Solving problems facing children through research, policy, teaching, and service
## Center for Child and Family Policy
### 2000-01

### Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Board of Advisors</td>
</tr>
<tr>
<td>3</td>
<td>Mission</td>
</tr>
<tr>
<td>4</td>
<td>Mission: Research</td>
</tr>
<tr>
<td>4</td>
<td>The Development of Youth Violence and How to Prevent It</td>
</tr>
<tr>
<td>8</td>
<td>Education Policy Research</td>
</tr>
<tr>
<td>11</td>
<td>Early Childhood Development and Interventions</td>
</tr>
<tr>
<td>14</td>
<td>Mission: Policy Debate and Dissemination</td>
</tr>
<tr>
<td>21</td>
<td>Mission: Public Service</td>
</tr>
<tr>
<td>24</td>
<td>Mission: Teaching</td>
</tr>
<tr>
<td>27</td>
<td>Center for Child and Family Policy Members</td>
</tr>
<tr>
<td>29</td>
<td>Duke Affiliated Members of the Center</td>
</tr>
<tr>
<td>32</td>
<td>External Funding 2000-2001</td>
</tr>
<tr>
<td>35</td>
<td>Representative Publications</td>
</tr>
</tbody>
</table>
The mission of the Center for Child and Family Policy is to solve problems facing children in contemporary society by bringing together scholars from many disciplines with policy makers and practitioners. The center is addressing issues of education reform, youth violence, and early child care. It is home to the largest violence-prevention study ever funded by the National Institute of Mental Health, the largest youth-violence prevention experiment for middle schools ever funded by the Centers for Disease Control, and a major effort to evaluate the effects of education reforms on children across North Carolina.
At the core of the Center’s mission is research into psychological and social issues facing children and families and the development of public policy that can help resolve these issues. In 2000-01, research at the Center revolved around three ongoing themes: (1) **The Development of Youth Violence and How to Prevent It**, (2) **Education Policy Research**, and (2) **Early Childhood Development and Intervention**. Through the efforts of the Duke-Carolina Working Group on Child Maltreatment, the Center is working to add a fourth focus: The Development of Child Abuse and How to Prevent It.

Many of the Center’s studies involve the measurement of active interventions in the lives, schools, and families of children. Projects like Fast Track, GREAT Schools and Families, STARS Plus, and Project TEAM deliver therapeutic and educational services to people in the surrounding community while at the same time adding to the understanding of the Center’s theme areas with original research. To conduct these studies, researchers often work through public institutions, such as school systems. Working at this juncture of research, practice, and public policy puts the Center in a strong position to understand and make contributions to all three areas.

### The Development of Youth Violence and How to Prevent It

**Research Project**

**The Child Development Project**

This longitudinal study investigates children’s social development and adjustment by following 585 children from two cohorts recruited in consecutive years, 1987 and 1988, from Nashville and Knoxville, Tennessee, and Bloomington, Indiana. The children were recruited the year before they entered kindergarten, and data have been collected every year since. The project is now in its fifteenth year of collection, and data are available from multiple informants, including children, parents, teachers, peers, observers, school records, and court records. This project is funded by the National Institute of Mental Health and National Institute of Child Health and Human Development. The principal investigators are Kenneth A. Dodge, Jack Bates (Indiana University), and Greg Pettit (Auburn University).

The following aims are the core of the project:

- identifying life experiences that increase the risks for adolescent conduct problems;
- understanding how life experiences, socio-cultural contexts, and biological dispositions combine to develop psychopathology processes;
- testing the hypothesis that risk factors operate through effects on the child’s social knowledge and the ways that children process social information;
- evaluating a model of “switch points” for changes in a child’s adjustment trajectory at normative (e.g., puberty onset) and non-normative (e.g., parental divorce or moving to a new neighborhood) transitions and for determining critical environmental features in development (e.g., harsh discipline in the first five years versus monitoring and guidance in adolescence);
- assessing specifically adolescent processes crucial to adolescent development;
- testing the generalizability of models across gender and ethnic groups; and
• studying the fuller adjustment profiles within which conduct problems may occur, such as school achievement and the internalization of problems.

During 2000-01, researchers conducted the fourteenth round of data collection for the children who entered kindergarten in 1987 and the thirteenth for the children who entered in 1988.

**Collection Fourteen, Cohort One: Diagnostic Interview and Questionnaire Battery**

Center researchers interviewed the teens, most of them now eighteen years old, with the Diagnostic Interview Schedule, a widely used, validated procedure for assigning DSM-IV diagnostic labels. One staff member received official DIS training and in turn trained the remaining staff. The teens also completed a questionnaire battery, including items on behavioral and emotional adjustment, delinquent acts, and future career and personal aspirations.

In conjunction with Amy Holtzworth-Munroe, an expert on relationship violence, interviewers also asked about personal dispositions that have been found in research of older couples to be associated with abusive relations. Based on prior studies, Center researchers expect that a moderately large number of teens’ relationships will involve some level of violence. This will be one of very few studies that could give a longitudinal perspective on the antecedents of relationship violence.

Using separate funds, Center researchers conducted a pilot study with the adolescent participants’ dating partners. With each participant’s permission, they called a sample of those who were in a “stable” dating relationship with a partner eighteen years of age or older and asked them questions about their tactics in dealing with conflict.

**Collection Thirteen, Cohort Two: Mail Questionnaires Only**

Center researchers gathered questionnaires completed by parents concerning family information, stressful events, and teen behavioral adjustment. They also received questionnaires from teens, which concerned stressful events, dating relationships, extracurricular activities, and adjustment and delinquent acts.

**School Records**

With permission from the parents and teens and cooperation from schools, the researchers collect information from school records each year if the teen is still in school. These teens have attended many different schools.

**Significance**

The data are an enormously rich array of information about adjustment outcomes and developmental processes of children. Each of the many component parts of the data set are valuable in their own right—for example, the diagnostic interview information can be highly informative when compared to the many other indicators of adjustment, including parental questionnaires and school adjustment information. However, when seen in its full developmental sweep, the data are exponentially more valuable. There are very few studies that can, as the CDP can, show detailed, year-by-year personality, adjustment, and family process antecedents of dimensional or DSM-IV categorical adjustment outcomes.

**Research Project**

**Cognitive, Psychophysiological, and Situational Features of Reactive and Proactive Violence**

This ongoing study examines a theoretical distinction between reactive and proactive violence. The researchers propose that reactive violence is characterized by “hot-blooded” anger in response to a perceived threat, whereas proactive violence is a “cold-blooded” instrumental attempt to achieve a specific goal in a situation that affords selfish gain. A sample of 585 adolescents have participated in this longitudinal project over several years and are assessed in terms of social cognition, psychophysiology, and family/social context. Joe Crozier, a psychology graduate student at the Center, is working on the psychophysiological aspect of the research. Kenneth A. Dodge is the principal investigator.

**Research Project**

**Fast Track**

Fast Track is a multisite intervention designed to investigate and prevent the onset of behavioral and psychological problems in adolescents. The project has followed and worked with three cohorts of children from the time they entered the first grade, in 1991, 1992, and 1993, respectively, and the researchers have just finished ten years of the
originally envisioned twelve-year intervention trial at four sites, of which Duke-Durham is one. The project has involved approximately nine hundred children in intervention, normative, and control groups. The principal investigators are Kenneth A. Dodge (Duke), John Coie (Duke), John Lochman (University of Alabama), Ellen Pinderhughes (Vanderbilt), Karen Bierman (Pennsylvania State), Mark Greenberg (Pennsylvania State), and Bob McMahon (University of Washington).

**Interventions**

The children in the Fast Track intervention and control groups were selected because of their conduct problems in kindergarten and home, which were seen as indicators of high risk for later trouble. The problems they might be expected to face as adolescents include juvenile delinquency, psychological disorder, substance abuse, school failure and dropout, and risky sexual practices. The elementary school phase of the prevention program addressed risk and protective factors for adolescent problems, derived from the project’s developmental model, in six areas:

- parenting,
- the children’s problem-solving and emotional coping skills,
- peer relations,
- classroom atmosphere and curriculum,
- academic achievement, and
- home-school relations.

Ten project interventionists work with the intervention-group children, their families, and the schools in order to increase the number of protective factors in each of these areas and reduce the number of risk factors. The curriculum and interventions have changed over time to be developmentally appropriate as the children grew older. The research intervention occurs in childhood so that its effect on subsequent behavior can be assessed, but intervention staff members have subsequently worked with adolescents and families on special request.

**Fast Track Longitudinal Research**

Fast Track researchers are evaluating (1) the longitudinal outcomes of the intervention and (2) the project’s guiding hypotheses concerning the development of conduct problems. The first evaluation relies on long-term outcome analysis of high-risk children who either received the intervention or were followed as a nontreated control group. For this part of the study, the project’s data collection team conducts comprehensive summer interviews of parents and youth and collects teacher interviews and archival data from school records, court records, and medical and mental health institutions.

Project results thus far indicate that the intervention effectively improved parenting practices and children’s social-cognitive skills, peer relations, reading achievement, and problem behavior at home and school during the elementary school years. Recent results show that children receiving the intervention are one-third less likely than the control group at similar risk to require hospitalization for psychiatric and/or behavioral problems in adolescence.

The evaluation of the project’s guiding hypotheses about the development of conduct problems relies on studies of nearly four hundred children (one hundred for each of four sites) who did not receive the Fast Track intervention and who were stratified according to their risk for conduct problems (a normative sample).

Several analyses have been or are being conducted to evaluate Fast Track’s theory and developmental hypotheses. Examples include the analysis of (1) the disadvantages in children’s general living and family conditions that influence later psychological and academic outcomes, (2) whether and how the conduct problems of high-risk children change over time both in their level and their characteristics, (3) how certain beliefs and poor decision making in social confrontation or conflict may explain the behavior of children who are characteristically aggressive, and (4) the ways in which conduct problems may emerge from and contribute to social rejection in school over time.

**Fast Track Data Center**

The Fast Track Data Center, housed at Duke, receives, cleans, and organizes data and creates technical reports and SAS data sets for all four sites of the Fast Track program (University of Washington, Vanderbilt University, Pennsylvania State University, and Duke University).

**Measuring and Evaluating Mental Health Services Utilization Information from Fast Track**

A potential benefit of an intervention like Fast Track could be a reduction in the use of public mental health services by the children and families involved. Given the costs of those services, the potential savings are large and may offset a substantial
proportion of the costs of the intervention. This ongoing project examines if Fast Track interventions reduce expenditures on mental health services and if the resulting cost savings justify the costs of the intervention. The project recently began a cost-benefit analysis of the intervention under the direction of Michael Foster at Pennsylvania State University.

