Creating Knowledge, Community, and the Resources for Change
Dear Colleagues,

I am pleased to share the Steinhardt School of Culture, Education, and Human Development’s external funding report. We continue our tradition of using our academic resources and vision to address the needs of our global society. The 325 projects included in this report represent nearly $100 million in active awards during the last three years.

In these pages you will find in-depth articles and brief summaries describing projects that link cutting-edge research with social action to serve the pressing needs of children, families, schools, and communities in our complex and changing world. At NYU Steinhardt, we are working to bring innovative ideas about teaching science, technology, engineering, math, and environmental studies (STEME) into urban classrooms. Our faculty strive to enhance the quality of life for people with HIV/AIDS, study how gender bias affects children’s capacities for friendship, and research how poverty and cultural influences affect academic success. In all our work, we use multidisciplinary knowledge and collaboration to help us find the answers we are seeking.

The generous support of foundations, corporations, government agencies, and 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 and to our centers and institutes 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 fine work has shaped our school. I extend my deepest thanks to our donors, whose generosity and support have helped propel these ideas into actions.

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STEME Education:
Answering the Nation’s Call to Excellence

NYU Steinhardt’s STEME Center will be an advanced technology facility where faculty in science, technology, engineering, mathematics, and environmental education will research how teachers learn to teach STEME subjects and how children come to master these subjects. ➔
“WHAT IF WE LIVED IN A WORLD” where all children had access to a high-quality education, where education was fun and deeply engaging, and where everyone was scientifically literate? were questions posed by Jhumki Basu, former associate professor of science education at NYU Steinhardt.

During her too-brief career—she died of breast cancer at 31—Professor Basu was passionately devoted to pursuing the answer to her questions. As a faculty member at NYU, she studied youth agency and democratic practice in science education and conducted research on access, equity, and achievement for urban youth in science. The insights she gleaned from hands-on work with children, teachers, and administrators in New York and California public schools informed her teaching and gave energy to her mission to advance the state of science education.

To honor their daughter’s vision, Radha and Dipak Basu have made a gift through the Jhumki Basu Foundation to launch Steinhardt’s STEME Education and Research Center. The Center’s purpose is to prepare highly effective teachers of STEME subjects and to conduct research on how teachers learn to teach STEME subjects and how children best come to understand science and math.

STEME Education: Answering the Nation’s Call to Excellence

“STEME: A Foundation for Students Who Will Tackle Global Questions

The multidisciplinary fields of science, technology, engineering, mathematics, and environmental education, known as STEME, offer students some of the best opportunities to make sense of the world holistically.

“Many of the problems that are facing us today, including climate change, nuclear power, and stem cell research, have very strong scientific or technological components to them,” says Dan Stein, NYU’s dean of science and professor of physics and mathematics. He notes that without scientific and mathematic literacy, citizens will have no basis to evaluate one argument against another or to make informed decisions about policies that will shape the future of the planet.

“Since the consequences of these decisions are going to have a tremendous impact on the world for decades to come, serious, good, and stimulating K–12 STEME education is essential,” Stein says.

Science at the STEME Center: A State-of-the-Art Facility for Cutting Edge Research and Technology

With additional gifts from Cisco, Charlotte Frank, and Kaplow Communications, the STEME Education and Research Center will offer a state-of-the-art facility where teaching strategies can be imagined, developed, and studied through the use of advanced videoconferencing and cloud technology.

The Center will provide both virtual and physical spaces where local and global STEME education community members can connect with each other.

It will be home to science education faculty members Susan Kirch, Catherine Milne, and Pamela Fraser-Abder, who study global and cultural issues in teaching and teacher preparation.

Kirch is the principal investigator of a two-year exploratory project entitled “The Scientific Thinker Project.” Funded by a $448,800 grant from the National Science Foundation, Kirch and co-investigators Catherine Milne of NYU and Anna Stetsenko of CUNY are developing and testing two science curricular modules that provoke questions about scientific evidence. The modules use real-world problems to engage the thinking of a group of third- and fourth-grade students in New York City public schools.
Kirch aims to devise approaches that educators can use to teach the nature of scientific evidence to young people, “a population of students that is routinely underestimated,” she says.

Fraser-Abder is the principal investigator of a three-year, $2.1 million grant from the New York State Education Department’s “Race to the Top Fund.” The grant supports a teacher residency pilot program aimed at improving teacher preparation and retention in the sciences.

Students in the program will undertake a year of clinically rich study and practice and graduate with a master’s degree in science education. As part of their coursework, they will use the New York Botanical Garden, the New York Hall of Science, and the American Museum of Natural History to generate curricula and refine their teaching skills.

Learning to Think Scientifically

Engaging urban children in science education was Jhunki Basu’s life’s work. As an educational researcher, she knew that the teacher was the first point of engagement in the complex dynamic of science literacy. Professor Basu understood that a teacher who motivates her students by inspiring them to develop their capacities as innovators, explorers, and investigators delivers on the promise of science education.

“An outstanding educator is someone who can make students feel like no time has gone by,” says Kirch. “When we describe a student as ‘engaged in science,’ we mean that a child is absorbed in learning in a way that they want more.”

An after school program hosted by Steinhardt education students engages 4th and 5th grade students in hands-on science learning. Founded by faculty member Susan Kirch and science education doctoral student Kara Naidoo, the program is a place where new teachers try out different methods of teaching science and young investigators thrill at the process of discovery.

The launch of the STEME Education and Research Center at NYU Steinhardt answers the nation’s call to engage young people in science, math, and technology by providing leadership in STEME education locally and globally through research, development, and collaboration.
IN BRIEF

STEIME Education Selected Funded Projects

Integrating an Innovative Russian Approach to Mathematics into American Math Curricula

MARTIN SIMON
National Science Foundation
$2 million

In an increasingly globalized economy and intellectual marketplace, the United States can learn from the educational successes of other countries. With a grant from the National Science Foundation, Martin Simon of the Department of Teaching and Learning is developing an innovative approach to teaching rational numbers in elementary schools based on the successful Elkonin-Davydov (E-D) elementary mathematics curriculum developed in Russia. The Measurement Approach to Rational Numbers Project is designed to identify key concepts in the E-D curriculum, understand the learning process involved, and develop a framework that can be successfully integrated into current U.S. mathematics curricula.

Simulations Make Chemistry Tangible to a Diverse Group of Learners

CATHERINE MILNE
Institute of Education Sciences Project
$1.9 million

Chemistry can be an eye-opening science capable of captivating the imaginations of young learners from diverse racial, cultural, and economic backgrounds. For the academically underachieving student, however, chemistry can be a daunting challenge that is intimidating at best, inaccessible at worst. The goal of Molecules and Minds II is to make chemistry accessible to a broad range of learners by developing effective simulations that can help them to visualize some of the dynamic elements of the world in which we live. Led by Catherine Milne of the Department of Teaching and Learning, a team of researchers will assess the potential efficacy of their interventions and, in partnerships with teachers, educational researchers, and scientists, will propose a new model for learning dynamic aspects of chemistry.

Evaluating Whether STEM High Schools Can Help Close the Gender Gap in Science

AMY SCHWARTZ
LEANNA STEIFEL
National Science Foundation
$354,727

Policymakers and educators are concerned about the gender gap in science. How do female students stay interested in science, technology, engineering, and math fields (STEM), and do gender, race, and economic conditions influence their decision to pursue a degree in these subject areas? Using data from a variety of student outcomes, including performance on New York State science and mathematics examinations, Schwartz and Steifel’s team at the Institute for Education and Social Policy seeks to identify the variables and conditions that increase women’s propensity to major in STEM fields in high school. The study aims to provide a basis for understanding how targeted high-school reforms can foster greater female participation in STEM fields.

Bringing the Natural World of New York City into the Classroom

WALLERSTEIN COLLABORATIVE FOR URBAN ENVIRONMENTAL EDUCATION
Johanette Wallerstein Institute
$223,000

With mounting concern about the depletion of our natural resources, the danger of greenhouse gas emissions, and the need for alternative energy sources, the environment is at the forefront of national conversation. Since 2000, the Wallerstein Collaborative for Urban Environmental Education has helped foster environmental awareness in New York City classrooms by helping both teachers and students become more knowledgeable and conscientious about the natural world they live in—and how their daily efforts can help protect it. Under the direction of Mary Leou of the Department of Teaching and Learning, the Collaborative stimulates public school teachers to incorporate environmental education into their curricula.
Making Healthy Communities

In *Simple Interventions and Complex Studies, Guttmacher and Halkitis Fight AIDS*

Since the first case of HIV was diagnosed in 1981, 26 million people have died of AIDS worldwide, and the epidemic shows no signs of weakening. There remains no vaccine or cure, and progress against the disease is uneven. The United Nations AIDS fighting agency, UNAIDS, estimates that for every 100 people put on treatment, 250 are newly infected. Given the grim statistics, what can be done to curtail the spread of the disease? On two different continents, NYU Steinhardt faculty members are undertaking HIV prevention research and advocacy in an effort to help change the lives of South African youth and gay men in America. ➔
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Small Interventions Make a Huge Difference in South Africa

FOR THE PAST 15 YEARS, Professor Sally Guttmacher has been working to enact changes in health care delivery in South Africa. Guttmacher directs Steinhardt’s master’s program in community public health as well as Community Health: A Society in Transition in South Africa, an all-NYU study abroad program she created. Her experience of the country’s staggering AIDS epidemic led her to think about how she might help reduce the spread of AIDS in a country with one of the highest incidence rates in the world.

When Guttmacher evaluated New York City’s plan for expanded HIV/AIDS education and condom availability program in 1997, she learned that teenagers engaged in sexual behavior whether or not condoms were readily available to prevent HIV transmission. Her experience in South Africa has borne a similar insight.

“Our whole emphasis on teaching kids doesn’t seem to be the panacea we thought it could be,” Guttmacher says. “We thought that once people understood how HIV is spread they would desist in the kind of behaviors that spread HIV.”

A culture of poverty and fixed ideas about intimacy add to the direness of South Africa’s public health crisis. Guttmacher notes that young girls often will trade sex for items like lipstick, clothing, or dinner, and young boys believe that sex has to be “skin to skin.”

This has led Guttmacher and her colleague South African professor Catherine Matthews to look for a way to enact small changes in policy to help teens who do seek out HIV prevention information and counseling in South Africa’s clinics.

Funded by the Medical Research Council in South Africa, a recent study looked at whether voluntary testing and counseling clinics in the Cape Town metropolitan area were adolescent friendly. Surveys administered by Guttmacher and her students and presented to South Africa’s Department of Health revealed that nurses and receptionists were punitive to teens seeking services and needed training to work with adolescents.

