undertake original research projects at the leading edge of contemporary knowledge and practice. They conduct rigorous investigations in the field, in labs and the studio, preparing themselves for dynamic academic and professional careers, and helping to advance scholarly inquiry across the disciplines.

Applied Psychology

E. Carryl	Graduate Research Fellowship	National Science Foundation	\$ 101,000
S. Cowie	American Psychological Association Minority Fellowship	American Psychological Association	\$ 72,767
W. Hoglund	Building Family-School Connections: Modeling Pathways to Children's Educational Outcomes	National Academy of Education/ Spencer Foundation	\$ 55,000
R. Jerome	American Psychological Association Minority Fellowship	American Psychological Association	\$ 26,772
G. Richard	Graduate Research Fellowship	National Science Foundation	\$ 40,500

Humanities and Social Sciences in the Professions

E. Bendavid	Wexner Graduate Fellowship	Wexner Foundation	\$ 20,000
D. Bryfman	Wexner Graduate Fellowship	Wexner Foundation	\$ 20,000
Z. Burkholder	With Science as His Shield: Teaching Race and Culture in American Public Schools, 1900-1954	Spencer Foundation	\$ 20,000
P. Haggler	Remember the Sabbath: African-American Sunday Schools, Education Activism, Community Building, 1890-1954	Spencer Foundation	\$ 25,000
S. Hammerman	Wexner Graduate Fellowship	Wexner Foundation	\$ 20,000
M. Hecht	Wexner Graduate Fellowship	Wexner Foundation	\$ 20,000
M. Lynn-Sachs	Beam Foundation Fellowship	Beam Foundation	\$ 55,000
Y. Tov	Wexner Graduate Fellowship	Wexner Foundation	\$ 20,000
S. Weiss	Wexner Graduate Fellowship	Wexner Foundation	\$ 20,000

Occupational Therapy

E. Gregg	Title VI FLAS Fellowship	U.S. Department of Education, Office of Postsecondary Education, Office of International Education Programs	\$ 27,000
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Teaching and Learning

D. Villarroel	Graduate Research Fellowship	National Science Foundation	\$ 21,000
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NYU Curricular Development Challenge Fund

J. Alpert/ A. Ronell	Development of the Interschool Advanced Certificate and Master's Degree Program for Research in Trauma and Violence		\$ 6,900
S. Koff	Best Practices in Dance Education Research		\$ 5,000
G. Picower/ D. Turk	Supporting Emerging Elementary, Middle, and Secondary Teachers in their Quests to Foster Social Justice and Civic Engagement in their Public School Classrooms		\$ 5,000
K. Ray/J. Berg A. Bentley/	Development of a Graduate Concentration in Food Systems		\$ 3,500

NYU Research Challenge Fund

PRINCIPAL INVESTIGATOR	PROJECT TITLE	AWARDS
J. Bello	Modeling Harmony in Music Signals	\$ 19,370
S. Kirch	Teaching and Learning the Nature of Scientific Evidence in Elementary Schools	\$ 8,000
Z. Jiang	Investigating the Efficacy of the Dynamic Geometry Approach to Developing Students' Geometric Thought	\$ 12,244
P. Mavromatis	Hidden Markov Models of Music Data	\$ 17,200
C. McWayne	Latino Family Involvement in Pre-School Children	\$ 18,487
M. Nonken	The Four Seasons (After Cy Twombly)	\$ 9,646
D. Petrick	Industrializing Taste: Consumers and Dietary Change in 20th Century America	\$ 10,104
A. Roginska	Remote Acoustic Reconstruction	\$ 19,900
M. Scott	Mobility Rules: Mapping Careers in the U.S. Labor Market	\$ 9,000
S. Sirin	Understanding Identity Negotiation among Immigrant Children	\$ 18,803
R. Vukovic	Investigating Urban Children's Math Abilities	\$ 19,984

Steinhardt School of Culture, Education and Human Development Research Challenge Fund