GREAT Schools and Families

GREAT Schools and Families is part of a four-site, national Centers for Disease Control and Prevention (CDC) project evaluating a promising, existing family- and school-based violence-prevention program. It is the largest violence-prevention study ever funded by the CDC, involving approximately 800 students and 160 sets of parents at the Duke-Durham site alone. If the program proves successful, CDC will encourage its adoption at schools nation-wide. David Rabiner is the principal investigator at Duke. The Center for Child and Family Policy’s team is collaborating with investigators from Virginia Commonwealth University, the University of Illinois at Chicago, and the University of Georgia at Athens to develop and test this theory-driven program. The Center is home to the project’s overall data center as well as being one of the intervention sites.

Initial planning for the study started in 1999, and pilot testing of the intervention took place in the 2000-01 public school year. Duke’s portion of the full-scale study begins in the 2001-02 year with sixth-grade classes in eight Durham middle schools. The program has three major components:

- Students in all eight participating middle schools are asked to fill out research surveys.
- Students in four of those eight schools will also attend the GREAT Students class in social-cognitive problem-solving skills once a week for twenty weeks. The class has been made a regular part of the curriculum for these schools for fall semester 2001 by Durham Public Schools.
- Students and their families from four of the eight schools will be asked to participate in intensive problem-solving and family skills training sessions called GREAT Families. Two of the schools in this group will come from the schools who participate only in the survey portion of the study and two will come from schools that participate in the survey and in the GREAT Students classes. Families will be asked to participate in GREAT Families if their child has shown behaviors of both aggressiveness and leadership (the ability to influence peers).

The study’s hypothesis is that the greatest benefit will be seen in students who participate in all three components: the survey and the GREAT Students and GREAT Families programs. The study seeks to discover whether the overall safety and climate of a school can be improved if behavior can be changed in students who are aggressive and are perceived as leaders/influencers. Few interventions have proven effective in reducing the violence rates of youth in middle schools. The program’s effectiveness will be measured by comparisons with student violence in control schools.

Safe Schools/Healthy Students

In July 2000, Durham Public Schools (DPS) received a Safe Schools/Healthy Students (SS/HS) Initiative for Durham, NC, grant from the US Department of Education, the US Department of Justice, and the US Department of Health and Human Services. Through this grant, DPS has implemented a variety of projects for children from preschool through high school that are aimed at promoting prosocial behavior and positive mental health and preventing aggression and drug use. The SS/HS initiative is designed to decrease the risks of violence, substance abuse, and mental health and to ensure that the children of Durham grow up to be socially productive and nonviolent citizens. The initiative is also designed to increase collaboration among the Durham Public Schools, law enforcement, and public mental health agencies. Durham’s SS/HS program is a collaborative effort among several agencies in Durham, including the Durham Center (mental health), the Center for Child and Family Policy, the Youth Coordinating Board, the Department of Juvenile Justice, and DPS. Among the projects that are currently being implemented through the SS/HS program are:

- universal social skills programs for preschoolers;
- intensive family-based services for at-risk preschoolers;
- intensive services for court-involved youth;
- a violence prevention intervention for
aggressive elementary school children;
• intensive family treatment for highly aggressive middle and high-school students;
• substance abuse services for middle and high-school students; and
• alternative activities at the Lakeview School, a newly developed educational center intended to provide a continuum of educational services to middle and high school students who have received long-term suspensions in their home schools.

The Center for Child and Family Policy helped DPS prepare the SS/HS grant application. Now that the grant is underway, the Center is responsible for evaluating all aspects of the program. This includes gathering information on how the different projects funded through SS/HS are being implemented and what their impact is on meaningful student outcomes. In addition, the Center provides clinical supervision to DPS employees responsible for implementing specific programs. There are six Center staff members working on the evaluation and three providing clinical supervision.

In July 2001 the staff completed the Safe Schools/Healthy Students Year One Evaluation Report. Project staff are currently collecting data for the year two report, which will be compiled in July 2002.

Violence Prevention Working Group

This ongoing faculty seminar focusing on violence was started under the Center’s auspices in 1999 and held regular meetings through the first half of the 2000-01 academic year. Participants in the bi-weekly meeting included faculty from Public Policy, Psychology, Psychiatry, Law, Women’s Studies, Sociology, and History. The meetings provided an opportunity for faculty from diverse backgrounds and disciplines to present their work related to violence and to benefit from a wide range of perspectives on this important societal topic.

Group Members
Lisa Amaya-Jackson, MD, MPH, Dept of Psychiatry and Behavioral Sciences
Steven Asher, PhD, Dept of Psychology; Social and Health Sciences
John Coie, PhD, Dept of Psychology: Social and Health Sciences
Doriane Coleman, JD, Law School
Philip J Cook, PhD, Public Policy Studies
John Fairbank, PhD, Dept of Psychiatry and Behavioral Sciences
Jay Hamilton, PhD, Public Policy Studies
Karla Holloway, PhD, Dept of English

Education Policy Research

Duke-UNC Research Consortium on Achievement Gaps

This research consortium grew from a cooperative process between the Center and the General Administration of the University of North Carolina System. The Spencer Foundation promoted the creation of this research consortium as part of its larger effort to develop educational research capacity in institutions of higher learning in the South. The research here and at UNC will focus on understanding the causes of and finding solutions for minority achievement gaps in education.

The primary elements of the consortium are a series of faculty-initiated research proposals, the North Carolina Education Research Data Center, faculty research symposia and seminars, outreach to state and local policy makers, and the training of young scholars. There were three projects under way in 2000-01.
Research Project

Teacher Quality and Student Achievement

Helen “Sunny” Ladd, Charles Clotfelter, and Jacob Vigdor of Duke’s Public Policy department received a $422,461 grant from the Spencer Foundation for their project “Teacher Quality and Student Achievement,” which focuses on the relationship between teacher characteristics and student achievement and on the effects of North Carolina’s accountability system on teacher movement among schools. Several working papers, articles, and policy briefs were published from this project in 2000-01. This grant is administered through the Center.

Research Project

Individual and Group Differences in Student Achievement: The Role of Peers, Parental Choices, and Neighborhoods

Duke’s Thomas Nechyba (Economics), Nancy Hill (Psychology: Social and Health Sciences), and Vigdor also received a Spencer Foundation grant in the amount of $285,650 for their project, “Individual and Group Differences in Student Achievement: The Role of Peers, Parental Choices, and Neighborhoods.” Using both econometric techniques and longitudinal survey data, the researchers are disentangling the roles of parent, community, school, and peer channels in generating achievement differences. Several papers have resulted, and the grant is administered by the Center.

In addition, Sandy Darity, with appointments at both the University of North Carolina at Chapel Hill (Department of Economics) and Duke (Department of Public Policy), received a UNC-administered Spencer Foundation grant related to these for further research into minority achievement gaps. He is assisted in his work by Domini Castellino of the Center. They have presented findings before North Carolina’s State Board of Education.

NC Education Research Data Center

With funding from the Spencer Foundation through the Consortium for Education Research, the North Carolina Education Research Data Center was established in 2000-01 as a unique portal to an immense store of data from the North Carolina Department of Public Instruction (DPI). The new effort is located at the Center for Child and Family Policy and serves Duke and four campuses of the UNC system. This data center provides consortium researchers and the broader policy community with ready access to the data that they need for policy-oriented research on possible solutions to minority achievement gaps in North Carolina, the Southeast, and the United States.

The data center is the central, essential component of the research consortium, without which much of the proposed research cannot be undertaken. It provides researchers across social science disciplines with access to large databases, helps them learn from and build on each others’ work, connects them with state and local policy makers, and provides a rich intellectual environment for the training of a new generation of education researchers for the state and region.

DPI collects a rich array of data on school districts, individual schools, teachers, students, and student achievement, but the data are collected, managed, and reported for purposes that are not directly relevant to research. Furthermore, these data are collected by independent units within DPI, and separate files are not linked. For example, no single unit in state government links information about teachers and their preparation with students and their performance. DPI’s staff was cut by nearly half several years ago, and the remaining staff members do not have the time to clean the data, link the separate files, and address all of the confidentiality problems that university-based researchers must resolve. As a consequence, a resource of great potential value has not been accessible to university-based researchers. The initial function of the data center will be to work with DPI to provide access to readily usable state-level data to researchers at Duke and the UNC system in order to complete the first set of proposed consortium research projects. All data worked on by the new center will also be available to DPI for its research purposes.

First-Year Progress

This year two people were hired to staff the new data center: Elizabeth J. Glennie, director, and Desiree Mapson, senior data technician. To date the center has received from DPI data on every teacher and student in public schools from 1992 to
the present as well as data about the schools. For students, this information includes test scores, whether they receive free or reduced price lunch, exceptionality status, and dropout status. For teachers, this information includes degree obtained, salary, work history, and whether they are teaching in their field. For schools, the information covers types of students served (percentage of minority students, percentage of students receiving on free or reduced-price lunch, and percentage of exceptional students), average test scores, and dropout rates.

Over the next year, the center plans to link these files to create longitudinal databases. For instance, researchers will be able to track any given child’s progress through his or her school career. The data center plans to create databases across the various files, as well. For example, researchers and analysts will try to link teacher characteristics with student outcomes. They also plan to link the DPI data to data from other sources, such as the US Census Bureau and the NC Department of Corrections.

In addition to the DPI data, the data center will assemble information from other existing data sets that are relevant to the proposed research. Public-use data sets include the vast array of information about students’ neighborhoods at the block and tract levels from the US Census (based on the 1990 census and, as available, the 2000 census); demographic and economic summary data at the county level from the US Census and North Carolina state government; and data at various levels from regional surveys (for example, the annual Carolina Poll) and national surveys (for example, the Schools and Staffing Survey).

Duke researchers are fortunate that a new national census data center has been created recently at the university, providing consortium members with access to privileged census information. In addition, the investigators will seek agreements with the maintainers of other relevant data sets (for example, from other research projects) for access to data complementing the consortium’s goals. The data center will maintain these data sets for the use of researchers and other users while ensuring compliance with the terms of the agreement.

The main ongoing task of the data center will be to make data available to researchers. Data sets will be maintained on a central file server, with remote access available to consortium project personnel with appropriate security measures. Because of the size and complexity of the data sets, data center staff will work with researchers to develop smaller working data files for individual projects as needed. In addition, the center will develop and make available documentation on the maintained data sets, including variable dictionaries, frequency listings, code books, student and teacher sample descriptions, and technical reports on issues such as student and teacher transfers and entry and exit from the schools. Finally, data center staff will directly assist researchers in the use of the project data sets.

**Visiting Scholar Nancy E. Hill: Student Achievement Gaps**

Throughout the academic year, Nancy E. Hill (Duke Department of Psychology: Social and Health Sciences) was involved in research on ethnic gaps in achievement and family-related factors they may affect these gaps. Much of her research, in collaboration with Thomas Nechyba (Department of Economics) and Jacob Vigdor (Department of Public Policy), is funded by the Spencer Foundation (“Individual and Group Differences in Student Achievement: The Role of Peers, Parental Choices, and Neighborhoods”).