This might not seem like big news, but it is the kind of intervention that might change the future for infected teens who need to begin treatment.

“It’s an intervention that is so cheap, so easy to do!” Guttmacher says. “Everyone is thinking about these very complicated changes you need to make in order to get youth to come in to a clinic and get tested, and we discovered that maybe it’s as simple as spending one day teaching the receptionist to smile and not say to the kids, ‘Make your own chart!’ There are small interventions that can have a huge impact.”

IN DEPTH

Making Healthy Communities

Sally Guttmacher, who considers herself an “academic activist,” has seen progress in South Africa’s health care delivery system since she began teaching a graduate study abroad program on community public health.
In the United States, HIV Prevention within a Larger Framework

Working with gay men in the United States, Perry Halkitis, Steinhardt associate dean and professor of applied psychology, public health, and medicine, has also found that prevention strategies aimed at altering behavior have had limited effectiveness in the HIV epidemic. Like Guttmacher in South Africa, Halkitis is aware that HIV prevention is an intractable problem. (In the United States, gay men constitute more than 50 percent of those infected with HIV.)

In thinking about HIV and gay men, Halkitis looks at the whole person, the totality of factors and behaviors that may lead to risk.

“Too long we have relied on simplistic policies of ‘use a condom every time,’” Halkitis says. “Our approaches for the last 30 years have envisioned HIV prevention strategies to alter behavior without taking into account that social contexts mold these behaviors and fuel the risk of HIV infection.”

Halkitis is the director of Steinhardt’s Center for Health, Identity, and Behavior & Prevention Studies (CHIBPS), where research is undertaken to explore the broad range of challenges that gay men face. CHIBPS projects look at the continuum of men’s development in an effort to understand their needs at all phases of the lifecycle. Since 1998, Halkitis has been involved in more than 20 research studies, which have received funding from a range of government and private sources.

With a $2.9-million National Institutes of Health grant, Halkitis and his team are working with the NYU School of Medicine to study the developmental pathways of young gay men in an attempt to pinpoint specific risk factors for HIV infection. The study, called Project 18 (named for the age of the research subjects), will follow 675 gay men for three years to learn more about their developmental trajectories and vulnerabilities to the epidemic. Data will look at sexual behavior, drug use, relationships, and mental health status, as well as academic engagement and community service.

Halkitis hopes that the study will show the specific psychological burdens that young gay men face, and that this information will help service providers create team approaches to HIV prevention that incorporate sexual health advocacy, addiction, and mental health services into their counseling treatment.

“Our work consistently shows that for gay men, HIV exists within a larger framework,” Halkitis says. “HIV is not just a medical condition driven solely by sex, but a biological, psychological, and social disease driven by the health disparities and lack of equality and access that gay men face.”
Bringing Blood Pressure Reduction Strategies into the Black Community

KRISTIE LANCASTER
National Institutes of Health
$737,000

Untreated hypertension accounts for the greatest portion of mortality differences between blacks and whites. Kristie Lancaster of the Department of Nutrition, Food Studies, and Public Health and Gbenga Ogedegbe of the NYU Langone Medical Center are studying the role communities can play in promoting healthy lifestyle changes. Their project, Faith-based Approaches in the Treatment of Hypertension (FAITH), brings blood-pressure reduction strategies into black communities through churches in an effort to learn more about how lay health advisors can most effectively deliver hypertension prevention information to those at risk.

Helping Survivors of Domestic Violence Find the Road to Well-Being

ALISHA ALI
RANDOLPH MOWRY
The Allstate Foundation
$25,000

Domestic violence leaves more than just bruises and bad memories for its survivors. Beyond physical injury and emotional trauma, domestic violence can make women feel incapable of living on their own and making decisions for themselves. This is particularly true for recent immigrants and women with disabilities, who already have additional obstacles to overcome in their struggles for empowerment in a fast-paced and unforgiving economy. Support from the Allstate Foundation enables Ali and Mowry of the Department of Applied Psychology to implement the most effective strategies and practices to help survivors of domestic violence regain their senses of self and guide them toward financial independence.

Studying Racial Disparities in Health Care

JAMES MACINKO
National Institutes of Child Health and Development
$170,000

“As the nation turns its attention to health care reform, we now know that much can be done to reduce racial and ethnic health care disparities and to improve health care for all Americans,” says James Macinko of the Department of Nutrition, Food Studies, and Public Health. To analyze the death disparity among African Americans and Caucasians, Macinko used “avoidable mortality,” a common measure of health system performance in Europe. Macinko found that death from preventable or treatable conditions represented half of all deaths for individuals under age 65 and accounted for nearly 70 percent of the black–white mortality difference.

Teaching Children With Language Impairments How to Make Speech

SUSANNAH LEVI
National Institutes of Health
$441,000

Language processing deficits can lead to reduced language ability and reading disorders, which can have long-term effects on a child’s learning and academic performance. Research suggests that there may be ways to improve a child’s linguistic faculties to achieve higher levels of communication. With a grant from the National Institutes of Health, Levi of the Department of Communicative Sciences and Disorders explores whether familiarizing children with how different talkers produce speech sounds can help these children become better and more efficient listeners. The objective of this study is to establish if attention to fine details in speech that relate to differences across talkers can result in more robust language processing.
Exploring New Digital Frontiers

Using Technology to Shape Public Policy and Learning

Digital technology has radically transformed our world and given us the ability to see into the body, unpack the meaning of music, communicate at the speed of light, and quickly access more information than can be stored in a public library. Researchers at NYU Steinhardt study technology to understand its impact on learning and culture, as well as healthcare and public policy.
Exploring New Digital Frontiers

PROFESSOR HELEN NISSENBAUM is studying the ethical dimensions of digital technology.

The author of Privacy in Context: Technology, Policy, and the Integrity of Social Life (Stanford University Press, 2010), Nissenbaum has argued that privacy is one of the most urgent issues associated with information technology and digital media.

“Privacy online is a particular challenge not only because it enables an unprecedented flow of information, but also because the Internet has created new types of information, for example, information extracted from social networks and large aggregated data sets,” Nissenbaum of the Department of Media, Culture, and Communication, says.

A Multidisciplinary Research Community Studies Privacy Technologies

For researchers like Nissenbaum, healthcare is a frontier of change, as the recent national push to digitize medical records allows multiple parties greater access to information but also opens the door to privacy and security threats.

“Our challenge is to derive the benefits promised by better access to medical records, and at the same time prevent undesirable access,” Nissenbaum says.

She notes that medical professionals and institutions that provide healthcare should have effective access to your health records.

“Unfortunately, there is value in the information to many parties who don’t have a legitimate interest in your healthcare,” she says.

In a project funded by the U.S. Department of Health and Human Services, Nissenbaum is collaborating with partners from the fields of computer science, social science, and medical research to develop sound policy recommendations that acknowledge the value of information technologies and support the ethical exchange of health information, and ultimately healthcare itself.

Called Strategic Healthcare IT Advanced Research Projects on Security (SHARPS), the project seeks to improve current security and privacy technologies and, in the long term, to create a multidisciplinary research community that will advance research in this area.

Digital Games Make Learning Fun

While emerging digital technologies open up important questions about privacy, they also provide opportunities for new ways of learning. For Jan Plass, digital games have the potential to revolutionize learning in classrooms and outside of school.

Plass is the Paulette Goddard Professor of Digital Media and Learning Sciences and co-director of the Games for Learning Institute (G4LI), a multi-institutional, multidisciplinary research endeavor funded by Microsoft Research that brings together computer scientists, cognitive scientists, education experts, psychologists, and game designers to better understand the mechanisms that make digital games so appealing and to use those principles to build learning games that students enjoy.

G4LI’s focus is on digital games as tools for teaching science, technology, engineering, and math—STEM subjects—at the critical middle school level.

Plass and his colleagues began their research by watching subjects play off-the-shelf video games—such as Viva Pinata: Trouble in Paradise, Little Big Planet, World of Goo, and Professor Layton and the Curious Village—in order to extract design patterns that characterize highly engaging video games. Next, they took those patterns and mechanics and applied them to learning games of their own design that could be fun and engaging for students.
Intellectually Challenging Games Promote Learning

“The aim,” says Plass, “was to compare games with different design features to one another” to gauge their effectiveness in promoting learning. For instance, one version of a geometry game might ask players which rule or theorem to use to solve a problem, and another might ask them to provide the answer numerically. “The game asking for rules rather than numeric answers becomes less about arithmetic and more about geometry, and we are interested in how this impacts learning,” he says.

Plass’s research seeks to understand many different aspects of the process of game playing and whether certain game design features promote learning more than others. For example, do players learn better when they play individually or in teams? And if they play in teams, do they learn better collaboratively or competitively?

Preliminary findings suggest that when engaged in challenges that deal with low-level skills such as addition or factoring, kids like it better when they play in teams, and they solve the most problems when playing competitively. However, Plass’s research suggests that they learn more when they play individually.

“It appears that what is most fun is not always the best way to learn,” Plass says. In fact, research conducted by G4LI has shown that games that provide the right intellectual challenges do not always need to be fun and engaging.

For higher-level skills such as problem solving, Plass and his colleagues expect that students perform better in teams. “It’s useful to have someone else to work with when you solve a complex problem,” he says. A study testing this hypothesis is currently in progress.
Mapping a Song’s DNA and Using it to Teach Science

JUAN BELLO
National Science Foundation
$500,000

High school students listen to their favorite songs on their iPods, not aware that each song has a complex DNA of rhythm, harmony, and chord structure that echoes several key concepts and properties of physics. Using computational approaches and tools, Juan Bello of the Department of Music and Performing Arts Professions is breaking down music audio into its component parts. By analyzing structural elements such as chord sequences, harmonic structure, and rhythm, Bello is producing a map of how an individual song is organized, which can be used to identify patterns across songs, styles, and composers. As part of his grant, he will be conducting outreach to high school students by offering them a way to explore the world of music and music technologies in the fields of science, technology, engineering, and mathematics.

Engaging Middle School Girls as Design Partners for Math and Science Games

JAN Plass
Motorola Foundation
$250,000

Game design can play a critical role in helping middle school students grasp mathematical concepts, which in turn improves their ability to solve equations, decode algebra, and make sense of geometric principles. In partnership with the Urban Assembly Institute of Math and Science for Young Women and GlobalKids, Jan Plass, co-director of the Games for Learning Institute (G4LI), uses game design as an approach to engage middle-school students in mathematics topics. G4LI provides young women with the tools and insights they need to create innovative and engaging math games. Students develop game mechanics and build and test paper prototypes as well as computer-based versions of their games.