A. Ali	A Prospective Investigation of a Community-Focused Program to Reduce Poverty	\$ 5,000
A. Ali	Predictors of Recovery from Depression: A Psychological Study of HIV-Positive Women Overcoming Addiction and Domestic Violence	\$ 5,000
N. Barton	All Access for New York City Youth	\$ 5,000
S. Beck	Developing a Diagnostic Assessment of Academic Writing	\$ 33,220
S. Beck/L. Llosa	Development of a Diagnostic Assessment of Adolescent Students' Academic Writing	\$ 5,000
A. Behrman	Speech Breathing and Oral Articulatory Range of Motion in Voice Disorders	\$ 5,000
J. Bello	Machine Listening on the Studio	\$ 15,000
J. Bello	On the Automated Characterization of Music-Based Similarity from Audio	\$ 5,000
C. Chen	Manual Ability and Quality of Life in Patients Receiving Outpatient Rehabilitative Services: A Database Approach	\$ 5,000
S. de Beer	Bauhaus Film/Installation Proposal	\$ 5,000
L. Dixon	Evaluation of New York City Day Care Centers and the Family Environment: Contributors to Childhood Obesity	\$ 5,000
F. Doucet	What Does Parent Involvement in Head Start Mean for Caribbean Immigrant Parents?	\$ 5,000
Y. Goverover	An Examination of the Factors that Enhance Learning and Memory through Self-Generated Strategy in Individuals with Multiple Sclerosis	\$ 5,000
M. Grigos	The Development of Prosodic Control	\$ 5,000
A. Grossman	Assessing Risk and Protective Factors of Suicide Among Sexual Minority Youth	\$ 5,000
A. Grossman	Using Assessments and Program Assignments to Reduce Sexual Minority Stress and Enhance Psychological Well-Being	\$ 15,000
B. Haum	54 Weeks — Text in Time	\$ 5,000
B. Hesser	Understanding How Music Can Change Lives: Developing Outcomes Research Competency at the Nordoff-Robbins Center for Music Therapy	\$ 5,000
B. Hummel-Rossi	Developing Methodologies to Account for the Impact of Teacher Education Programs	\$ 31,710
T. Jordan	The Role of Stereotyping in Healthcare Decisions: A Quasi Experimental Study of the Impact of Patient Race	\$ 15,000
D. Kirkland	Digital Underground: Exploring the Relationship between Literacy and New Technologies among Urban Youth	\$ 5,000

S. Lang	Corporate Art Collecting Through Fine Art Prints	\$	5,000
L. Llosa	The Nature of Academic Writing in Secondary Education: Implications for Diagnostic	\$	5,000
J. Macinko	Individual and Neighborhood Determinants in Obesity in New York City	\$	31,710
J. Mattis	Factors Predicting Altruistic Engagement among Urban Residing Adults	\$	33,220
P. Mavromatis	Intelligent Tutoring Systems and the Analysis of Musical Skill	\$	15,000
S. McClowry	A Qualitative Analysis of the Efficacy of INSIGHTS	\$	31,710
C. McIlwain	Priming Effect of Racial Appeals in Multiple Media: Pilot Study	\$	5,000
C. Milne	Using Eye-Tracking Assessment to Access High School Students' Visual Attention When Using Chemistry Simulations: A Pilot Study	\$	5,000
C. Miller-Idriss	Race, Nation, Immigration and Schooling	\$	5,000
N. Mirzoeff	Visual Rights: Minority, Visual, and the Contemporary	\$	5,000
E. O'Connor	Creating a Temperament-Based Prevention-Intervention for Pre-Kindergarten Teachers (Ancillary Support)	\$	5,000
E. O'Connor	Creating a Temperament-Based Prevention-Intervention for Pre-Kindergarten Teachers	\$	33,220
E. Quintero	Early Childhood Master Students: Making Connections Among Families, Communities, and Schools	\$	5,000
A. Roginska	Acoustic Geometric Reconstruction: Application of Acoustic Pulse Reflectometry for Measuring Geometric Spaces	\$	5,000
J. Salvatore	///: A Workshop Production Exploring Collaborative Creation Using Primary and Secondary Historical Source Material	\$	5,000
J. Scott	Managers of Choice: A Study of the New Urban School Leadership	\$	5,000
M. Scott	History Matters: Establishing the Role of Accumulated Work History, Training, and Education in Career Trajectories	\$	5,000
D. Sidtis	Translation and Publication of Proverbs and Folk Speech: A Monograph in German by Mathilda Hain	\$	5,000
D. Sidtis	Understanding Naming Disorders, Common and Proper Noun Production and Recognition in Stroke Patients	\$	31,710
S. Sirin	Muslim American Youth: A Longitudinal Study	\$	5,000
L. Stulberg	Successful African American Students and Racial and Academic Identity	\$	5,000
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