Hill’s other work includes a longitudinal follow up of mothers and children using in-depth, in-home interviews. These families were originally interviewed when the children were in kindergarten in 1996-97. To date, more than fifty interviews have been conducted, and Hill expects to conduct forty additional interviews in the next year. The goal is to be able to identify early factors they may explain or predict later gaps in achievement. Knowing these factors will help policy experts and prevention/intervention scientists target programs and policies to support early achievement and later outcomes.

During her visiting year at the Center, Hill made two presentations at professional meetings about the community factors as they impact families and children and about the link between research and prevention/intervention programs. In addition, she prepared four manuscripts that are forthcoming. These manuscripts focus on the interplay of ethnicity, community, and socioeconomic factors as they relate to children’s achievement, aspirations, and mental health. In addition, she submitted a proposal to the William T. Grant Faculty Scholars Program for further study.
Central to the argument for more competition in education is that it will induce schools to provide a higher quality education at a lower cost. With support from a Smith Richardson Foundation grant administered through the Center, Helen F. "Sunny" Ladd of Duke’s Department of Public Policy and Edward B. Fiske, former education editor for the New York Times, analyzed their findings from a semester spent in New Zealand. Their work sheds new light on this issue by measuring how competition among New Zealand’s schools affected student learning as perceived by teachers and principals. The analysis builds on the fact that New Zealand’s introduction of full parental choice in 1992 increased competitive pressures more for some schools than for others. With careful attention to various potential threats to validity, the authors concluded that competition generated negative effects on the quality of student learning and other educational outcomes in New Zealand’s elementary schools.

The High School Academy Dropout Program Evaluation

Durham Public Schools asked the Center to evaluate a dropout-prevention program installed in summer 2000 and continued through the ensuing school year. In summer 2001 the Center released its preliminary report, The High School Academy Program: Year One Evaluation Report, written by David Rabiner and Jennifer Lansford.

Seventy-seven rising ninth graders at Hillside and Northern High Schools participated in a ten-day summer program intended to familiarize them with their school and to provide them the knowledge and tools to help them make a successful transition. These students were paired with mentors—upperclassmen who were doing well in school. Mentors were supposed to provide guidance and support to their mentees and to assist them in their transition to high school. This was to occur both during the summer program and throughout the school year. Regular meetings between mentors, mentees, and program staff throughout the year had been planned by the schools.

Results gathered by the Center from the program’s first year indicate that mentees generally enjoyed the summer program and found it to be very helpful. Mentors also enjoyed their participation and expected that they would be helpful to their mentees during the year. Data collected from mentees toward the end of the school year, however, indicated that their feelings about the program and the helpfulness of their mentors had declined significantly. In addition, there was no indication that participation in the program had any significant impact on the academic performance or attendance during the mentees’ ninth grade.

Overall, therefore, it appears that the positive feelings and potentially beneficial effects of the summer program were not sustained during the year. Although the reasons for this are unclear, it seems likely that program activities during the school year were not frequent enough to make a meaningful difference to the mentees. Center staff recommended that efforts should be made to more closely monitor the “informal” contact between mentors and mentees and that more frequent structured meetings also take place during the school year.

Early Childhood Development and Interventions

STARS Plus

The STARS Plus Project consists of the implementation and evaluation of a summer kindergarten readiness program to children in five Durham elementary schools: Eastway, EK Powe, George Watts, Forest View, and Lakewood Lab. The project is a collaboration among the Center for Child and Family Policy, the Duke-Durham Neighborhood Partnership Initiative, Durham’s Partnership for Children, and Durham Public Schools, with funding from the Miriam and Peter Haas Fund.
The STARS program was first developed in the mid-1990s by a parent and a kindergarten teacher who wanted to facilitate children’s school entry and transition to kindergarten. After being housed in the Durham Public Schools (DPS) for several years, in 1998 the program came under the auspices of the Duke-Durham Neighborhood Partnership Initiative and was implemented in four elementary schools (EK Powe, George Watts, Forest View, and Lakewood Lab). In spring 2000, the Center for Child and Family Policy began implementing and evaluating an augmented STARS program, STARS Plus, as part of Project Kid Start. Ninety children participated in the STARS Plus program in summer and fall 2000.

**Goals and Services**

The program aims to provide an orientation to kindergarten for children and their families, especially those who would otherwise be likely to have a difficult transition to school. It is based on the idea that a smooth transition to kindergarten can help set the stage for children’s long-term school success. Specific goals of the STARS Plus program are

- to provide an orientation to kindergarten/school for children and their families,
- to facilitate an open and supportive family-school relationship, and
- to link children and their families to other social services as needed.

STARS Plus provides several services to prekindergarten children and their families for approximately four weeks during the summer preceding the children’s entry to kindergarten: (1) classroom-based orientation and skill-building activities, (2) parenting workshops led by Center intervention staff members, and (3) individualized home visits, also conducted by the interventionists.

**Preliminary Results**

Preliminary evaluation data from STARS Plus, 2000 suggest initial success of the program in enhancing children’s school readiness. In summer 2000, teachers evaluated a number of children’s pre-K skills before and after the intensive summer classroom program. Comparisons of teachers’ pre- and post-STARS Plus ratings indicate that children were consistently rated as statistically significantly more skilled after STARS Plus than before. In no case were children judged more skilled before the program, and pre-post differences were noted in every child. At the end of the summer, parents rated their own experience in the program as well as their children’s development as a function of STARS Plus participation. Again, responses were overwhelmingly favorable in their depiction of positive effects of the STARS Plus program on both themselves and their children.

Summer 2001 saw another successful implementation of the STARS Plus program in conjunction with a random-assignment design. Seventy-five children were randomly assigned to participate in the STARS Plus program, and forty-one were randomly assigned to a control group. In the 2001-02 school year, the project will track the STARS Plus program and control children as well as a non-randomly-assigned comparison group. Researchers anticipate that the total sample (program plus control plus comparison groups) will amount to approximately 275 children. Data to be collected include children’s self-reported attitudes about school, social problem-solving skills, and classroom social status; teachers’ ratings of children’s school adjustment/behavior; and end-of-year data on promotion to first grade, placement in special education, and so forth. A new research team has been formed to help collect and analyze these school data.

The team anticipates that the STARS Plus Project could provide valuable information to educators and school systems—including DPS—regarding children’s transition to school. More immediately, the findings that illustrate the positive effects of the STARS Plus program on children’s transitions to school may interest DPS and/or new funders in expanding the program beyond the five Durham schools currently participating.

**Research Project**

**Project TEAM**

Project TEAM works with preschool teachers, parents, and children to prepare those children for the transition to kindergarten emotionally and socially, focusing especially on those children who exhibit aggressive behaviors. It uses a curriculum designed to be a prevention strategy for aggressive behavior with all children in the classroom, and an intensive home-visiting component for parents that serves as a secondary prevention strategy for parents of highly aggressive children. Family/school specialists and teachers work together to foster and enhance children’s social skills and to develop techniques that will help the teachers build strategies and problem solve on their own. The project was launched in spring 2001 as part of Project Kid Start. In April 2001 the project completed its pilot intervention and evaluation and was set to began its first full year in September 2001.
During the pilot months, four day care centers (a total of ten classrooms) were served. This included five intervention classes and five control classes. In 2001-02, Project TEAM will serve thirty-two total classrooms (approximately 640 children). Approximately ninety-six families will receive the intensive home visiting component, and sixty-four teachers will receive training in the universal classroom component. This project as originally envisioned will be completed in June 2002.

Project TEAM staff members received training in such areas as classroom arrangement, classroom management, dialogic reading, Early Childhood Environmental Rating Scale (ECERS, Clifford and Harms), North Carolina Daycare Rules and Regulations, Second Step Violence Prevention Curriculum, child maltreatment, North Carolina child abuse/neglect reporting laws, and home visitation and group facilitation. During 2001-02, staff will host trainings for participating teachers in the areas of classroom management, dialogic reading, and Second Step, for which teachers will receive continuing education credit.

Results from the pilot phase are being analyzed, but preliminary data indicate that children who have participated in the universal intervention improve on tasks of emotional recognition and that they show less hostile attributional bias than children who do not participate in the intervention.

- Donna Bryant, PhD, January 11, 2001, senior scientist at the UNC Frank Porter Graham Center for Child Development, presenting on the evaluation of the NC Smart Start program.
- Ellen Peisner-Feinberg, PhD, January 30, 2001, research associate at the UNC Frank Porter Graham Center for Child Development who testified as an expert witness during the Leandro trial, discussing the case and other aspects of school readiness.
- Robert C. Pianta, PhD, February 8, 2001, William Clay Parrish Professor of Education at the Curry School of Education, University of Virginia, presenting on defining and measuring kindergarten readiness. Pianta also consulted on planning for STARS Plus and Project TEAM programmatic, research, and evaluation activities.

**Group Members**
(All are Center research staff)
- Sasha Bartosik
- Hope Bethea
- Lisa Berlin, PhD
- Natalie Gidney-Cole
- Jesse Kaufmann
- Eduardo Perez
- Claudia Ruiz
- Tomeika Simmons
- Kristopher Stevens
- Tracie Yoder

**Working Group on Early Development and Preschool Intervention**

This internal working group was started in October 2000 for and by members of Project Kid Start, which includes the Center’s STARS Plus and Project TEAM studies, both of which are devoted to early development and preschool intervention. Its aim is to promote a scholarly exchange on issues relating to each of these areas. The principal activities of the group during 2000-01 consisted of bringing four outside speakers to the Center for presentations, consultation, and/or discussion of common concerns:

- Thomas Zico, December 2, 2000, lead trial attorney in the Leandro case, a suit against the state of North Carolina regarding students’ rights to a “sound basic education,” presenting on the status and goals of the suit.
Mission: **Policy Debate and Dissemination**

The Center’s research can have a significant impact on the lives of children, families, and communities through public policy if the Center takes its science-based findings and its expertise outside the walls of academia to policy makers. It does this in a rapidly increasing number of ways. Working groups have been started that include a policy as well as a hard science perspective as they define potential projects. Communications have reached out to policy makers—elected and staff—in an effort to inject research-based findings into state and local policy processes, in language that is accessible to nonscientists. Policy makers are being brought to the Center for a growing number of meetings—both formal and informal—in an effort to build bridges.

This effort requires both that researchers at the Center take their knowledge to the policy arena and that they educate themselves about policy-making processes. The increasing interaction between policy makers and Center staff is intended to be mutually beneficial.