Fiction and Interactive Media Help Students See Their Potential

JOSHUA ARONSON
Institute of Education Sciences
$1.4 million

Research suggests that a student is more likely to improve academically if he understands that his intelligence is malleable rather than fixed and that his own efforts drive his growth and development as a learner. Building on this research, Aronson of the Department of Applied Psychology will lead a team of psychologists to develop teacher-friendly materials for use with students from diverse ethnic and socioeconomic backgrounds. The grant enables the team to develop and refine two unique intervention approaches to teaching students about the malleability of intelligence: creative writing and interactive media. Stories and internet avatars will demonstrate to students that their intellectual potential is limited only by their own efforts.
Overcoming the Barriers to Learning

Federal programs have been designed to alleviate poverty and its effects; yet poverty remains a harsh reality for too many adults and children in America.
DESPITE DECLARING WAR ON POVERTY in the 1960s, the United States has one of the highest poverty rates among industrialized countries. In 2009, one in five children lived in poverty. Research shows that poverty has a wide range of negative effects on children’s health, learning, and development.

Lawrence Aber, Steinhardt’s distinguished professor of applied psychology and public policy, likens current research on poverty to “earlier research on the effects of smoking.”

“We now know for certain what most of us always suspected: poverty is bad for children’s development and the nation’s well-being,” Aber says.

Improving the Social Safety Net

Aber is among the faculty across Steinhardt who study new approaches to improve the social safety net and move more families out of poverty once and for all. A longtime advocate of building an evidence base for policies that reduce child poverty, Aber was instrumental in helping New York City Mayor Michael R. Bloomberg’s Center for Economic Opportunity design a pilot study of an antipoverty program for families in some of the city’s poorest neighborhoods as a member of a Commission formed to reduce poverty and increase economic opportunity in New York City.

The pilot program, Opportunity NYC-Family Rewards, was the first conditional cash transfer (CCT) program ever attempted in the United States. Unlike traditional welfare programs, CCTs give money to poor families for completing certain goals, such as enrolling children in school and making doctors’ visits. Aber explains, “We use financial incentives in every other segment of society. Tax breaks for the wealthy, tax breaks on mortgages for the middle class. Why exclude the poor?” Aber has worked with the city to study the impact of such an approach on its poorest families.

Family Rewards and Human Capital

Modeled on a successful CCT in Mexico, a privately funded study of Opportunity NYC-Family Rewards was undertaken with 4,800 poor families across New York City from 2007 to 2010. The goal of the study was not only to help reduce current poverty, but also improve participants’ human capital in the areas of education, health, and employment. MDRC, a nonprofit policy research firm, has been conducting the core evaluation of this program. Aber and his colleague, applied psychology professor Pamela Morris, worked closely with the Center for Economic Opportunity and MDRC to secure additional funding to supplement the larger evaluation with information about the program’s effects on the youth and their families.

Early findings from MDRC’s core study found that the program reduced levels of current poverty among treatment families. It had few effects on the school outcomes of elementary and middle school children but encouraging effects among better-prepared high school students.

While the pilot program has ended, the research continues. The William T. Grant and Smith Richardson Foundations have funded Aber and Morris and their colleague, James Riccio at MDRC, to more fully capture the effects of the cash transfers on the students enrolled in the program. Known as an “embedded study,” their evaluation will capture information from the children and their families. Through surveys, Aber and Morris will look at how the offer of incentives affects key family processes and children’s attitudes and behaviors, which are expected to, in turn, affect the school outcomes targeted by this intervention. In this way, they hope to uncover effects of the program not captured in the MDRC core study and test some of the theories behind the model.

IN DEPTH

Overcoming the Barriers to Learning
Will Money in the Bank Mean Investing in Education?

The researchers will look to see how the extra income earned by Family Rewards participants influences the family climate and daily activities.

“We’re collecting information about how these students are spending their money, spending their time, and what their motivations are,” says Morris. “We’re interested in whether they’re studying more, engaging more deeply in school, aspiring to college, and whether they are saving their money. The research will give us a much fuller picture. Our expectation is that there may be effects beyond what we’ve seen so far.”

Aber and Morris hope to continue their research among their group of Family Rewards recipients over the long term. Their findings will likely influence policymakers as they seek to refine and rethink the use of the CCT model in the United States.

Findings from this study will be used to inform ongoing work on CCTs as well as policy interest in implementing CCTs as a response to poverty. Aber is optimistic about the results: “This is the first test of this policy approach in a high-income country. As such, there is tremendous policy and academic interest in the results of this study.”

At NYU Steinhardt, Professor Lawrence Aber is working to mentor a generation of students who want to help bridge the gap between developmental psychology and public policies for children and families.
Overcoming the Barriers to Learning

**Selected Funded Projects**

### Institute of Human Development and Social Change

**How the Emotional Life of Children Affects Academic Engagement**

**Clancy Blair**

Institute for Education Sciences

$3.5 million

The early years of a child’s life are crucially important for social and academic development, particularly when that child comes from a low-income household or an underserved community. With a grant from the United States Department of Education, Clancy Blair of the Department of Applied Psychology examines the role of self-regulation—the engagement of attention, emotion, and stress response systems—in a child’s emerging academic ability. Blair’s work with kindergarten children from low-income homes measures aspects of their engagement in math and literacy and suggests that children can benefit from curricula designed to improve early childhood self-regulation.

### Helping Teachers Prepare Low-Income Children for Academic and Social Life

**Cybele Raver**

National Institute of Child Health and Human Development

$3.2 million

A major component of President Barack Obama’s education reform plan is increased funding for Head Start, the federally financed health and education program for low-income children and families. C. Cybele Raver of the Institute of Human Development and Social Change investigates the various ways that Head Start can make a substantial positive impact on the emotional and behavioral development of preschoolers. Raver’s study, the Chicago School Readiness Project, suggests that an intervention that provides teacher training, coaching, and mental health consultation in Head Start preschools reduces behavioral problems among young children, making them more prepared for both academic and social life. This grant support studies that test the impact of the Head Start intervention on elementary school children.

### Institute for Education and Social Policy

**The Role of School Food Policy in Childhood Obesity**

**National Institutes of Health**

$1.3 million

Obesity among children is one of the most pressing public health problems in the United States. The New York City Department of Education’s SchoolFood program serves lunch and breakfast to more than 30 million children each day, making it one of the most important levers available to policymakers to improve the diet of America’s youth. Schwartz and a team of researchers at NYU Steinhardt and the Robert F. Wagner Graduate School of Public Service will examine how school food policy shapes health, fitness, and academic outcomes among children by analyzing Body Mass Index, meal program participation, and academic outcomes.

**The Role of Housing Instability on Health and Grades**

**John D. and Catherine T. MacArthur MacArthur Foundation**

$800,000

In the epidemic of foreclosures across the country, policymakers rarely acknowledge how such instability affects children. Using data linking housing upheavals to public school student records, Schwartz and her research team will investigate how housing instability affects academic performance and children’s long-term health. The study will draw data from housing markets in the U.S. marked by severe housing instability—New York City, San Diego/Fresno County (California), and Pinellas County (Florida).
Creating Partnerships For Social Change

Researchers Find that Collaboration Yields Solid Data on Education

“Education is by its very nature collaborative,” says Mary Brabeck, dean of the Steinhart School. “The partnerships that our research teams cultivate allow us to translate our findings into practices and policies that have demonstrable effects on student performance.”

“Education is by its very nature collaborative,” says Mary Brabeck, dean of the Steinhart School. “The partnerships that our research teams cultivate allow us to translate our findings into practices and policies that have demonstrable effects on student performance.”
Creating Partnerships for Social Change

CHILDREN ARE A CITY’S GREATEST RESOURCE. We hold out hope that every girl and boy can learn to read and write, master new technologies, and tap into their own special talents, and yet in our less than perfect world, children are routinely denied access to the very benefits that would help them to thrive.

“One of our guiding principles has been to offer our academic resources to the community,” says Dean Mary Brabeck. “Educational research can spark social change; we see this when we join forces with educational communities and apply what we’ve learned in our studies to real life situations in schools and classrooms.”

At NYU Steinhardt, creative partnerships between faculty, researchers, and community stakeholders are creating new working alliances that are helping to improve educational outcomes for children in Newark, New Jersey, and New York City’s school districts.

In Newark, Providing “Wrap-Around” Services for the Whole Child

Pedro Noguera, who serves as executive director of NYU Steinhardt’s Metropolitan Center for Urban Education, has formed a partnership with Bank Street College of Education and Montclair State University to create and implement an innovative plan for helping children living in the central ward of Newark, New Jersey.

“Public schools are the safety net for many poor children,” says Pedro Noguera, Peter L. Agnew Professor of Education. “But we have blatantly unequal schools, where we spend the most money on the students who have the most and the least on the students who need it most.”

With funding from the Ford and Victoria Foundations, Noguera is bringing together community-based organizations to work in seven high-poverty public schools in Newark. His approach, inspired by Geoffrey Canada’s efforts with Harlem Children’s Zone, is to offer “wrap-around” services, such as health and social services, directly in the school buildings for the ward’s 3,200 children and their parents.

Noguera recognizes that a broad anti-poverty approach that includes multiple stakeholders is critical for inner-city neighborhoods with historically underperforming schools and concentrated poverty.

Using a case management approach, the research team is working with 3rd, 8th, and 11th graders in the schools and creating personalized learning plans for each student. There are professional development programs for teachers, as well.

In June 2011, Central High School, the anchor school in the New Global Village Zone, experienced the largest increase in its math and literacy scores of any school in Newark.

“The goal of such an approach is to carefully monitor the educational performance of each student to insure that their learning needs are met and that interventions can be applied in a timely manner,” Noguera said.

“If I could make one policy change in urban education it would be to devise education policies that work in concert with social service, public health, and economic development policy,” says Professor Pedro Noguera.
In High Poverty New York City Middle Schools, Teachers Need Support

With a grant funded by the Ford Foundation, the Research Alliance for New York City Schools, led by Executive Director and Research Professor James Kemple, is studying teacher attrition in high-poverty middle schools in New York City and examining the factors associated with teacher turnover in the middle grades and how it influences school functioning and student achievement.

The Research Alliance is an independent applied research center housed at NYU Steinhardt and funded by the Bill & Melinda Gates Foundation. It is a place where academic researchers come together to study public school practice. Inspired by the Consortium on Chicago School Research, which undertakes rigorous evaluations of Chicago public school policy, the Research Alliance brings together a coalition of stakeholders including the New York City Department of Education, school reform organizations, and community and business groups.

