

Haynes Foundation **NEWS**

supporting social science research for Los Angeles



UPCOMING PROPOSAL DEADLINES

Major Research Grants:

August 31, 2010
October 28, 2010
March, 2011
May, 2011

Faculty Fellowships:

December 3, 2010

Archival Grants:

January, 2011

Doctoral Dissertation

Fellowships:

February, 2011

Technology, Writing, and Academic Achievement

A strong focus on informational writing has been shown to increase student's academic achievement across subject areas. This can be especially important in upper elementary school, when students encounter increasingly complex language as they transition from "learning to read and write" to "reading and writing to learn." Research suggests that many students, particularly those who are English language learners or from low socioeconomic status backgrounds, do not make this transition smoothly and instead experience a "fourth grade slump" in reading, writing, and language arts. If not remedied, this "slump" can have a significant adverse effect on future performance in school and in life.

To assist this transition and improve the writing skills, English language arts, and academic achievement of its upper elementary students, the Saugus Union School District, located in Santa Clarita Valley in Northern Los Angeles County, altered its fourth grade classes. A writing intensive curriculum was implemented, based

on purposeful nonfiction writing via blogs and wikis, frequent external assessment via automated writing evaluation, and individual student access to low-cost netbook computers. Initial results suggested positive improvements in language arts.

Dr. Mark Warschauer of the University of California, Irvine sought and obtained permission from the Saugus District to carry out a study of the relationship between student learning and laptop use. With a grant of \$62,571 from The Haynes Foundation, Dr. Warschauer will study the Saugus program with particular emphasis on improvements in literacy among fourth-graders from different groups and the correlation of literacy levels with the use of netbooks.

The research hopes to illuminate whether and in what ways a focused program linking writing, assessment, and netbook computers can help all fourth-grade students better transition from "learning to read and write" to "reading and writing to learn."

The John Randolph Haynes and Dora Haynes Foundation

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The Rise of the Decline-to-States

What Could It Mean for the Governance of California?

Partisanship and membership in one of the two principal political parties had been viewed as an important aspect of how individuals vote in most types of electoral contests. Party affiliation was best expressed through voter registrations,

where most voters choose to affiliate with one of the two major parties. Up until the 1960's, only a few declined to state (DTS) a party affiliation.

However, Dr. Michael Alvarez of the Department of Humanities and Social

Studies at the California Institute of Technology, notes that starting in the 1960's, the number of Americans who no longer wished to be identified with either of the two political parties began to rise. Dr. Alvarez, an expert in election matters, also concluded that California is undergoing a steep rise in the number of Californians who decline to state a party affiliation when they register to vote. The latest estimate of DTS voters exceeds 20% of California voting population.

The Haynes Foundation recently awarded Dr. Alvarez and his team a grant of \$131,955 to examine the reasons behind this shift to DTS status. Through this research, Dr. Alvarez hopes to better identify: the DTS voters, their rationale for avoiding both political parties, why California exhibits a level of political independence well above that of other states, and the possible consequences that increased numbers of DTS voters in California will have for the elections in 2010 and beyond.

Faculty Fellowship Awards 2010

Stacy Burns, *Loyola Marymount University*, "Veteran's Court in Southern California: A New Approach to Problems of Veterans in the Criminal Justice System."

Andrew Curtis, *University of Southern California*, "The Disproportionate Burden of Diabetes in East Los Angeles: Using Social Science to Identify Neighborhood Variations."

Nicole Esparza, *University of Southern California*, "Interlocking Boards of Trustees Among Anti-Poverty Nonprofits."

Tomoe Kanaya, *Claremont McKenna College*, "Ten years after Prop 227: An Examination of Cognitive Development in Bilingual, Latino Children from Los Angeles."

Hansung Kim, *California State University, Fullerton*, "Running Away From Out-Of-Home Care: The Role of Case and Community Levels in California."

Martin Krieger, *University of Southern California*, "Documenting the Geography of an Orthodox Jewish Religious Enclave in Los Angeles."



Manuel Pastor, *University of Southern California*, "Black Immigrant Economic Competition in Southern California: Is It Real? Is It Sizable? Is It Surmountable?"

Vanessa Schwartz, *University of Southern California*, "The Dawn of the Jet Age and Re-thinking LAX."

Jefferey Sellers, *University of Southern California*, "Assessing Special District Governance in Southern California."

Veronica Terriquez, *University of Southern California*, "The School-based Engagement of Low Income and Working Class Parents in Los Angeles County."

Saving Our Sons

An Examination of Black Male Academies in Los Angeles Schools

Success in high school is widely acknowledged to be an important stepping stone to personal and professional success later in life. This is why a team at the UCLA Graduate School of Education & Information Studies, led by Professor Tyrone Howard, has been looking into various strategies for improving the prospects for Black males in or entering high school.

In the inner city of Los Angeles, Black male students are among the high school students who are most likely to drop out of high school. A recent report done by the Schott Foundation found that fewer than half of Black males finish high school. To compound the problem, many of those who drop out later became involved with the penal system or are chronically under-employed.

The Haynes Foundation awarded the UCLA team a grant of \$150,000 to research the question of whether Black males perform better in a single-sex classroom environment, and if so, why. The researchers will use a variety of tools to study Black males in both single-sex and in co-educational settings. The UCLA team will focus its research on several single-sex and co-educational high schools and academies in Los Angeles. The researchers will compare outcomes and they hope to offer recommendations on the techniques and settings that offer the greatest potential for improvement.

2010 Archival Grants

Ms. Anne Connor
Library Foundation of Los Angeles
“Mid-Century Aerial Photographs of Greater Los Angeles” \$20,000

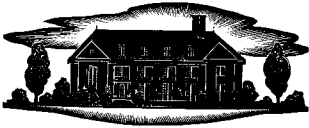
Dr. Susan Curzon
California State University, Northridge
“The Mulholland Family Papers—Part II of the Catherine Mulholland Collection” \$20,000

Dr. William Estrada
Natural History Museum of Los Angeles
“Glass to Access: Expanding New Historical Research on Los Angeles and the West Phase II” \$20,000

Ms. Ann Scheid
University of Southern California
“Relocation and Enhanced Access: Greene and Greene Archives” \$20,000

Mr. Gary E. Strong
University of California, Los Angeles
“Planning and Assessment for the Tom Bradley Special Collection” \$20,000





Promoting the Well-Being of Mankind

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As a private, independent foundation, the Haynes Foundation uses its website as a tool to broaden its outreach to scholars, policy makers, and members of the public who are interested in social science research relating to Los Angeles. More information can be found at www.haynesfoundation.org. Helpful features to be found there include a brief history of the Foundation, information about its founders and trustees, descriptions of the Foundation's programs, procedures for preparing and submitting grant and fellowship proposals, electronic copies of recent Newsletters and Biennial Reports (see latest cover at right), office contact information and a list of Frequently Asked Questions.



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2007-08*