---

**The Child and Health Policy Initiative**

In order to bridge gaps between science and policy, the Center led a joint effort with the Center for Health Policy, Law and Management and the Department of Psychology: Health and Social Sciences in 2000 to create the Child and Health Policy Initiative. Through the Initiative the Center is forging relationships with local, state, and national policy makers and organizations. The Center is working to educate policy makers about the benefits of science-based policy, to educate researchers about the rigors of policy making, and to create a mutually beneficial relationship from which sound public policies and new research opportunities can grow.

During the past year:

- two Initiative staff members were hired and a third accepted an offer to begin work after the end of the fiscal year;
- a collaborative relationship was strengthened between the Center and the University of Rome “La Sapienza” to study psychology and public policy across cultures;
- a series of regular interuniversity seminars was established to explore policy-relevant issues in African American families;
- a regular Research-to-Policy Group was established as a vehicle through which the Center’s researchers and staff could work with others at the university to impact public policy; and
- five Initiative-supported working groups addressed cross-discipline, policy relevant issues.

**Staffing the Initiative**

In late January, the Center hired Steven D. Williams, a former counseling psychologist and recently a newspaper and magazine editor, as communications director for the Initiative and the Center. The communications office produces print and/or electronic versions of the Center’s weekly newsletter, annual reports, brochures, project reports, project manuals, letterhead, and other materials for the Center. It has launched series of policy briefs in both the Center for Child and Family Policy and the Center for Health Policy, Law and Management.
These are designed to bring research ideas and findings to policy makers in clear, accessible language. They are mailed to targeted lists of recipients created by the office and also posted on the Centers’ websites. The office is also overseeing a redesign and expansion of the Center for Child and Family Policy’s website with plans to make it a nationwide resource for social science inquiry into children and families and policies that affect them. It will incorporate interactive and multimedia features such as discussion forums and video as occasions arise. The communications office also helps make contact with policy makers and at the end of the fiscal year had made plans for the visit of NC Senator Jeanne H. Lucas to the Center. To facilitate relationships between Center researchers and policy makers, the office oversaw the effort that launched the Research-to-Policy Group.

In March Anne Fletcher was hired as the Initiative’s data librarian. She conducts bibliographic searches and retrieval of articles for the Initiative’s interdisciplinary working groups as they prepare grant proposals. During the fiscal year she completed projects on “Diet, Exercise, and Obesity in an Aging Population,” a grant proposal prepared by the Center for Health Policy, Law and Management and submitted to the Department of Health and Human Service, National Institute on Aging; “Parenting Influences on Adolescents’ Career Aspirations and Academic Success: Overcoming Barriers across Ethnicity and Socioeconomic Status,” a grant proposal prepared by Nancy Hill, Department of Psychology; Social and Health Sciences, and submitted to William T. Grant Foundation for the Faculty Scholars Award; and bibliographic search and retrieval of articles for background information on childhood depression for a working group chaired by Timothy Strauman, Department of Psychology; Social and Health Sciences. Searches in progress at the end of the fiscal year include background information for a project for Elizabeth J. Glennie and Kenneth A. Dodge, of the Center, on school and family effects on problematic drug use among adolescents and young adults; and a search for background articles for a chapter by Donna-Marie Winn and Gann Herman of the Center dealing with the issues and challenges that arise when university researchers attempt to disseminate evidence-based programs into the community for a book dedicated to John Coie that will be edited by Kenneth A. Dodge and Janis Kupersmidt.

The Initiative’s third position, policy liaison, was offered to and accepted by Joel Rosch, who will bring more than twenty years of experience in political science education and service in state government to the task. Most recently he served as lead planner of Juvenile Intervention Programs with the Governor’s Crime Commission. His role will be to forge networks with policy makers, seek opportunities for policy makers and researchers to interact, and find avenues where research can be used in and supported by the policy making process at the local, state, and national levels.

Building International Research and Relationships

Many of the issues that are being addressed in the centers that sponsor the Initiative have international importance. Domestic practice and policy can often benefit from examples in other cultures, and some of the issues are in and of themselves international in scope. Certainly, child health care delivery and policy are practiced differently in other nations. Domestic adoption of children from other countries is an important issue that requires additional research and policy analysis. Because it is clear that the work of the centers will become increasingly international in scope, a goal of this proposal is to foster fruitful research and scholarly relationships with international partners.

Kenneth A. Dodge of the Center for Child and Family Policy has begun a dialog with Gian Vittorio Caprara of the University of Rome (Universita Degli Studi Di Roma, La Sapienza) in order to establish a formal cultural and scientific exchange between Duke and the University of Rome. The purpose of this exchange will be to enable faculty, scholars, and students from each institution to visit each other in order to communicate research ideas and to forge research partnerships.

Dodge visited Rome in October of 1999, and Caprara visited Duke in March of 2000. As a result of that exchange, a research collaboration has begun that addresses the role of family, peer, and school context influences on children’s aggressive behavioral development. It is striking that factors that appear as universal influences on children’s development (e.g., the positive influence of close and warm parent-child relationships on reducing child aggression) are obviously more context-specific when understood in cross-cultural perspective (e.g., the son in a family involved in organized crime).

Support is needed to enable individual Duke scholars and students to visit the University of Rome and to host scholars from Rome for a period that would
average ten days to several weeks. The Center has an annual budget of $18,000 to enable six Duke scholars to visit Rome.

**Emerging Issues in the Study of African-American Families**

This two-day event was held on March 29-30, 2001, to begin the planning for ongoing meetings in 2001 and 2002. Participants included Oscar Barbarin, University of North Carolina at Chapel Hill; Linda Burton, Pennsylvania State University; Peggy Dilworth-Anderson, University of North Carolina at Greensboro; Kenneth A. Dodge, Duke; Nancy Hill, Duke; Vonnie McLoyd, University of Michigan; Susan Roth, Duke; Howard Stevenson, University of Pennsylvania; Belinda Tucker, UCLA; and Ellen Pinderhughes, Vanderbilt University. Funding for the meeting was provided by the Center, the Department of Psychology: Social and Health Sciences, and Dean Karla Holloway’s office. Plans call for two additional study-group meetings in 2001-02 and an open conference in 2002.

**Childhood Depression Working Group**

The Childhood Depression Working Group was established with funding from the Child and Health Policy Initiative in spring 2001 under the leadership of Tim Strauman of Duke’s Department of Psychology: Social and Health Sciences. The group planned and sponsored a July 12, 2001, seminar on Childhood Depression led by Judy Garber, a Vanderbilt University specialist in early childhood depression. Following the prepared remarks from each participant was a discussion of project options, which included seeking National Institutes of Health and/or National Institute of Mental Health funding for interdisciplinary research, organizing conferences, and seeking foundation support for research.

**Group Members**

Adrian Angold, PhD, Dept of Psychiatry and Behavioral Sciences, Duke
Kenneth A Dodge, PhD, Center for Child and Family Policy, Duke
Jean Hamilton, PhD, Dept of Psychology: Social and Health Sciences
Tom Kwapis, PhD, Dept of Psychology, University of North Carolina at Greensboro
Clive Robins, PhD, Dept of Psychiatry and Behavioral Sciences, Duke
Frank A Sloan, Center for Health Policy, Law and Management, Duke
Tim Strauman, PhD, Dept of Psychology: Social and Health Sciences, Duke

**Substance Abuse Working Group**

In spring 2001, the Substance Abuse Working Group was formed to bring together people who are conducting research on substance abuse in various departments and centers across Duke, with the aim of fostering cooperation between researchers and clinicians interested in substance abuse prevention. The group’s goal is to create a multidisciplinary community of scholars interested in different facets of the same basic problems and to find ways to use research to better inform public policy. The fields represented include psychology, economics, public policy, health, and cell biology.

Substance abuse plays a role in many of the Center’s projects, as it is a major risk factor for negative consequences in the lives of children. The Substance Abuse Working Group will give Center staff access to cutting edge research on prevention and treatment already occurring at Duke. Likewise, the group will be a vehicle through which Center staff can use their insights and observations to help inform existing research at Duke. Researchers hope it will also be a source of new initiatives.

**Group Members**

Lenore Behar, PhD, Dept of Psychiatry and Behavioral Sciences
Philip J Cook, PhD, Public Policy Studies
Philip R Costanzo, PhD, Dept of Psychology: Social and Health Sciences
Kenneth A Dodge, PhD, Center for Child and Family Policy
Mary Gifford Smith, PhD, Center for Child and Family Policy
Robert Hubbard, PhD, Dept of Psychiatry and Behavioral Sciences
Cynthia Kuhn, PhD, Dept of Pharmacology and Cancer Biology
Janis Kupersmidt, PhD, Dept of Psychology, UNC-CH
Patrick Malone, PhD, Center for Child and Family Policy
Paul Nagy, MS, Dept of Psychiatry
David Rabiner, PhD, Center for Child and Family Policy
Joel Rosch, PhD, Center for Child and Family Policy
Frank Sloan, PhD, Center for Health Policy, Law and Management
Child maltreatment is widely perceived as a pernicious social problem both resulting from and causing other severe social problems. It is a treatment and prevention challenge shared by professionals across disciplinary lines (medical, legal, and mental health professionals, among others) yet dealt with in different and often conflicting ways. The Duke-Carolina Working Group on Child Maltreatment is an interdisciplinary group of scholars from Duke and the University of North Carolina who initially gathered in September, 2000 with the aim of bringing an array of perspectives and resources to bear on a multifaceted problem that includes physical abuse, neglect, and sexual abuse of children. Members of the group include faculty, researchers, and graduate students from Public Policy, Psychology, Law, Anthropology, Sociology, and Medicine from Duke and UNC and from the North Carolina Center for Child and Family maltreatment screening and treatment facility. The group meets regularly each month at the Center for Child and Family Policy.

The group’s goals are to understand cross-disciplinary approaches to child maltreatment, to generate new research ideas and projects, and ultimately to propose major reforms to the child protection system in Durham and beyond. Activities have included (1) meeting to discuss different aspects of child maltreatment, including hosting presentations from Kenneth A. Dodge of the Center for Child and Family Policy, Des Runyan of the UNC-CH School of Medicine, and Durham District Court Judge Kenneth Titus; and (2) assisting Kenneth A. Dodge and Matthew Epstein, of the Center for Child and Family Health–North Carolina, in the writing and submittal of a major proposal to the Duke Endowment to curtail and prevent child maltreatment in Durham and Robison Counties (submitted July 1, 2001). In anticipation of receiving funding from the Duke Endowment, the Center for Child and Family Policy has brought onboard two Duke undergraduates as research assistants. Each will take PUBPOL 195S.03 in fall 2001 and work with Center researchers to fulfill her research requirement for that course.

The group also laid plans for an October 2001 meeting of scholars from Houston, Texas, Portland, Oregon, Rome, and Hong Kong to begin planning a cross-national study of physical discipline.