The Teacher Turnover project is a collaborative effort among several institutions in New York City: the NYC Department of Education, Columbia Teachers College, and Baruch College.

“This kind of partnership is the hallmark of the Research Alliance’s approach to building evidence about education issues in New York City,” Kemple says. Studying attrition in high-poverty middle schools researchers found that more than half of the teachers who entered New York City schools between 2002 and 2009 left these schools within three years. Of those teachers, nearly 60 percent left the New York City public school system altogether, and 23 percent either moved to schools that did not include the middle grades or took on non-teaching positions within the school system.

“These rates of turnover are likely to make it challenging for middle school principals and for the teachers who remain in their schools to establish organizational norms and a shared vision for their schools’ teaching and learning environment,” said Will Marinell, the study’s lead author.

The Research Alliance will be gathering additional evidence to learn if middle school teachers are prepared to support students’ academic, social, and emotional development during this critical phase of students’ schooling.
IN BRIEF

Creating Partnerships for Social Change

Selected Funded Projects

**Working with School Districts to Train Teachers in a Literacy Intervention Technique**

**READING RECOVERY**

**U.S. Department of Education**

$2.6 million

Reading Recovery is a school-based, short-term intervention designed for children aged five or six who exhibit profound difficulties reading even the most basic texts. More than any other program of its kind, Reading Recovery has proven to help the lowest literary achievers improve their reading comprehension skills at an accelerated pace, allowing these young readers to make better sense of the written word and catch up with their peers. In partnership with The Ohio State University, New York University is investigating how to improve one-on-one literacy instruction for first-grade students. Steinhardt’s Reading Recovery Project is working with a consortium of school districts in New York City, New York State, New Jersey, Pennsylvania, and Virginia to train teachers and teacher leaders in the intervention.

**Institute for Human Development and Social Change**

**A Pooled Data Analysis Looks for Clues to Adolescent Adjustment**

**DIANE HUGHES**

**National Institutes of Health**

$481,000

How to make happy, well-adjusted teenagers is a question that has mystified parents and researchers alike for generations. A grant from NIH funds the Study Group on Race, Culture, and Ethnicity, a 14-member cross-university effort to pool data across federally funded data sets to identify components of parenting that are most highly linked to youths’ positive adjustment. The study group consists of faculty members from universities throughout the United States who have backgrounds in the social, behavioral, and health sciences. Under the leadership of Diane Hughes of the Department of Applied Psychology, the group will test hypotheses about what culturally specific parenting practices are beneficial by looking at data across five ethnic groups where adolescents have reported on their parents’ practices.

**The Metropolitan Center for Urban Education**

**A Peer Mentoring Program for First-Generation College Students**

**PEDRO NOGUERA**

**Deutsche Bank Americas Foundation**

The Teagle Foundation

$70,000

The Adolescent Post-Secondary Education Exchange Scholars Program (APEX) is a program that provides college preparation mentoring services to first-generation, low-income, underrepresented students at three New York City high schools. APEX mentors—NYU undergraduate students who are first-generation college students—work with high school students to demystify the college application process. APEX students participate in Saturday college preparatory classes at NYU and take road trips to visit universities and colleges.

**Working in Partnership With School Districts on Behalf of Minority Students**

**PEDRO NOGUERA**

**New York State Education Department**

$6.2 million

Black and Hispanic students tend to be overrepresented in special education and have a higher suspension rate than white students. The Technical Assistance Center on Disproportionality (TACD) project works in partnership with New York State school regions and districts to provide comprehensive technical assistance and professional development to understand the root causes of this problem and to find appropriate interventions and solutions. TACD provides coaching, training follow-ups, materials, and resources, including a Web-based clearinghouse and a data repository, to help districts develop the capacity to better meet the educational needs of minority children and youth.
The Voices and Visions That Shape Our Community

In Studies Across Disciplines, NYU Steinhardt’s Social Scientists Challenge Deeply Held Beliefs about Gender.
The Voices and Visions That Shape Our Community

**WHEN PSYCHOLOGIST**

Niobe Way set out to study friendships among teenagers from low-income families, she expected to find that boys were more interested in playing basketball with their friends than having deep, meaningful, heart-to-heart conversations.

Instead, Way found that boys are deeply vulnerable and speak with passion and sensitivity about their closest male friends.

“More than 85 percent of the boys I spoke with indicated that shared secrets are what makes their friendships close and why they love their friends so much,” she says.

Way’s book, *Deep Secrets: The Hidden Landscape of Boys’ Friendships* (Harvard University Press, 2011), the result of 15 years of study, debunks the age-old assumption that the capacity and need for close intimate relationships is inherently female. Way, whose work has been funded by the National Science Foundation and William T. Grant Foundation, is one of a group of faculty at NYU Steinhardt who are challenging traditional theories about gender and influencing our understanding of adolescent development, attachment, and single-sex schooling.

Way’s findings might be considered a bookend to the study that Carol Gilligan and Lyn Mikel Brown published in *Meeting at the Crossroads: Women’s Psychology and Girl’s Development* (Ballantine, 1993). The book looked at girls’ development from late childhood to adolescence.

Gilligan has been at the forefront of gender studies since she published *In a Different Voice: Psychological Theory and Women’s Development* (Harvard University Press, 1982). An NYU university professor, she holds a joint appointment in the Steinhardt School’s Department of Applied Psychology and NYU’s School of Law.

When she began her research in the 1970s, the field of gender studies was ripe for investigation.

“Research on gender within the human sciences began with the discovery of a pervasive gender bias in the field of psychology and in medical research,” Gilligan says. *In a Different Voice* makes the point that girls and women have been left out of studies in human development, and that this omission had, in essence, “misrepresented both women and men.”

In *Meeting at the Crossroads*, Gilligan and Brown found that while girls are able to articulate their thoughts and feelings in late childhood, by adolescence—when cultural pressure for ‘gender appropriate behavior’ is at its peak—girls silenced their voices for the sake of maintaining relationships.

Way found that by late adolescence boys who spoke passionately about other boys in their early teens began severing their ties and using phrases such as “no homo” to disavow any expression of feelings about their formerly close best friends.

“The sharing of deep secrets is something coded feminine within our homophobic and patriarchal framework,” Gilligan says. “Way’s study shows a profound interplay of psychology and a culture where masculinity is premised on separateness and close friendships among men are viewed with homophobic suspicion—unless the men are in battle or on the playing field.”

“As boys grow up, they begin to absorb the dictates of mainstream culture that equate being emotional with being a girl or being gay,” says Professor Niobe Way. Her 15-year study with New York City teens seeks to dispel the myth that boys are unemotional and don’t need to express affection. The urban teens Way interviewed revealed that close friendships with other boys were essential to their mental health.
Studying Closeness, Friendship, and Depression

Epidemiological studies show that for both men and women, friendships are correlated with longevity, psychological resilience, and physical health. The research of Alisha Ali, an associate professor of applied psychology, finds that disconnecting from relationships often results in depression.

Ali and Dana C. Jack, a professor at Western Washington University, are co-editors of *Silencing the Self Across Cultures* (Oxford University Press, 2010). Using Jack’s theory—which draws on Gilligan’s research—the volume shows how depressive symptoms can be linked to self-silencing across a range of cultures.

“What most of our studies have found,” Ali says, “is that for men and women self-silencing is correlated with depression. There is no gender difference on silencing the self. Women do not score higher than men on this behavior.”

A Longitudinal Study Looks at Educating Boys at Single-Sex Schools

Pedro Noguera, Peter L. Agnew Professor of Education in the Department of Teaching and Learning, knows about boys’ self-silencing firsthand. Noguera’s book, *The Trouble with Black Boys…and Other Reflections on Race, Equity, and the Future of Public Education* (Jossey Bass, 2008), begins with an anecdote about his son, Joaquin, a good student whose grades plummeted in the 10th grade, partly because, his father surmised, the pressure to conform to racial and gender stereotypes led him to “project the image of a tough and angry young Black man,” an identity at odds with his academic goals.

Noguera examines the advantage of educating boys in single sex schools in *Theories of Change among Single-Sex Schools for Black and Latino Boys: An Intervention in Search of a Theory* (Steinhardt, 2010). The research brief is the report of a longitudinal study undertaken at Steinhardt’s Metropolitan Center for Urban Education, funded by the Bill and Melinda Gates Foundation.

Noguera’s study suggests that separating boys from girls is not wholly responsible for raising boys’ academic achievement. Several co-educational schools studied were as effective as their single-sex peer schools.

“We are not willing to say that separating the boys is the key to their success,” Noguera says. “What we are willing to say is that there are certain characteristics that we have found in some of those single sex schools and the co-ed schools that are very important to the success of boys academically.”

Among these characteristics are strong leadership and teachers who are well-trained, supportive, and tolerant of their students’ behavior.

Evidence That Reveals a Paradigm Shift in the Human Sciences

Gilligan believes that there is a paradigm shift spreading through the human sciences. More studies are revealing that what has been seen as characteristic of women is also true of men, and therefore simply a human trait. She views Way’s research as crucial to developmental psychology because her findings show us “why and how these human traits in men become their deep secrets.”

In the years since she published *In a Different Voice*, the field of women’s studies has led to gender studies. Research on infant development, girls’ development, and studies of young and adolescent boys make it clear to Gilligan that we have been telling a false story about ourselves.

“False in part because it is falsely gendered,” Gilligan says. “Women and men both think and feel. Both have a voice, a self, and a desire to live in connection with others and to have close relationships.”
Supporting the Needs and Mission of the Steinhardt Community

Gale and Ira Drukier Deanship
$3 million

Gale Drukier, an NYU trustee and member of the Steinhardt Deans Council, earned her degree in speech pathology and audiology in 1972 from the Steinhardt School. She went on to enjoy a distinguished career as an audiologist and a tenured professor. To show her gratitude for the educational opportunities made available to her, Ms. Drukier and her husband Ira have established the Gale and Ira Drukier Deanship. The gift endows Steinhardt’s deanship in perpetuity and will support the school to fulfill its greatest needs and priorities. Mary Brabeck is the inaugural recipient of the Gale and Ira Drukier Deanship.

A Permanent Scholarship Fund to Honor Challenges and Triumphs

Edward Gersh
$323,000

Some of the most rewarding university scholarships are inspired by a founder’s own personal challenges and triumphs in life. When Edward Gersh (Steinhardt ’43, ’50) was a student of English education in the 1940s, it was a scholarship that made NYU a possibility for him. More than 60 years later, Gersh is showing his gratitude by creating the Edward Gersh Permanent Scholarship Fund to benefit current and future students at NYU Steinhardt. To increase the number of students who will benefit from his gift, he named NYU as the beneficiary of a charitable remainder trust.

A Gift for Those Who Want to Teach

Jewish Foundation for Education of Women Scholarships in Mathematics, Science, and Special Education
$252,000

Wendy Dubrow was at a crossroads. She wanted to change her career and become a special education teacher but could not sacrifice her weekly paycheck to immerse herself fully in her studies. Thanks to “the profound generosity of the Jewish Foundation for Education of Women,” Ms. Dubrow writes, “I was able to focus entirely on school rather than worry about picking up odd jobs here and there to help cover my expenses.” Since 2000, JFEW has helped women like Wendy Dubrow achieve their professional education goals through direct financial assistance and comprehensive support. Fellowships support women who are studying to be math, science, or special education teachers and are committed to teaching in New York City public schools after graduation.
A Note of Thanks to Our Friends and Supporters

The Steinhardt School is indebted to friends and foundations whose support provides unparalleled opportunities for our students and faculty. Endowed chairs and scholarships are among the many gifts that directly touch our students’ lives and elevate teaching, scholarship, and creativity throughout our school.

The Dean’s Council is a group of Steinhardt alumni, parents, and friends who play a crucial role in promoting the Steinhardt School and supporting its mission. Serving in an advisory capacity to Dean Mary Brabeck, these distinguished leaders have made a commitment to provide support each year for scholarships and other ongoing priorities, programs, and general operating costs. We are grateful to them for their support and annual fund contributions.

Dean’s Council Annual Fund
$765,000

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Primary Research Centers and Institutes

- **Center for the Promotion of Research Involving Innovative Statistical Methodology**
  Jennifer Hill and Marc Scott, co-directors

- **Center for Research on Culture, Development and Education**
  Diane Hughes, Catherine Tamis-Lemonda, and Niobe Way, co-directors

- **Consortium for Research and Evaluation of Advanced Technologies in Education**
  Jan Plass, director

- **Institute for Education and Social Policy**
  Amy Ellen Schwartz, director

- **Institute for Globalization and Education in Metropolitan Studies**
  Pedro Noguera, Carola Suarez-Orozco, and Marcelo Suarez-Orozco, co-directors

  - **Immigration Studies**
    Carola Suarez-Orozco and Marcelo Suarez-Orozco, co-directors

  - **Metropolitan Center for Urban Education**
    Pedro Noguera, executive director

- **Institute of Human Development and Social Change**
  C. Cybele Raver, director

  - **Center for Health, Identity, Behavior and Prevention Studies**
    Perry Halkitis, director

  - **Child and Family Policy Center**
    LaRue Allen, director

- **Research Alliance for New York City Schools**
  James Kemple, executive director

Other Centers and Institutes

- **Center for Research on Teaching and Learning**
  Robert Tobias, director

- **Nordoff-Robbins Center for Music Therapy**
  Alan Turry, managing director

- **Steinhardt Institute for Higher Education Policy**
  Ann Marcus, director

- **Wallerstein Collaborative for Urban Environmental Education**
  Mary Leou, director

For more information on our centers and institutes, please visit our website: steinhardt.nyu.edu.
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Public Health

Jane Bear-Lehman
Occupational Therapy

Wen Ling
Physical Therapy

Richard Magill
Teaching and Learning
Active Grants
Organized by funding source, multi-year funded amounts; some figures represent projected amounts beyond 2010. All projects were active during the period 2008–2010.

National Institutes of Health

J. L. Aber
IHDSC/Applied Psychology
Well-Being of South African Children: Household, Community, and Policy Influences
$1,364,635

J. L. Aber/C. Raver
IHDSC/Applied Psychology
Dynamic Socioeconomic Disadvantage: Effects on Children
$168,573

S. Antonucci
Communicative Sciences and Disorders
Semantic Feature Processing in Individuals with Stroke Aphasia
$442,157

C. Blair
IHDSC/Applied Psychology
Executive Function Challenge Grant-Administrative Supplement Request
$688,871

C. Blair
IHDSC/Applied Psychology
Tools of the Mind: Promoting English Language Learner’s, Language, Self Regulation, and School Readiness
$603,443

E. Capella
Applied Psychology
Measuring Classroom-level Student Norms for Achievement-related Behaviors Subcontract though University of Illinois-Chicago
$400,000

M. Grigos
Communicative Sciences and Disorders
Articular Movement in Developmental Apraxia
$230,958

P. Halkitis
CHIBPS/IHDSC/Applied Psychology
Syndemic Production Among Emergent Adult Men
$2,896,640

P. Halkitis/V. Frye
CHIBPS/IHDSC/Applied Psychology
Community Factors, HIV, and Related Health Outcomes In Men Who Have Sex With Men
$2,399,674

P. Halkitis/V. Frye
CHIBPS/IHDSC/Applied Psychology
Informal Social Control Of Partner Violence in Drug Users
$143,916

M. Hampton
Mentor: P. Halkitis/Applied Psychology
Predoctoral Diversity Fellowship
$126,088

D. Hughes
IHDSC/Applied Psychology
Parenting and Adolescents: A Pooled Data Analysis of Ethnically Diverse Families
$481,389

K. Lancaster/G. Ogedegbe
Nutrition, Food Studies, and Public Health
Nutrition, Food Studies, and Public Health Faith-based Approaches in the Treatment of Hypertension (FAITH) Subcontract through NYU School of Medicine
$737,837

S. Levi
Communicative Sciences and Disorders
Perception of Taker Cues and Linguistic Processing in the Speech Language Impaired
$441,366

J. Macinko
IHDSC/Nutrition, Food Studies, and Public Health
Explaining Black and White Mortality: 1980–2005
$170,482

P. Morris/C. Raver
IHDSC/Applied Psychology
Interventions, Economic Security, and Child Development
$139,493

N. Parekh
NASA
Nutrition, Food Studies, and Public Health
Metabolic Syndrome and Cancer Mortality: Mechanisms and Potential Interventions Subcontract through Cancer Institute of New Jersey
$27,360

J. Plass
CREATE/Administration, Leadership, and Technology
Randomized Trial of Educational Outcomes of Web Initiative in Surgical Education
$395,492

C. Raver
IHDSC/Applied Psychology
Emotions Matter: Classroom-Based Integrated Intervention
$820,989

C. Raver
IHDSC/Applied Psychology
Teacher-Child Interactions, School Readiness, and Developmental Mechanisms
$191,130

C. Raver
IHDSC/Applied Psychology
Testing the Chicago School Readiness Project’s Impact on Low-Income Children’s Outcomes in 3rd to 5th Grades: A Five Year Follow-Up
$3,169,953

A. Schwartz/and others
IESP/Humanities and Social Sciences in the Professions
The Impact of School Food Policy on Childhood Obesity
$1,300,000

KEY TO ACRONYMS
Center for Health, Identity, Behavior and Prevention Studies (CHIBPS)
Center for Research on Culture, Development, and Education (CRCDE)
Consortium for Research and Evaluation of Advanced Technologies in Education (CREATE)
Institute for Education and Social Policy (IESP)
Institute for Globalization and Education in Metropolitan Studies (IGEMS)
Institute for Human Development and Social Change (IHDSC)
Metropolitan Center for Urban Education (Metro Center)
National Science Foundation

J. Bello
Music and Performing Arts Professions
Analyzing the Sequential Structure of Music Audio
$499,992

G. Coleman
Media, Culture, and Communication
Participation in Free Software Development
$68,750

C. Conti
Mentor: T. Magder/Media, Culture, and Communication
Doctoral Dissertation Grant
$68,750

B. Elbel/L. Dixon/B. Weitzman/and others
Nutrition, Food Studies, and Public Health
Influence of Calorie Labeling on Food Choice
$49,616

S. Kirch
Teaching and Learning
The Scientific Thinker Project: Study of Teaching and Learning Concepts of Evidence And Nature
$8,840

T. Magder
Media, Culture, and Communication
Low Power FM Radio and the Paradoxes of Broadcast Localism
$8,950

H. Nissenbaum
Media, Culture, and Communication
Privacy, Compliance and Information Risk in Complex Organizational Processes
$250,000

A. Schwartz
IESP/Humanities and Social Sciences in the Professions
Do Small Schools Improve Student Performance in Large School Districts? Evidence from New York City
$482,535

A. Schwartz
IESP/Humanities and Social Sciences in the Professions
Women in Science from High School to College: Evidence from NYU Public School Students
$354,727

M. Simon
Teaching and Learning
Measurement Approach to Rational Numbers
$1,998,359

C. Tamis-Lemonda/D. Hughes/N. Way/H. Yoshikawa
CRCDE/Applied Psychology
The Study of Culture, Social Setting and Child Development across School Transitions
$2,500,000

U.S. Department of Education

J. L. Aber
IHDS/BC/Science
Examining the Effectiveness of Scaling Up the First Things First Reform
$85,201

J. L. Aber/L. Allen
IHDS/BC/Science
The NYU Predoctoral Training Program in Educational Sciences
$4,221,024

J. Aronson
Applied Psychology
Creating Scalable Interventions for Enhancing Student Learning and Performance
$1,358,111

C. Blair
IHDS/BC/Science
Tools of the Mind: Promoting Self-Regulation and Academic Ability in Kindergarten
$3,521,227

D. Charles
Mentor: P. Morris/Applied Psychology
Institute of Education Sciences Predoctoral Interdisciplinary Research Training Fellowship
$60,000

R. Cohen
Teaching and Learning
Teaching American History in the Secondary Classroom
$265,284

J. Kemple
Research Alliance/Teaching and Learning
Scaling Up New York City’s Portfolio Turnaround Model
$6,500,000

M. Mayhew
Administration, Leadership, and Technology
Model Program for Changing a High-Risk Drinking Culture Through the Lens of Gender
$32,196

S. McClowry/E. Capella
Applied Psychology
Testing the Efficacy of Insights in Enhancing the Academic Learning Context
$2,919,917

P. Melton
Mentor: Stephen Duncombe/Media, Culture, and Communication
Jacob J. Javits Fellowship
$42,981

C. Milne/J. Plass
CREATE/Teaching and Learning & Administration, Leadership, and Technology
Molecules and Minds: Bridging Representations in Chemistry Simulations
$1,464,691

P. Noguera/P. Ryan
Metro Center
Upward Bound
$674,720
W. Osman  
Mentor: F. Ginsburg/Anthropology  
Foreign Language and Area Studies  
$15,000