Group Members
Lisa Amaya-Jackson, MD, MPH, Center for Child and Family Health-North Carolina
Brenda Berlin, JD, School of Law, Duke
Lisa Berlin, PhD, Center for Child and Family Policy
Kenneth A. Dodge, PhD, Center for Child and Family Policy
Matthew Epstein, JD, LLM, Center for Child and Family Health-North Carolina
Megan Hay, PhD candidate, Dept of Sociology, Duke
Jennifer Lansford, PhD, Center for Child and Family Policy
Robert P. Mosteller, JD, Duke Law
Naomi Quinn, PhD, Dept of Cultural Anthropology, Duke
Bud Reiter-Lavery, MSW, Center for Child and Family Policy
Joel Rosch, PhD, Center for Child and Family Policy
Susan Roth, PhD, Dept of Psychology: Social and Behavioral Sciences, Duke
Des Runyan, MD, DrPHP, UNC-CH School of Social Medicine
Kristopher Stevens, Center for Child and Family Policy

Primary Mental Health Care for Children Working Group

The Primary Mental Health Care for Children group operates nationally, linked mainly by e-mail and conference calls. The group held a two-day meeting in Washington, D.C., in August 2000 focusing on two research directions:

- What is primary mental health care, who should provide it, and how should it be paid for?
- What is the role of primary medical care in the delivery of primary mental health care?

Members of the group discussed their own current research and future research plans. Two research projects, currently under review, have come out of the group.

- “In School and Out of Trouble: Alleviating the Consequences of Illness,” an application to the Robert Wood Johnson Foundation for an Investigator Award in Health Policy Research. The award would provide salary support for E. Jane Costello and Adrian Angold to extend their work on primary care and epidemiologic data sets with the goal of producing new measures of disability (using the World Health Organization’s term “illness-related impaired functioning”) for use in primary care settings around the world.
• “Validity without a Gold Standard: Screening for Mental Illness in Pediatric Primary Care,” an application to the National Institute of Mental Health, submitted under a request for applications for work on the validity of measures of child mental illness. It focuses on the range of screening measures currently used in primary care settings to evaluate children for treatment or triage. The aims of the study are to develop new statistical techniques for measuring test validity and to evaluate a range of screens in a large primary care sample.

Group Members
Joan Asarnow, PhD, Psychiatry and Behavioral Sciences, UCLA School of Medicine
Lenore Behar, PhD, Child and Family Services Section, NC Dept of Human Resources
E Jane Costello, PhD, Developmental Epidemiology Program, Duke University Medical Center
Naihua Duan, Center of Community Health, UCLA/NPI
Kimberly Hoagwood, PhD, National Institute of Mental Health
Michael Jellinek, MD, Dept of Psychiatry, Massachusetts General Hospital
Julie Klaper, psychology graduate student, Duke
Sheryl Kataoka, MD, UCLA Clinical Scholars Program, UCLA
Kelly Kelleher, MD, MPH, University of Pittsburgh Medical Center
DR Offord, MD, Canadian Centre for Studies of Children at Risk
David Rabiner, PhD, Center for Child and Family Policy, Duke
Anne W. Riley, PhD, School of Public Health, University of Maryland
Bradley D. Stein, MD, MPH, RAND/UCLA Health Services Research Center
John Weisz, PhD, Dept of Psychology, UCLA
Kenneth Wells, PhD, RAND
Bonnie Zima, MD, PhD, UCLA Health Services Research Center

Research-to-Policy Group
The Center’s Research-to-Policy (R2P) Group was formed by the Child and Health Policy Initiative and Center staff in February 2001 around three core goals: to help ensure that public policy toward children and families actually helps them live better lives, to help integrate science and public policy making in order to help policy makers craft good decisions based on sound knowledge, and to help the Center and other Duke entities serve as a resource for policy makers and others seeking sound knowledge about children and families. The R2P Group pursues four objectives to meet these goals:

- Educate staff about policy and policy makers about sound social science,
- Become the vehicle for disseminating the Center’s and others’ policy-relevant work
- Generate ideas, and
- Institutionalize a research-to-policy interface.

After several organizational meetings, group members began planning visits with or by state and local elected officials, North Carolina legislative research aides, public agency heads, lobbyists and others for the 2001-02 year. They also began to identify government-appointed task forces and committees to serve on or present to in an effort to bring social science to the early stages of policy making. Members identified active state-level debate on achievement gaps in public education and the reform of the NC Division of Mental Health/Developmental Disabilities/Substance Abuse Services as likely places of entry into the policy process with Center expertise.

Group Members
Launch Committee
Lisa J Berlin, PhD, Center for Child and Family Policy
Elizabeth J Glennie, PhD, North Carolina Education Research Data Center
Magaretha Hartley Herman, PhD, Center for Child and Family Policy
Patrick Malone, PhD, Center for Child and Family Policy
Bud Reiter-Lavery, MSW, Center for Child and Family Policy
Donna-Marie Winn, PhD, Center for Child and Family Policy
Tripp Stallings, MPP candidate, Terry Sanford Institute of Public Policy
Elizabeth Stearns, PhD, Center for Child and Family Policy
David Tanaka, MD, Dept of Pediatrics, Duke
Conferences and Workshops

Improving Student Achievement: Lessons from Urban Schools
A Research Conference Funded by the Spencer Foundation
November 10-12, 2000

The Center sponsored this event in conjunction with the School of Education at the University of North Carolina at Chapel Hill, the School of Education at North Carolina Central University, and North Carolina Parents for Public Schools. Most of the presenters were from the Consortium on Chicago School Research, which has ten years of quantitative and qualitative data on the process of school change in that city. Their work was responded to by panels of North Carolina educators, researchers, and community leaders. The audience of about one hundred people over the three days included state officials, school teachers and administrators, community leaders, and university faculty.

Part of the research presented contrasted the one hundred most improved schools in Chicago with the one hundred least-improved schools in terms of achievement test scores. Among the factors most strongly correlated with improvement were the degree of trust among the staff in a school, the degree of facilitative leadership from the principal, and sense of agency among teachers. Other presented data suggested that improvement was significantly related to the degree of interactive, as opposed to didactic, teaching students were exposed to.

Influencing Policy Workshop: A Workshop for Researchers
Presented by Paul Abamonte, Centers for Disease Control and Prevention
May 3, 2001

This workshop was designed to help researchers develop advocacy strategies for disseminating their work in ways that effectively influence public policy. It focused on the paradigm shift of public health advocacy, including the shift from changing the individual to that of changing the environment and the move from personal behavior modification to social/political accountability. The goals of the workshop were to

- identify the role of different forms of media in advocacy and their influence in shaping public opinion and public policy,
- understand the effectiveness and potential impact of different strategies and tactics,
- identify target audiences and effective communication strategies for these audiences,
- identify common mistakes, and
- develop a strategic advocacy plan.

Lectures

Redford Williams, MD
“The Potential Role of Serotonin on the Development of Aggression”
October 24, 2000
Williams is professor in the Department of Psychiatry and Behavioral Sciences, Duke.

Martha Putallaz, PhD, and Chris Grimes, PhD
“Girls’ Aggression and Victimization”
November 8, 2000
Putallaz is professor in the Department of Psychology: Social and Health Sciences, Duke. Grimes is a research associate in the same department.

Elizabeth Jane Costello, PhD
“Doing Epidemiology: The Role of Nonintervention Research in Public Policy”
December 7, 2000
Costello is associate professor, Department of Psychiatry and Behavioral Sciences, Duke.

Tom Zico, JD
“Hoke County Board of Education et al vs State of North Carolina”
December 12, 2000
A member of the North Carolina’s District Attorney’s Office, Zico was the lead trial attorney for the state in the landmark Leandro case, in which ten families sued on the grounds that children in low-wealth counties do not receive the same educational opportunities as children in wealthier counties.

Donna Bryant, PhD
“Early Childhood Development and Preschool Intervention”
January 11, 2001
Bryant is senior scientist at the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
Ellen Peisner-Feinberg, PhD
“School Readiness”
January 30, 2001
Peisner-Feinberg is a scientist at the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, and served as an expert witness in the Leandro case.

Christina M. Gibson, PhD
“New Hope for New Hope: Service Utilization as a Mediator of Program Impacts”
February 7, 2001
Gibson is currently conducting post-doctoral research at Princeton University and will become a new faculty member in Duke’s Department of Public Policy in 2002.

Robert C. Pianta, PhD
“Early Child Care and Youth Development”
February 8, 2001
Pianta is William Clay Parrish Jr Professor in Education, Department of Human Services, University of Virginia.

Brian Jacob, PhD
“Making the Grade: The Impact of Summer School and Grade Retention on Student Achievement”
February 9, 2001
Jacob is a research analyst at the Consortium on Chicago School Research.

Rachel E. Dunifon, PhD
February 14, 2001
Dunifon is on the faculty at School of Public Policy, University of Michigan at Ann Arbor.

Ron Fox, PhD
“The Interface of Psychology and Policy”
February 15, 2001
Fox was president of the American Psychological Association in 1994 and has extensive experience lobbying for psychologists at state and national levels. He is now executive director of the Consulting Group, a division of Human Resource Consultants.

Jane Knitzer, PhD
“Research, Policy, and Practice”
February 22, 2001
Knitzer is the deputy director of the National Center for Children in Poverty, Joseph L. Mailman School of Public Health, Columbia University, and director for program and policy analysis at Columbia.

Ernie Valente, PhD
“Using Web Technology to Create a Policy Knowledge Complex”
February 26, 2001
Valente is director of analysis, National Committee for Quality Assurance.

Pamela Morris, PhD
“Welfare-to-Work Demonstration Programs and Their Effects on Low-Income Mothers and Their Children”
March 8, 2001
Morris is a research associate at Manpower Research Demonstration Corporation of New York City.

Olivia A. Golden, PhD
“The Unfinished Agenda for Child and Family Policy: What’s Next?”
March 28, 2001
Golden is the former assistant secretary for children and families, U.S. Department of Health and Human Services.

Andrew S. Rowland, PhD
“Studying the Epidemiology of Attention-Deficit/Hyperactivity Disorder: Risk Factors and Prevalence”
April 12, 2001
Rowland is a research scientist in the Epidemiology Branch, National Institute of Environmental Health Sciences, Research Triangle Park.

Training Sessions

Officer R. Davis
“Recognition and Prevention of Drug Use in Durham’s Adolescents”
January 2001
Davis is a member of the Durham Police Department Vice and Organized Crime Unit. This workshop was presented to Fast Track intervention staff.

Deputy Shelton
“Gangs in Durham: How to Recognize Gang Affiliation and How to Prevent Youth from Entering Gangs”
April 2001
Shelton is a member of the Durham Sheriff’s Department Gang Unit. This workshop was presented to Fast Track intervention staff.
Mission: **Public Service**

Because of the nature of its research, the Center provides numerous services to the children and families of Durham County and beyond. Many of the Center’s projects involve direct therapeutic interventions in schools, families, and the lives of children. These interventions, whether in studies of violence prevention, school readiness, or other topics, are based on sound therapeutic and educational principles, and the families, schools, and children who participate receive the benefit of these interventions at no cost. Schools, in fact, may receive an indirect financial benefit from participating, because the intervention projects often provide them with teacher training and materials without charge.

The Center also serves its local and state communities when faculty and staff participate on policy committees and conduct evaluations of programs established by public education or human services departments. This participation allows the Center not only to provide further direct services, it helps the Center develop relationships with public organizations and coordinate with the service arms of other university departments and centers. These relationships can result in new projects of mutual benefit for the community and university researchers. For example, in spring 2001 the Center joined with faculty from Duke’s School of Medicine and from UCLA to apply for federal funding to create a national child trauma center. Such a center would provide direct treatment to children, serve as a national resource for information, and become a focal point for additional research. (The proposal for a national child trauma center was approved by the Department of Health and Human Services’ Substance Abuse and Mental Health Services Administration after the end of the fiscal year.)

**Fast Track: Workforce Development with At-Risk Adolescents**

Fast Track developed a number of workforce development aides for at-risk adolescents during 2000-01. While these were created for adolescents in the Fast Track project, many of the resources have been made available to the public on the workforce development page of the Fast Track website (http://www.duke.edu/~mebryan). Fast Track web resources helpful to the wider public include:

- a career exploration program providing at-risk students opportunities to identify, research, and experience their career aspirations; and
- a monthly newsletter, *Career Tips.*

Numerous services beyond the original Fast Track intervention were created and made available to participants:

- Eight specialized workshops were created, including, “Entrepreneurship: Starting Your Own Lawn Care Business” and “Personal Finance: Learning How to Make Money Work for You.”
• At least twenty-six businesses and organizations agreed to provide Fast Track students group tours and presentations. Nearly one hundred students participated in these events.
• At least nine businesses and organizations agreed to secure job shadow/apprenticeship opportunities in fields identified by students.
• At least thirty-two Fast Track students received individualized career counseling that included creating writing a resume, identifying and researching career interests, reviewing website resources and work-based learning programs, and completing career and personality self-assessments.

GREAT Schools and Families

Students in four of the eight Durham middle schools participating in the GREAT Schools and Families study will attend the GREAT Students class in social-cognitive problem-solving skills once a week for twenty weeks. The class has been made a regular part of the curriculum for fall semester 2001 in these schools by Durham Public Schools. Students and their families from four of the eight schools have been asked to participate in intensive problem-solving and family skills training sessions called GREAT Families.

Safe Schools/Healthy Students

The Safe Schools/Healthy Students Initiative for Durham, NC, is designed to decrease the risks of violence, substance abuse, and poor mental health and to ensure that the children of Durham grow up to be socially productive and nonviolent citizens. The initiative is also designed to increase collaboration among the Durham Public Schools, law enforcement, and public mental health agencies. The Center helped the school system write the original grant for this federally supported program and evaluates the project for the system.

Project TEAM

Project TEAM is an aggressiveness-prevention and school readiness study taking place in Durham day care centers. Through the project, Duke and neighboring day care centers develop relationships that will facilitate a better understanding of the needs of the centers, families, and children. It also helps prepare some of Durham’s preschoolers for kindergarten and success in school. During 2001-02, project staff will host trainings for participating teachers in the areas of classroom management, dialogic reading, and an aggressiveness-prevention curriculum, for which teachers will receive continuing education credit.

North Carolina Education Research Data Center

The North Carolina Department of Public Instruction (DPI) collects a rich array of data on districts, schools, teachers, students, and student achievement, but the data are collected, managed, and reported for purposes that are not directly relevant to research, even within DPI. The initial function of the data center is to work with DPI to make state-level data readily available to researchers at Duke and the UNC system, but DPI receives a benefit, as well. It will have access to all cleaned, linked, and otherwise improved data generated by the data center, providing it with a rich, usable pool of information for its own planning and evaluations.

STARS Plus

Through this school readiness study, the Center, the Duke-Durham Neighborhood Partnership Initiative, and Durham Public Schools work together to provide a summer kindergarten readiness program to children in five Durham elementary schools. The program aims to provide an orientation to kindergarten for children and their families, especially those who would otherwise be likely to have a difficult transition to school. The STARS Plus Project consists of the implementation and evaluation of this program. Ninety children participated in the program in summer and fall 2000.

The High School Academy Program Evaluation

Durham Public Schools asked the Center to evaluate a mentor-based dropout-prevention program installed in summer 2000 and continued through the ensuing school year. In summer 2001 the Center released its preliminary report, The High School Academy Program: Year One Evaluation Report, written by David Rabiner and Jennifer Lansford.
Results gathered by the Center from the program’s first year indicate that mentees generally enjoyed the summer program and found it to be very helpful. Mentors also enjoyed their participation and expected that they would be helpful to their mentees during the year. Data collected from mentees toward the end of the school year, however, indicated that their feelings about the program and the helpfulness of their mentors had declined significantly. Center staff recommended that efforts should be made to more closely monitor the “informal” contact between mentors and mentees and that more frequent structured meetings also take place during the school year.

The State of Durham’s Children 2000

Working in partnership with local organizations, the Center produced State of Durham’s Children 2000 and follow-up publications as a series addressing strengths and needs among Durham’s youth. Initial findings were published in an insert in the Durham Herald-Sun in early 2001. The Durham Youth Coordinating Board, the primary sponsor of the project, gathered local stakeholders to develop a plan of action to address the prioritized areas.

Project Child

The Center collaborated with Duke’s Program in Education and the Master of Arts in Teaching Program in developing Project Child for first-year students at Duke. Participating Duke students support children in two of Duke’s neighboring schools as mentors, tutors, coaches, and so forth. Approximately sixty students spent twenty hours apiece in the project during the 2000-01 school year.

American Association for Gifted Children

The Center provides meeting facilities, material and services support, and consultation to this nonprofit organization whose mission is “to foster a better understanding of the needs and capabilities of children of high potential.” The AAGC is chaired by Irving Alexander, psychology professor emeritus at Duke. It was established in 1946, moved to Duke in 1989, and is the nation’s oldest advocacy organization for gifted children and their parents. Its current priorities are to

- Disseminate research-based information and resources to parents, professionals, and the general public.
- Collaborate with the NC Department of Public Instruction to develop and implement Bright IDEA (Interest Development in Early Abilities) in twelve Kindergarten classrooms across North Carolina.
- Host a Roundtable Conference in November 2002 on “Nurturing Potential in Minority and at-Risk Populations.”
- Award a scholarship from the Mary Jane and Jerome A. Straka Endowment.
- Participate in the Presidential Scholars Program, sponsored by funding from the Geraldine R. Dodge Foundation.

Representative Center Service on Public Committees

- Michael E. Bryant, EdD, North Carolina Summer Youth Job Initiative Planning Committee
- Kenneth A. Dodge, PhD, Governor’s Crime Commission (North Carolina), Committee on Juvenile Delinquency Prevention
- Patrick Malone, PhD, Durham City-County Violence Prevention Committee
- Bud Reiter-Lavery, MSW, Durham Youth Coordinating Board, Management Committee
- Bud Reiter-Lavery, MSW, Durham’s Partnership for Children, Ad Hoc Committee on Comprehensive Services for Children under Age Five
The Center wants to educate the next generation’s leaders in research, policy, and service affecting children and families. As a young center, its course offerings were initially limited but are increasing significantly in 2001-02. One of the Center’s main achievements in education in 2000-01 lay in the success of the working group that crafted the Spencer Foundation Education Policy Research Training Program, which was funded just after the end of the fiscal year. Headed by Philip R. Costanzo (Psychology: Social and Health Sciences), this effort will provide eight post-doctoral students from Duke and the University of North Carolina at Chapel Hill training and experience in research and policy development in 2001-02. It will be administered through the Center. The Center also provides numerous undergraduate practicum experiences through its intervention research studies and helps support the work of several graduate students.

Courses Taught 2000-01

**Child and Family Policy**

**Kenneth A. Dodge and Lisa Berlin**  
Public Policy Studies 264S.04

This course was a survey of the major contemporary programs and policies targeting children and families, such as Temporary Assistance to Needy Families (TANF, the current welfare program), Head Start, and the Child Health Insurance Program (CHIP). State- and locally implemented programs and policies were highlighted as illustrations of federal laws. Approximately half of the class meetings consisted of presentations made by local, state, and national experts.

**Class speakers**

January 11, 2001 – Donna Bryant, PhD, senior scientist, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

January 15, 2001 – Bud Reiter-Lavery, project director, Multi-Site Violence Prevention Project, Center for Child and Family Policy


January 30, 2001 – Ellen Peisner-Feinberg, PhD, Frank Porter Graham Center for Child Development, University of North Carolina at Chapel Hill

February 1, 2001 – Lenore Behar, former chief of the Child and Families Section, NC Division of Mental Health/Developmental Disabilities/Substance Abuse Services

February 8, 2001 – Robert Pianta, PhD, William Clay Parrish Professor in Education, Department of Human Services, University of Virginia

February 12, 2001 – Charles Thompson, director of the North Carolina Education Research Council, University of North Carolina General Administration


March 5, 2001 – Pamela Morris, research associate, Manpower Research Demonstration Corporation
As 2000-01 drew to a close, the Center was a central part of a $500,000 award by the Spencer Foundation for a three-year doctoral training program. The goals of this program in education policy research are (1) to attract doctoral fellows in arts and sciences disciplines to research careers studying contemporary problems in education policy, (2) to train faculty members to use their methods to solve complex problems in education policy, and (3) to push the field toward a new kind of research that addresses problems in education through interdisciplinary inquiry that closely links academic rigor with policy applications.

As part of the program, doctoral trainees will be given stipend supplements and summer research assistantships to focus on research in this area. Faculty will attend regular interdisciplinary seminars with policy makers. National speakers and conferences will sharpen research questions. Workshops in writing for policy will improve the link between research and dissemination. The product will be a new generation of discipline-based scholars in education policy research and a new field of inquiry that brings this research into the forefront of university scholarship.