M. Owssianik  
Mentor C. McWayne/Applied Psychology  
Building Capacity within Head Start for Quality Whole-Child Assessment  
$18,500

K. Stahl  
Teaching and Learning  
Reading Recovery  
$2,600,000

Other Federal Grants

AIR FORCE OFFICE OF SCIENTIFIC RESEARCH (AFOSR), PROGRAM OF THE UNIVERSITY RESEARCH INITIATIVE (MURI)  
H. Nissenbaum  
Media, Culture, and Communication  
Project Presidio: Collaborative Policies and Assured Information Sharing  
$40,997

CENTERs FOR DISEASE CONTROL AND PREVENTION  
S. Guttmacher  
Nutrition, Food Studies, and Public Health  
NYU Health Promotion and Prevention Research Center  
Subcontract through NYU School of Medicine  
$17,548

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT/INTERNATIONAL RESCUE COMMITTEE  
J. L. Aber  
IHIDSC/Applied Psychology  
Impact Evaluation of the Opportunities for Equitable Access to Quality Basic Education Initiative in the Democratic Republic of Congo  
$253,042

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
J. Kennedy  
Mentor: G. Melzi/Applied Psychology  
Head Start Graduate Student Research: Communicating a Sense of Time in Narrative: Storytelling by Latino Head Start Children  
$50,000

H. Nissenbaum  
Media, Culture, and Communication  
Strategic Healthcare Information Technology Advanced Research Projects on Security (SHARPS)  
Subcontract through University Of Illinois, Urbana-Champaign  
$710,688

A. Schick  
Mentor: G. Melzi/Applied Psychology  
Head Start Graduate Student Research: Home and School Emergent Literary Practices of Latino Dual-Language Learners in a Bilingual Head Start  
$50,000

U.S. DEPARTMENT OF STATE  
P. Hosay  
Humanities and Social Sciences in the Professions  
Study of the United States Institute on American Civilization  
$279,954

City and State Grants

BRIDGEPORT PUBLIC SCHOOLS  
E. Fergus/M. Martin  
Metro Center  
Evaluation of Warren Harding High School  
$30,000

THE COUNTY OF WESTCHESTER  
E. Fergus/M. Martin  
Metro Center  
Culturally Responsive Education Workshop Series  
$6,000

ENGLEWOOD PUBLIC SCHOOL DISTRICT  
E. Fergus/S. McLetchie/F. Susan  
Metro Center  
Disproportionality in Special Education  
$70,000

HUDSON VALLEY REGIONAL SCHOOL SUPPORT CENTER  
E. Fergus/S. McLetchie  
Metro Center  
Equity and Achievement  
$50,000

INTERNATIONAL LEADERSHIP CHARTER SCHOOL  
P. Noguera  
Metro Center/Teaching and Learning  
Professional Development for Teachers in Literacy and Math  
$162,800

KENMORE TOWN OF TOWANANDA UNION FREE SCHOOL DISTRICT  
E. Fergus/M. Martin/F. Susan  
Metro Center  
Equity and Achievement  
$25,000

MONTICELLO CENTRAL SCHOOL DISTRICT  
E. Fergus/M. Martin/F. Susan  
Metro Center  
Equity and Achievement  
$101,600

NEW YORK CITY DEPARTMENT OF EDUCATION  
J. Bear-Lehman  
Occupational Therapy  
Scholarship Programs for Special Education in Teaching and Clinical Disciplines and for Related Services  
$200,000

E. Fergus  
Metro Center  
English Language Learners Evaluation  
$40,000

E. Fergus  
Metro Center  
Research and Evaluation of School System  
$40,000

E. Fergus/P. Lo  
Metro Center  
Asian Bilingual Education Technical Assistance Center  
$254,100

E. Fergus/F. Susan  
Metro Center  
Professional Development–International Leadership Charter School  
$89,800
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ALBERT AND BLANCHE WILLNER FAMILY FOUNDATION
J. Mattis
Applied Psychology
The Albert and Blanche Willner Professorship in Applied Psychology
$ Amount Confidential

ALLSTATE FOUNDATION
A. Ali/R. Mowry
Applied Psychology
Economic Independence for Domestic Violence Survivors
$25,000

AMERICAN EDUCATION RESEARCH ASSOCIATION
M. Torres
Mentor: P. Noguera/Teaching and Learning
AERA Minority Fellowship
$13,000

AMERICAN INSTITUTE FOR REFORM
L. Stieffel
IESP/Humanities and Social Sciences in the Professions
Children First: School Finance in New York City
$10,000

AMERICAN MUSEUM OF NATURAL HISTORY
A. Schwartz
IESP/Humanities and Social Sciences in the Professions
An Evaluation of the Urban Advantage Program
$100,000

AMERICAN PSYCHOLOGICAL FOUNDATION
A. Ali
Applied Psychology
Research Study on Women in Domestic Violence Shelters
$20,000

ANDREW W. MELLON FOUNDATION
C. Suárez-Orozco/M. Suárez-Orozco
IGEMS/Applied Psychology/Humanities and Social Sciences in the Professions
Partnership for Higher Education In Africa
$605,334

ASSOCIATION FOR PREVENTION TEACHING AND RESEARCH
S. Guttmacher
Nutrition, Food Studies, and Public Health
Development of an Undergraduate Course in Epidemiology
$10,000

AVI CHAI FOUNDATION
R. Chazan
Faculty of Arts and Science/Humanities and Social Sciences in the Professions
Improving the Teaching of Jewish History in North American Jewish Day Schools
$172,000

BELLAGIO CHARITABLE FOUNDATION
M. Brabeck
Steinhardt School Annual Fund
$5,000

BILL AND MELINDA GATES FOUNDATION
J. Kemple
Research Alliance/Teaching and Learning
Research Alliance for New York City Schools
$3,000,000

P. Noguera
Metro Center/Teaching and Learning
Black and Latino Male Schools Intervention Study
$164,622

CARNEGIE CORPORATION OF NEW YORK
C. Suárez-Orozco/M. Suárez-Orozco
IGEMS/Applied Psychology/Humanities and Social Sciences in the Professions
Partnership for Higher Education In Africa
$140,000

CENTER FOR EDUCATIONAL INNOVATION – PUBLIC EDUCATION ASSOCIATION
J. McDonald
Metro Center/Teaching and Learning
Professional Development
$214,277

COLLEGE BOARD
R. Cohen
Teaching and Learning
The Teacher Candidate Scholarship
$75,000

A. Schwartz
IESP/Humanities and Social Sciences in the Professions
Black-White Achievement Gap in High School and Interventions to Improve Test Scores and College Prospects
$20,000

COMMUNITY FOUNDATION OF SOUTHEAST CONNECTICUT
N. Barton
Art and Art Professions
All Access Program
$25,000

COUNCIL FOR UNITY
E. Fergus
Metro Center
Riverhead Evaluation for School System
$25,000

DAHL FAMILY FOUNDATION
M. Brabeck
Office of the Dean
Dean’s Scholarship Fund
$100,000

DAVID HIMELBERG FOUNDATION
J. Gilbride
Nutrition, Food Studies, and Public Health
The Norman Himelberg Speaker Series on Nutrition and Prevention of Chronic Disease
$15,000

DEUTSCHE BANK AMERICAS FOUNDATION
P. Noguera
Metro Center/Teaching and Learning
Adolescent Post-Secondary Education Exchange Program
$70,000

P. Noguera
Metro Center/Teaching and Learning
Building Instructional Capacity Collaboration with Turnaround for Children
$36,200
**DOLAN FAMILY FOUNDATION**  
M. Brabeck  
Office of the Dean  
Music Recording Studio  
$750,000

**DONOR’S EDUCATION COLLABORATIVE**  
E. Fergus  
Metro Center  
Black and Latino Male Advocacy Coalition/High School Dropout Factories: The Experiences of Black and Latino Boys  
$150,000

**DRUKIER FOUNDATION**  
M. Brabeck  
Office of the Dean  
Gale and Ira Drukier Deanship  
$3,000,000

**ECONOMIC POLICY INSTITUTE**  
S. Corcoran  
IESP/Humanities and Social Sciences in the Professions  
Merit Pay and Teacher Quality: Will Performance Pay Change the Nature of the Teaching Profession?  
$8,230

**EDITH GLICK SHOOLMAN CHILDREN’S FOUNDATION**  
L. Allen  
Applied Psychology  
Forum on Children and Families  
$61,028

**EDITH AND HERMAN LEHMAN FOUNDATION, INC.**  
N. Barton  
Art and Art Professions  
Support for the Art Therapy Program  
$14,000

**EDUCATION FINANCE AND RESEARCH CONSORTIUM**  
A. Schwartz  
IESP/Humanities and Social Sciences in the Professions  
Leadership and Academic Performance: A Study of Principal and Teacher Transience in New High Schools in New York City  
$37,500

**E.H.A. FOUNDATION, INC.**  
K. Stahl/M. Brabeck  
Teaching and Learning/Office of the Dean  
Constantine Georgiou Library Resource Center for Children and Literature  
$300,000

**ELAINE DANNEISSEF FOUNDATION**  
B. Hesser/C. Robbins  
Music and Performing Arts Professions  
Nordoff-Robbins Center for Music Therapy Clinic Outreach Treatment and Scholarship  
$20,000

**THE ELIZABETH AND MICHEL SOREL CHARITABLE ORGANIZATION**  
L. Ferrara  
Music and Performing Arts Professions  
To Establish the Sorel Film Scoring Scholarship  
$100,000

**ENGINEERING INFORMATION FOUNDATION**  
N. Jeremijenko  
Art and Art Professions  
Howstuffismade  
$25,000

**FIDELITY CHARITABLE GIFT FUND**  
M. Brabeck  
Office of the Dean  
Dr. Charlotte K. Frank Science Education Fund  
$60,000

**FORD FOUNDATION**  
R. Arum  
Humanities and Social Sciences in the Professions  
Teacher Turnover: What Factors are Associated with it, and How Does it Influence School Functioning and Student Achievement?  
$500,000

**FUND FOR PUBLIC SCHOOLS**  
A. Schwartz  
IESP/Humanities and Social Sciences in the Professions  
Measuring the Impact of Arts Education  
$66,954

**GIFTS OF TIME FOUNDATION**  
J. Fraser  
Teaching and Learning  
History and Democracy Initiative  
$63,940

**HELEN FRANKTHALER FOUNDATION, INC.**  
W. Ling  
Physical Therapy  
Marilyn Moffat Professorship in Physical Therapy  
$6,000