Philip R. Costanzo, PhD, of Duke’s Department of Psychology: Social and Health Sciences, leads the group of eight fellows during its first year. Other Duke faculty who have indicated their interest in participating include:

- Steven Asher, PhD, Psychology: Social and Health Sciences
- Claudia Buchmann, PhD, Sociology
- Charles Clotfelter, PhD, Public Policy Studies
- Philip J. Cook, PhD, Public Policy Studies
- Philip R. Costanzo, PhD, Psychology: Social and Health Sciences
- William (Sandy) Darity, PhD, Public Policy Sciences
- Kenneth A. Dodge, PhD, Center for Child and Family Policy
- Gary Feng, PhD, Psychology: Social and Health Sciences
- Nancy Hill, PhD, Psychology: Social and Health Sciences
- Alan Kerkhoff, PhD, Sociology
- Helen “Sunny” Ladd, PhD, Public Policy Studies
- Thomas Nechyba, PhD, Economics
- Charles Payne, PhD, History and African American Studies
- Martha Putallaz, PhD, Psychology: Social and Health Sciences
- David Rabiner, PhD, Center for Child and Family Policy
- Kenneth Spenner, PhD, Sociology
- Jacob Vigdor, PhD, Public Policy Studies
- Xueguang Zhou, PhD, Sociology

Faculty from the University of North Carolina-Chapel Hill who will participate include:

- Oscar Barbarin, PhD, Social Work
- Richard Barth, PhD, Social Work
- Gary Bowen, PhD, Social Work
- Dean Duncan, PhD, Social Work
- Mark Fraser, Social Work
- Janis Kupersmidt, PhD, Psychology
- Beth Kurtz-Castes, PhD, Psychology
- Paul Smokowski, Social Work
- Charles Thompson, PhD, General Administration
- Karolyn Tyson, Sociology

**Graduate Student Fellowship Program**

Graduate fellowships nurture the research career development of promising students by including them in ongoing faculty working groups that meet throughout the academic year. The fellows participate in at least one group, contribute as a research assistant to the group, conduct independent research relevant to child and family policy, and continue work toward their doctoral or professional degrees. Each receives a small stipend. Three graduate students served as fellows in the Center in 2000-01.

- Joe Crozier focused on the psychophysiological features of reactive and proactive violence in children.
• Reid Fontaine investigated the social-cognitive foundations of aggressive, depressive, and other maladaptive styles of social behavior.
• Julie Kaplow’s interests include identifying risk and protective factors for the initiation of alcohol use in childhood and adolescence.

**Independent Study and Practicum Students**

Numerous undergraduate majors in public policy and psychology participate in independent study and complete practicum requirements in many of the Center’s projects, including GREAT Schools and Families, Project TEAM, STARS Plus, and Safe Schools/Healthy Students.

**Program in Education**

The Center and Duke’s Program in Education (PiE) continue to explore options for their long-term integration. The programs have proposed to the dean of Arts and Sciences that PiE be restructured and brought under the umbrella of the Center. One option under consideration is to develop an interdisciplinary certificate program in children, schools, and society for Duke undergraduates with strong interests in children and teaching.

Faculty members in PiE were important members of both the Education Reform and Preschool Education Working Groups and in developing the initiatives that have grown from them. In addition, faculty from the Center assist with data analysis and evaluation of PiE’s Partners for Success Tutoring Program, which works with approximately 120 fourth and fifth graders in Durham elementary schools.
Center for Child and Family Policy Members

**Director**

Kenneth A. Dodge, PhD

**Research Scholars and Research Associates**

Lisa J. Berlin, PhD, Research Scholar  
Robert Bifulco, PhD, Research Scholar  
Domini R. Castellino, PhD, Research Scholar  
Christina Christopoulos, PhD, Sr Research Associate  
Mary Gifford-Smith, PhD, Research Scholar  
Elizabeth J. Glennie, PhD, Research Scholar  
Thomas Hannan, PhD, Sr Research Scholar  
Jennifer E. Lansford, PhD, Research Scholar  
Shari Miller-Johnson, PhD, Sr Research Scholar  
Melba Nicholson, PhD, Research Scholar  
David Rabiner, PhD, Sr Research Scholar  
Joel Rosch, PhD, Sr Research Scholar  
Elizabeth Stearns, PhD, Research Scholar  
Donna-Marie Winn, PhD, Sr Research Scholar  
Arnaldo Zelli, PhD, Research Scholar

**Research and Intervention Staff**

**Fast Track**

Erin Allen, Senior Data Technician  
Michael Bryan, Family/School Program Specialist  
Willie Burt, Family/School Program Specialist  
Christina Christopoulos, PhD, Sr Research Associate  
Ivan Evans, Mentor  
Mary Gifford-Smith, PhD, Research Scholar  
Marchell Gunter, Family/School Program Specialist  
Thomas Hannan, PhD, Sr Research Scholar  
Gann Herman, PhD, Family/School Program Specialist  
Kate Holland, Sr Research Aide  
Denice Johnson, Sr Data Technician  
Malik Lee, Mentor  
Melba Nicholson, PhD, Research Scholar  
Jackie Parrish, Family/School Program Specialist  
Lopa Shah, Youth Coordinator  
Alfreida Stevens, Family/School Program Specialist  
Liz Sutton, Family/School Program Specialist  
Cathy Wells, Family/School Program Specialist  
Donna-Marie Winn, PhD, Clinical Supervisor

**Fast Track Data Center**

Pamela Ahrens, Director  
Jacqueline Britt, Senior Data Technician  
Sharon Eatmon, Analyst Programmer II  
Damon Jones, Data Analyst  
Patrick Malone, PhD, Statistician  
Anne Maumary-Gremaud, Senior Statistician  
Larry Perry, Analyst Programmer  
Donald Woolley, Research Analyst

**GREAT Schools and Families**

Steven R. Asher, PhD, Professor of Psychology (Department of Psychology: Social and Health Sciences)  
Clarine Hyman, Senior Family/School Program Specialist  
Steve Kaufmann, School Specialist  
Shari Miller-Johnson, PhD, Senior Research Scholar  
Tracy Mills, Data Manager  
Cheryl Perry, Staff Assistant  
Trevor Peterson, Family Specialist  
Cindy Shail-Rains, School Specialist  
David Rabiner, PhD, Senior Research Scholar  
Bud Reiter-Lavery, Project Director  
Pearl Shelby-Sharpe, Family Specialist  
Ann Skinner, Senior School Specialist  
Betsy Small, Family Specialist  
Rebecca Stern, Senior Family/School Program Specialist  
Nichole Weedon, Family Specialist

**GREAT Schools and Families Data Center**

Hugh Landis, Research Analyst  
Karen Pope, Data Manager  
Gary Rains, Director

**Child Development Project**

Jennifer E. Lansford, PhD, Research Scholar

**North Carolina Education Research Data Center**

Elizabeth J. Glennie, PhD, Director  
Desiree Mapson, Senior Data Technician
Center for Child and Family Policy Members

**Project Kid Start (STARS Plus and Project TEAM)**

Sasha Bartosik, Program Coordinator
Lisa J. Berlin, PhD, Research Scholar
Rená Bynum, Family/School Program Specialist
Hope Bethea, Family/School Program Specialist
Natalie Gidney-Cole, Family/School Program Specialist
Jesse Kaufmann, Research Aide
Eduardo Perez, Family/School Program Specialist
Tomeika Simmons, Family/School Program Specialist
Kristopher Stevens, Senior Research Aide
Tracie Yoder, Family/School Program Specialist

**Safe Schools/Healthy Students Initiative for Durham, NC**

Moss Cohen, Senior Family/School Program Specialist
Mary Gifford-Smith, PhD, Research Scholar
Megan Galonka, Senior Research Aide
Jennifer Hendren, Research Aide
Shari Miller-Johnson, PhD, Senior Research Scholar
David Rabiner, PhD, Senior Research Scholar
Lorrie Schmid, Computer Programmer

**Administrative Staff**

Beatrice Chestnutt, Staff Assistant
Tina Davidson, Administrative Assistant
Astrid Gatling, Computer Technician
Tamie Harbison, Staff Assistant
Lynda H. Harrison, Staff Assistant
Lydia Ingram, Staff Assistant
Barbara B. Pollock, Assistant Director
Denita Thomas, Administrative Secretary

**Child and Health Policy Initiative Staff**

Anne Fletcher, MAT, MLS, Data Librarian
Joel Rosch, PhD, Senior Research Scholar, Policy Liaison
Steven D. Williams, MA, Communications Director

**Doctoral Students-in-Residence**

Joseph Crozier
Julie Kaplow
Reid Fontaine

**Visiting Scholar, 2000-01**

Nancy E. Hill, PhD, Department of Psychology; Social and Health Sciences, Duke

**Members on Additional Grants Administered by the Center**

“Effects of Competition on Schools in New Zealand”
Smith Richardson Foundation, Inc.
Helen “Sunny” Ladd, PhD, Public Policy Studies

“Family Policies, Child Cost, and Low Fertility”
The National Institute of Child Health and Human Development
Thomas A. DiPrete, PhD, Department of Sociology
S. Philip Morgan, PhD, Department of Sociology

“Individual and Group Differences in Student Achievement: The Role of Peers, Parental Choices, and Neighborhoods”
The Spencer Foundation
Nancy Hill, PhD Psychology
Thomas Nechyba, PhD, Economics
Jacob Vigdor, PhD, Public Policy Studies

“Teacher Quality and Student Achievement”
The Spencer Foundation
Helen “Sunny” Ladd, PhD, Public Policy Studies
Charles Clotfelter, PhD, Public Policy Studies
Jacob Vigdor, PhD, Public Policy Studies
Members

Duke-Affiliated Members of the Center

Myrna Adams
Vice-President
Institutional Equity

Irving E. Alexander, PhD
Professor Emeritus
Department of Psychology: Social
and Health Sciences

Lisa M. Amaya-Jackson, MD, MPH
Assistant Professor, Director,
Trauma Evaluation Treatment
and Research Program, Center for
Child and Family Health
Department of Psychiatry and
Behavioral Sciences

Adrian C. Angold, MD
Associate Professor
Department of Psychiatry and
Behavioral Sciences

Steven R. Asher, PhD
Professor
Department of Psychology:
Social and Health Sciences

Jeffrey Baker, MD, PhD
Assistant Clinical Professor
Children's Primary Care

Ernestine Briggs-King, PhD
Clinical Associate
Department of Psychiatry and
Behavioral Sciences

Martina J. Bryant, EdD
Associate Dean
Trinity College of Arts and Sciences

Claudia Buchmann, PhD
Assistant Professor
Department of Sociology

John Burness
Senior Vice President
Department of Public Affairs and
Government Relations

Lorna W. Chafe
Instructor, Program in Education;
Coordinator, Work and
Family, Staff and Family Programs,
Human Resources

Allan K. Chrisman, MD
Assistant Clinical Professor
Head, Child Psychiatry Division
Department of Psychiatry and
Behavioral Sciences

Charles T. Clotfelter, PhD
Professor
Department of Public Policy Studies

John Coie, PhD
Professor Emeritus
Department of Psychology: Social
and Health Sciences

Doraine Lambelet Coleman, JD
Senior Lecturing Fellow
School of Law

James E. Coleman, Jr, JD
Professor of Practice
School of Law

Philip J. Cook, PhD
ITT/Sanford Distinguished Professor
Department of Public Policy Studies