**HERMAN WITTMER TRUST**  
M. Brabeck  
Office of the Dean  
Steinhardt School Annual Fund  
$35,000

**P. NOGUERA/E. FERGUS**  
Metro Center  
Finding Solutions for the Challenges Faced by Disenfranchised Males in the United States  
$200,000

**FOUNDATION FOR CHILD DEVELOPMENT**  
L. Allen  
Applied Psychology  
Forum on Children and Families  
$26,513

**FREEMAN FOUNDATION**  
L. Frank Tang  
Teaching and Learning  
Developing Chinese Language Teachers  
$135,000

**FUND FOR PUBLIC SCHOOLS**  
A. Schwartz  
IESP/Humanities and Social Sciences in the Professions  
Measuring the Impact of Arts Education  
$66,954

**L. SISKIN**  
IESP/Humanities and Social Sciences in the Professions  
An Evaluation of Value-Added Leadership Programs: Empowerment Support Organizations  
$47,000

**HELEN FRANKTHALER FOUNDATION, INC.**  
W. Ling  
Physical Therapy  
Marilyn Moffat Professorship in Physical Therapy  
$6,000

**HERMAN WITTMER TRUST**  
M. Brabeck  
Office of the Dean  
Steinhardt School Annual Fund  
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**P. NOGUERA/E. FERGUS**  
Metro Center  
Finding Solutions for the Challenges Faced by Disenfranchised Males in the United States  
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L. Dixon
Nutrition, Food Studies, and Public Health
Evaluating the Impact of Using Financial Incentives to Build Supermarkets in High-Need Areas
$10,276

B. Elbel/L. Dixon
Nutrition, Food Studies and Public Health
Evaluation of Whether New York City Group Daycares Meet New City-Mandated Physical Activity Policies Using Observational and Objective Methods
$132,653

L. Ferrara
Music and Performing Arts Professions
The Walter Reinhold Scholarship
$20,000

K. Lancaster
Nutrition, Food Studies, and Public Health
Obesity Research
(Subcontract through the African American Collaborative Obesity Research Network)
$22,753

J. Macinko
Nutrition, Food Studies, and Public Health
Health and Society Scholars Program
$7,169

J. Macinko/D. Silver
IHDSC/Nutrition, Food Studies, and Public Health
A Framework for Understanding State Health Policy
$149,942

ROBERTSON FOUNDATION
J. Kemple
Research Alliance/Teaching and Learning
Research Alliance for New York City Schools
$1,500,000

ROBIN HOOD FOUNDATION
L. Allen
Applied Psychology
Quality Assurance and Early Childhood Settings
$375,470

ROCKEFELLER FOUNDATION
A. Appadurai
Media, Culture, and Communication
Exploring the Social and Physical Determinants of Urban Health Project Subcontract through Partners for Urban Knowledge, Action, and Research
$45,000

C. Suárez-Orozco/M. Suárez-Orozco
IGEMS/Applied Psychology/Humanities and Social Sciences in the Professions
Partnership for Higher Education in Africa
$300,000

RUSSELL SAGE FOUNDATION
A. Schwartz
IESP/Humanities and Social Sciences in the Professions
Immigrants and Inequality in Public Schools
$9,906

SCHOTT FOUNDATION FOR PUBLIC EDUCATION
P. Noguera
Metro Center/Teaching and Learning
Intervention Study: Assessing Effective Supplemental Programs Serving Black Male Students in New York City and Report on the Educational Trajectories of Black Males in Public Schools
$346,000

THE SKERRYMORE FOUNDATION
M. Brabeck
Office of the Dean
Steinhardt School Annual Fund
$5,000

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL
J. Rohel
Mentor K. Ray/Nutrition, Food Studies, and Public Health
Doctoral Fellowship
$20,000

SOCIETY FOR THE STUDY OF PSYCHOLOGY
E. Cappella
Applied Psychology
Bridging Mental Health and Education in Public Schools
$12,270

THE SPENCER FOUNDATION
J. Kemple
Research Alliance/Teaching and Learning
Study of NYCDOE Achievement Reporting and Innovation System Usage (ARIS) and the Early Implementation of ARIS-Local
$399,906

C. Raver
IHDSC/Applied Psychology
$742,575

A. Schwartz
IESP/Humanities and Social Sciences in the Professions
Migration, Immigration and Public Schools: The Consequences of Mobility for Students and their Classmates
$421,536

L. Stiefel
IESP/Humanities and Social Sciences in the Professions
Trajectories of Immigrant Performance Over Time
$130,600

L. Stulberg/A. Chen
Humanities and Social Sciences in the Professions
Beyond Baake: The Social Origins and Political Development of Affirmative Action in College and University Admissions
$40,000

ST. ADALBERT SCHOOL DISTRICT
E. Fergus/S. McLetchie
Metro Center
Professional Development
$23,000

STARKEY HEARING FOUNDATION
C. Stewart
Communicative Sciences and Disorders
Gift in Honor of Dr. M. Miller
$10,000

STEPHANIE LAUCIUS EDUCATION AND CHARITABLE FOUNDATION
M. Brabeck
Office of the Dean
Steinhardt School Alumni Scholarship Fund
$5,000
P. Noguera/Y. Fordham
Metro Center
Adolescent Post-Secondary Education Exchange Program
$50,000

P. Noguera/Y. Fordham
Metro Center
Christopher Columbus High School Tutoring Program
$50,000

U.S.-U.K. FULBRIGHT COMMISSION
P. Hosay
Humanities and Social Sciences in the Professions
American Studies Summer Institute: The Reconciliation of American Diversity with National Unity
$312,000

USA FUNDS
R. Teranishi
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A Broader and Bolder Approach to School Reform in Newark
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$70,000

WALTER C. TEAGLE, III & JANET D. TEAGLE FAMILY FOUNDATION
W. Ling
Physical Therapy
Marilyn Moffat Professorship in Physical Therapy
$10,000

WESTERN UNION FOUNDATION
C. Suárez-Orozco/M. Suárez-Orozco
IGEMS/Applied Psychology/Humanities and Social Sciences in the Professions
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WEINER FOUNDATION
H. Wechsler
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$265,000

W. Ling
Physical Therapy
Marilyn Moffat Professorship in Physical Therapy
$15,000

J. McDonald
Teaching and Learning
Excel in Writing, Thinking, and Inquiry Program
$120,000

P. Noguera/Y. Fordham
Metro Center
Metro Center/Teaching and Learning
Research and Policy Consortium on the Education of Black Males in New York City Public Schools
$365,000

P. Noguera/Y. Fordham
Metro Center
Brandeis High School Tutoring Program
$47,925

P. Noguera/Y. Fordham
Metro Center
Christopher Columbus High School: Forward Focus
$20,000

W. Ling
Physical Therapy
Marilyn Moffat Professorship in Physical Therapy
$11,853

W. Ling
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Marilyn Moffat Professorship in Physical Therapy
$15,000

J. McDonald
Teaching and Learning
Excel in Writing, Thinking, and Inquiry Program
$120,000

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Metro Center
Adolescent Post-Secondary Education Exchange Program
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Physical Therapy
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$11,853
YMCA OF GREATER NEW YORK

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Wallerstein Collaborative for Urban Environmental Education: The Green Team Project
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Tax Credits For New Supermarkets in Low-Income Areas: The Influence on Healthy Eating for Adults
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$5,000

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Physical Therapy
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$10,000

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$415,614

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Department of Art and Art Professions Development Fund
$10,025

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$285,000

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MRS. ALICIA KATZKA ADESMAN

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$1,000,000

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The Pearl Steinberg Scholarship for String Performance
$15,000

W. Ling
Physical Therapy
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$10,000

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Dean’s Scholarship Fund
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Steinhardt Parents Fund For Education
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Steinhardt School Annual Fund
$5,000

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$5,000

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$7,500

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Office of the Dean
Gale and Ira Drukier Scholarship Fund for Flute Players
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M. Brabeck
Office of the Dean
Steinhardt School Annual Fund
$5,000

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W. Ling
Physical Therapy
Marilyn Moffat Professorship in Physical Therapy
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Dean’s Endowed Discretionary Fund (Estate)
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Harpsichord Donation (Gift in Kind)
$215,000

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Steinhardt School Alumni Scholarship Fund (Estate)
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C. Stewart
Communicative Sciences and Disorders
Gift in Honor of Dr. M. Miller
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M. Brabeck
Office of the Dean
The Annette and Bill Fraad ’56 Permanent Scholarship Fund
$125,000

M. Brabeck
Office of the Dean
Steinhardt School Annual Fund
$17,493

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M. Brabeck
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The Adrienne Gloria Frosch Scholarship Fund
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M. Brabeck
Office of the Dean
Edward Gersh Permanent Scholarship Fund
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Sascha Gorodnitzki Faculty Chair in Piano Studies and Sascha Gorodnitzki Piano Studio
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L. Ferrara
Music and Performing Arts Professions
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$28,000

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Support for the Department of Media, Culture, And Communication
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M. Brabeck
Office of the Dean
Ellen C. Gstalder Memorial Scholarship Fund
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Music and Performing Arts Professions
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$100,000

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L. Ferrara
Music and Performing Arts Professions
$33,974

MR. MARSHALL S. HERSKOVITZ
M. Brabeck
Office of the Dean
Steinhardt School Annual Fund (Estate)
$5,000

DRS. ANDREW AND IRMA HILTON
W. Ling
Physical Therapy
Marilyn Moffat Professorship in Physical Therapy
$5,000
DR. ELIZABETH IANNIZZI
M. Brabeck
Office of the Dean
Elizabeth Iannizzi Scholarship Fund
$15,000

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M. Brabeck
Office of the Dean
Dean’s Endowed Discretionary Fund (Estate)
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L. Ferrara
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The Billy Joel Music Scholarship
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Office of the Dean
Steinhardt Parents Fund for Education
$5,000

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Music And Performing Arts Professions
Support for the Department of Music and Performing Arts Professions
$5,000

DR. MITCHELL A. LEASKA
I. Aronson
Mentor: J. Plass/Administration, Leadership and Technology
The Effects of a Multimedia Video Intervention’s Emotional Content and Ethnic Matching On HIV Prevention And Testing Related Knowledge, Behavior, And Intent (Estate)
$5,000

H. Bang
Mentor: C. Suárez-Orozco/Applied Psychology
Role of Homework in the Academic Lives of Immigrant Adolescents (Estate)
$5,000

M. Borenstein
Mentor: M. Stevens/Humanities and Social Sciences in the Professions
The Effects of a Multimedia Video Intervention’s Emotional Content and Ethnic Matching On HIV Prevention And Testing Related Knowledge, Behavior, And Intent (Estate)
$5,000

T. Fredrick
Mentor: S. Beck/Teaching and Learning
Students Accomplishing Academic/Social Actions Through Language (Estate)
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E. Hanauer
Mentor: G. Miller-Idris/Humanities and Social Sciences in the Professions
Collective Identity in The French Classroom: The Discourse And Incorporation of Immigration History (Estate)
$5,000

M. Lukes
Mentor: P. Noguera/Teaching and Learning
Educational Aspirations and Experiences of Latino Newcomers Age 18-24 in New York City (Estate)
$5,000

E. Niwa
Mentor: N. Way/Applied Psychology
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$5,000

C. Rosalia
Mentor: L. Llosa/Teaching and Learning
EFL Students as Peer Advisors in an Online Writing Center (Estate)
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C. Sattin-Bajaj
Mentor: M. Suárez-Orozco/Humanities and Social Sciences in the Professions
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L. Silverman
Mentor: N. Way/Applied Psychology
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M. Sole
Mentor: S. Weinberg/Humanities and Social Sciences in the Professions
The Experiences of Individuals in Doctoral Mathematics Programs: A Focus on Women (Estate)
$5,000

R. Torres
Mentor: P. Noguera and R. Goldman/Teaching and Learning/Administration, Leadership, and Technology
Learning on a 21st Century Platform: Gamestar Mechanic as a Means to Game Design And Systems-Thinking Skills Within a Nodal Ecology (Estate)
$5,000

M. Brabeck
Office of the Dean
Scholarships for Undergraduate and Graduate Students (Estate)
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M. Brabeck
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Steinhardt School Annual Fund
$10,000

MS. VIRGINIA J. LOPEZ
M. Brabeck
Office of the Dean
Steinhardt School Annual Fund
$15,000

MRS. MIRIAM HAKLAI MANGOT
C. Stewart
Communicative Sciences and Disorders
Graduate Student Scholarship
$100,000

MS. MARGARET A. MCKECHNIE
M. Brabeck
Office of the Dean
Ann McKechnie Fellowship
$250,000
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<th>Name</th>
<th>Role</th>
<th>Department</th>
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<td>P. Noguera/L. Wells</td>
<td>Metro Center</td>
<td>A Broader and Bolder Approach to School Reform</td>
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<td>Music and Performing Arts Professions</td>
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<td>Steinhardt Parents Fund for Education</td>
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<td>Scholarship in the Department of Teaching and Learning, in memory of Gertrude and Alfred Ellison</td>
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<td>J. Gilbride</td>
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<td>Steinhardt Parents Fund for Education</td>
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**NOTES**

1. Professor G. Ogedegbe, New York University, School of Medicine, Division of General Internal Medicine
2. Professor S. Corcoran, New York University, Department of Humanities and Social Sciences for the Professions; Professor L. Dixon, New York University, Department of Nutrition, Food Studies, and Public Health; Professor B. Elbel, New York University, Langone Medical Center, Department of General Internal Medicine; Professor R. Kersh, New York University, Wagner Graduate School of Public Service; Professor L. Stiefel, New York University, Department of Humanities and Social Sciences in the Professions and Wagner Graduate School of Public Service; Professor M. Weinstein, New York University, Department of Humanities and Social Sciences in the Professions
3. Professor B. Elbel, New York University, Langone Medical Center, Department of Medicine; Professor C. Abrams, New York University School of Medicine, Department of General Medicine; Professor R. Kersh, Wagner Graduate School of Public Service; Professor T. Mijanovich, New York University, Wagner Graduate School of Public Service
4. Professor H. Yoshikawa, Harvard University, Graduate School of Education
5. Professor V. Been, New York University, School of Law and Wagner Graduate School of Public Service, Furman Center for Real Estate and Urban Policy; Professor I. Ellen, New York University, Wagner Graduate School of Public Service, Furman Center for Real Estate and Urban Policy
6. Professor B. Elbel, New York University, Langone Medical Center, Department of Medicine
7. Professor A. Chen, Northwestern University, Department of Sociology
8. Professor J. Brown, Fordham University, Department of Psychology; Professor S. Jones, Harvard University, Graduate School of Education
9. Professor B. Elbel, New York University, Langone Medical Center, Department of Medicine
## Challenge Grants

### NYU Research Challenge Fund

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<td>S. Corcoran</td>
<td>Fair Student Funding: The Effects of Student-Based Budgeting on Equity and Achievement</td>
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<td>B. Gary</td>
<td>Modernism Against Orthodoxy: Morris Ernst, the ACLU, and Anti-Censorship Liberalism</td>
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<td>F. Kapadia</td>
<td>An Exploratory Study of Migration on HIV Risk among Pueblano Migrants in New York City</td>
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<td>S. Kirch</td>
<td>Teaching and Learning the Nature of Scientific Evidence in Elementary Schools</td>
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<td>R. Landy</td>
<td>Researching Educational Theatre Praxis</td>
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<td>G. Voelbel</td>
<td>Speed of Information Processing Training for Traumatic Brain Injury</td>
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### Steinhardt School of Culture, Education, and Human Development Research Challenge Fund

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<td>Parents’ Role in Shaping Civic Engagement among Youth in New York: Development of a Parent Measure</td>
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<td>S. Beck</td>
<td>Developing Interpretive Stance in Adolescent Readers</td>
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<td>C. Benedict</td>
<td>El Sistema: Can Music Education Have a Place in Social Reform?</td>
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<td>The Form of Online News: A Comparative Study of Danish, French, and U.S. Online and Print Newspapers</td>
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<td>E. Cappella</td>
<td>Adaptation of MyTeachingPartner for Urban Schools Services: A Database Approach</td>
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<td>Conflux Festival: the Art and Technology Festival for the Creative Exploration of Urban Public Space</td>
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<td>Learning Civic Engagement through the Visual Arts in After-School Programs</td>
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<td>Partnerships for Readiness through Integrative Science Curriculum</td>
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<td>Pilot Study: An Examination of the Benefits of Combining Two Learning Strategies on Memory of Functional Information in Persons with Multiple Sclerosis</td>
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<td>G. Gutierrez</td>
<td>Development of Innovative Statistical Methodology to Analyze and Relate Biomedical Data</td>
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<td>Envisioning Digital Features: Shaping India’s Global Workers</td>
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<td>Exploratory Study of Feeding Behavior Outcomes of Infants with Preterm History in Their First Year of Life</td>
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<td>Developing /r/ in Children with Phonological Disorders: Ultrasound Imaging and Perceptual Judgments</td>
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<td>New Strategies for Audience Growth and Retention: Reinstalling and Interpreting Museum Permanent Collections</td>
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<td>Working Memory, Category Formation, and Speech Perception in the Speech Language Impaired</td>
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<td>K. McCoy</td>
<td>Heaven and Hell—A Kinetic Sculpture</td>
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<td>NYU-NYC Partnership Schools: Anticipating and Assessing the Model</td>
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<td>C. Miller-Idriss</td>
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<td>Music Comments on the “War on Terror”/The Politics of Performance</td>
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<td>N. Parekh</td>
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<td>Polymorphic variants of candidate genes in the insulin and insulin-like growth factor pathway; lifestyle factors, family history and cancer mortality</td>
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M. Rachleff: Community Engagement and Contemporary Art $5,000

A. Rajagopal: Between Institution and Imagination: Prime Time Religion Revisited $5,000

S. Rao: Inter-ACTT: Interactive Strategies Targeting Physical Activity Through Technology $15,000

C. Raver: Investing in Children’s Self-Regulation in Out-of-School Settings: A Pilot Study $4,950

J. Salvatore: The Pilgrim Hawkby Glenway Wescott: From Novella to Stage Adaptation $5,000

S. Sirin: Negotiating Secularist and Islamic Ideologies in a Polarized Context: A Community Based Study of Youth in Turkey $5,000

L. Stulberg: Successful African American Students and Racial and Academic Identity $4,826

C. Tamis-Lemonda: Chinese and Caucasian Parents’ and Children’s Responses to Children’s Performance $4,967

R. Landy: The Couch and the Stage: Integrating Words and Action in Psychotherapy $1,000

S. Sirin: Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research $1,000

S. Vaidhyanathan: Completion of a Book: The Anarchist in the Library $1,000

D. Turk: Real-World Methods Courses for Real-World Learning: Understanding and Designing Effective Strategies for Embedding Secondary Level Social Studies Methods Courses in High School $10,000
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 in the studio, preparing themselves for dynamic academic and professional careers, and helping to advance scholarly inquiry across the disciplines.

ADMINISTRATION, LEADERSHIP, AND TECHNOLOGY

I. Aronson  The Effects of a Multimedia Video Intervention’s Emotional Content and Ethnic Matching On HIV Prevention and Testing Related Knowledge, Behavior, and Intent  Estate of Dr. Mitchell A. Leaska  $5,000

APPLIED PSYCHOLOGY

D. Charles  Pre-doctoral Interdisciplinary Research Training Fellowship  U.S. Department of Education  $60,000

J. Kennedy  Head Start Graduate Student Research: Communicating a Sense of Time in Narrative—Storytelling by Latino Head Start Children  Department of Health and Human Services, Administration for Children and Families  $30,000

E. Niwa  The Impact of Ethnic and Racial Discrimination in Middle School on the Social and Emotional Well-Being of Adolescents: A Mixed Methods, Longitudinal Study  Estate of Dr. Mitchell A. Leaska  $5,000

A. Schick  Head Start Graduate Student Research: Home and School Emergent Literacy Practices of Latino Dual-Language Learners in a Bilingual Head Start  Department of Health and Human Services, Administration for Children and Families  $50,000

L. Silverman  The Missing Family Member: The Influence of Siblings on the Academic and Social Development of a Racially and Ethnically Diverse Cohort of Early Adolescents  Estate of Dr. Mitchell A. Leaska  $5,000

HUMANITIES AND SOCIAL SCIENCES IN THE PROFESSIONS

M. Borenstein  The Effects of a Multimedia Video Intervention’s Emotional Content and Ethnic Matching On HIV Prevention and Testing Related Knowledge, Behavior, and Intent  Estate of Dr. Mitchell A. Leaska  $5,000

E. Hanauer  Collective Identity in the French Classroom: The Discourse and Incorporation of Immigration History  Estate of Dr. Mitchell A. Leaska  $5,000

C. Sattin-Bajaj  The Burden of Choice: Latin American Immigrant and African-American Families’ Experiences with High School Choice in Comparative Perspective  Estate of Dr. Mitchell A. Leaska  $5,000
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<td>Educational Aspirations and Experiences of Latino Newcomers Age 18-24 in New York City</td>
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