Philip R. Costanzo, PhD
Professor
Department of Psychology: Social
and Health Sciences

Elizabeth Jane Costello, PhD
Associate Professor
Department of Psychiatry and
Behavioral Sciences

William A. (Sandy) Darity, Jr, PhD
Research Professor
Department of Public Policy Studies

Thomas A. DiPrete, PhD
Professor
Department of Sociology

Kristi Duke, MPT
Physical Therapist
Lenox Baker Children's Hospital

Carol O. Eckerman, PhD
Professor
Department of Psychology:
Experimental
Professor
Department of Psychology: Social
and Health Sciences

Helen L. Egger, MD
Clinical Associate
Department of Psychiatry and
Behavioral Sciences

Matthew S. Epstein, JD, LL.M.
Executive Director
Center for Child and Family Health

Maria L. Escolar, MD
Clinical Associate/Developmental
and Behavioral Pediatrician
Department of Pediatrics, Child
Development Unit

Keith A. Feather, CCSW, MP
Patient Resource Manager
Patient Resource Management

David P. Fitzgerald, PhD
Clinical Associate/Research
Associate
Department of Psychiatry and
Behavioral Sciences
and Department of Psychology:
Social and Health Sciences

29
Members

Duke-Affiliated Members of the Center

Helen L. Gabert, MPH, RN, CS
Clinical Specialist
Advanced Practice Nursing

Ricki F. Goldstein, MD
Associate Clinical Professor
Director, High Risk Follow-up
Program and Special Infant Care
Clinic
Department of Pediatrics, Division
of Neonatology

Christina Grimes, PhD
Research Associate
Department of Psychology: Social
and Health Sciences

Warren G. Hall, PhD
Anne W. Deane Professor
Department of Psychology: Experimental

Leonard Handelsman, MD
Medical Director, Outpatient
Psychiatry
Associate Clinical Professor
Department of Psychiatry and
Behavioral Sciences

Steven H. Herman, PhD
Assistant Clinical Professor
Department of Psychiatry and
Behavioral Sciences

Nancy Hill, PhD
Assistant Professor
Department of Psychology: Social
and Health Sciences

Jerry F. Hough, PhD
James B. Duke Professor
Department of Political Science

Bruce W. Jentleson, PhD
Director, Sanford Institute of Public
Policy
Professor
Departments of Public Policy
Studies and Political Science

Kathleen M. Joyce, PhD
Assistant Professor
Department of Religion

Myra McSwain Kamran, MD
Clinical Associate
Department of Psychiatry and
Behavioral Sciences

Alan C. Kerckhoff, PhD
Professor Emeritus
Department of Sociology

Cynthia M. Kuhn, PhD
Professor
Pharmacology and Cancer Biology

Helen F. “Sunny” Ladd, PhD
Professor
Departments of Public Policy
Studies and Economics

Kenneth C. Land, PhD
John Franklin Crowell Professor
Department of Sociology

Caroline L. Lattimore, PhD
Assistant Dean and Adjunct
Assistant Professor
Trinity College Arts and Sciences
and Education

Edward F. Lueth, MSW
Executive Director, Durham
Community Guidance Clinic
Department of Psychiatry and
Behavioral Sciences

David Malone, PhD
Assistant Professor of the Practice
Program in Education

George R. Mangun, PhD
Professor
Department of Psychology: Experimental
Director, Center for Cognitive
Neuroscience

John S. March, MD
Associate Professor
Department of Psychiatry and
Behavioral Sciences

Frederick W. Mayer, PhD
Associate Professor
Department of Public Policy Studies

Marjorie B. McElroy, PhD
Professor and Chair
Department of Economics

Sam R. Migliarese
Assistant Director
Office of Community Affairs

Marie Lynn Miranda, PhD
Assistant Professor of the Practice
Nicholas School of the Environment

S. Philip Morgan, PhD
Professor
Department of Sociology

Thomas Nechyba, PhD
Associate Professor
Department of Economics

Amy Needham, PhD
Associate Professor
Department of Economics

Jean F. O’Barr, PhD
University Distinguished Service
Professor
Department of Women’s Studies

Karen J. O’Donnell, M.Ed., PhD
Assistant Research Professor
Departments of Pediatrics and
Psychiatry

Angela M. O’Rand, PhD
Professor
Department of Sociology
Duke-Affiliated Members of the Center

Susan Page, CCSW
Clinical Social Worker
Department of Social Work

Jennifer Parkhurst, PhD
Department of Psychology: Social and Health Sciences

Charles M. Payne, PhD
Professor
Departments of History and African and African-American Studies

Steven I. Pfeiffer, PhD, ABPP
Executive Director
Talent Identification Program

Randall J. Pratt
Director of Development
Arts and Sciences Development

Martha Putallaz, PhD
Associate Professor
Department of Psychology: Social and Health Sciences

Lisa Reiter-Lavery, PhD
Clinical Associate
Department of Psychiatry and Behavioral Sciences

Clive J. Robins, PhD
Associate Clinical Professor
Director, Behavior Research and Therapy
Department of Psychiatry and Behavioral Sciences

Susan Roth, PhD
Professor and Chair,
Department of Psychology: Social and Health Sciences

Dalene K. Stangl, PhD
Assistant Professor
Institute of Statistics and Decision Sciences

David Stein
Education Partnership Coordinator
Office of Community Affairs

Justine Strand, MPH, PA-C
Clinical Associate
Chief, Physician Assistant Division
Department of Community and Family Medicine

H. Scott Swartzwelder, PhD
Clinical Professor
Department of Psychiatry and Behavioral Sciences

David T. Tanaka, MD
Associate Clinical Professor
Department of Pediatrics, Division of Neonatology

Rosemary R. Thorne
Director
Master of Arts in Teaching

Elizabeth Richardson Vigdor, PhD
Assistant Professor
Department of Public Policy Studies

Jacob L. Vigdor, PhD
Assistant Professor
Department of Public Policy Studies

Lise Wallach, PhD
Research Professor
Department of Psychology: Experimental

Michael A. Wallach, PhD
Professor
Department of Psychology: Experimental

Janet M. Whidby, PhD
Clinical Associate/Research Associate
Department of Psychiatry and Behavioral Sciences and Department of Psychology: Social and Health Science

Redford B. Williams, MD
Professor
Department of Psychiatry and Behavioral Sciences

Wilkie A. Wilson, Jr, PhD
Research Professor
Pharmacology and Cancer Biology
Active Grants and Contracts

**Children’s Peer Relations: From Development to Intervention to Policy, A Festschrift in Honor of John D. Coie**
Principal Investigator: Kenneth A. Dodge
Award Amount: $13,820
Dates: 6/23/99 – 10/31/01
Funding Agency: American Psychological Association

**Cognitive, Psychophysiological, and Situational Features of Reactive and Proactive Violence**
Principal Investigator: Kenneth A. Dodge
Award Amount: $122,430
Dates: 9/1/98 – 12/31/00
Funding Agency: Carnegie Mellon University/NSF prime

**Dropout Program Evaluation**
Principal Investigator: Kenneth A. Dodge
Award Amount: $19,505
Dates: 6/1/00 – 6/30/02
Funding Agency: Durham Youth Coordinating Board

**Education Data Center to Support the Duke-UNC Research Consortium on Minority Achievement Gaps in NC, the Southeast, and the Nation**
Principal Investigator: Kenneth A. Dodge
Award Amount: $225,000
Dates: 10/1/00 – 9/30/02
Funding Agency: The Spencer Foundation

**Effects of Competition on Schools in New Zealand**
Principal Investigator: Helen Ladd
Award Amount: $9,495
Dates: 7/1/00 – 12/31/01
Funding Agency: Smith Richardson Foundation

**Enhancement of Multisite Violence Prevention Program for Middle School Students (GREAT Schools and Families Data Center)**
Principal Investigator: David Rabiner
Award Amount: $541,668
Dates: 9/30/00-9/29/02
Funding Agency: Centers for Disease Control and Prevention
How Chronic Conduct Problems Develop  
(Child Development Project)  
Principal Investigator: Kenneth A. Dodge  
Award Amount: $725,653  
Dates: 9/1/00 – 7/31/03  
Funding Agency: National Institute of Mental Health

The Identification of Predictors of Early-Onset Substance Abuse: Testing the Efficacy of the Fast Track Project as Preventive Intervention  
Principal Investigators: Kenneth A. Dodge, Julie Kaplow  
Award Amount: $8,000  
Dates: 8/31/00 – 8/30/01  
Funding Agency: North Carolina Governor’s Institute on Alcohol and Substance Abuse, Inc.

Improving Achievement in Urban Schools  
Principal Investigators: Charles M. Payne, Kenneth A. Dodge  
Award Amount: $48,600  
Dates: 10/1/00 – 9/30/01  
Funding Agency: The Spencer Foundation

Individual and Group Differences in Student Achievement: The Role of Peers, Parental Choices, and Neighborhoods  
Principal Investigator: Thomas Nechyba  
Award Amount: $285,650  
Dates: 1/1/01 – 12/31/02  
Funding Agency: The Spencer Foundation

Measuring and Evaluating Mental Health Services Utilization Information from the Fast Track Violence Prevention Project  
Principal Investigator: Kenneth A. Dodge  
Award Amount: $100,000  
Dates: 9/1/99 – 7/31/01  
Funding Agency: Substance Abuse and Mental Health Services Administration

Multisite Prevention of Conduct Problems, Fast Track  
Principal Investigator: Kenneth A. Dodge  
Award Amount: $4,159,144  
Dates: 9/1/00 – 8/31/03  
Funding Agency: National Institute of Mental Health

Multisite Prevention of Conduct Problems, Fast Track Data Center  
Principal Investigator: Kenneth A. Dodge  
Award Amount: $1,786,294  
Dates: 1/1/99 – 8/31/03  
Funding Agency: National Institute of Mental Health

Project Kid Start  
Principal Investigator: Kenneth A. Dodge  
Award Amount: $1,000,000  
Dates: 9/1/99 – 8/31/02  
Funding Agency: Miriam and Peter Haas Fund
### Race, Poverty, and Education Policy in NC
- **Principal Investigator:** Kenneth A. Dodge
- **Award Amount:** $50,000
- **Dates:** 10/1/99 – 5/31/01
- **Funding Agency:** The Spencer Foundation

### Risk and Prevention of Child Disruptive Behavior Disorders
- **Principal Investigator:** Kenneth A. Dodge
- **Award Amount:** $259,093
- **Dates:** 5/1/99 – 4/30/02
- **Funding Agency:** National Institute of Mental Health

### Safe Schools/Healthy Students Initiative for Durham, NC
- **Principal Investigator:** Kenneth A. Dodge
- **Award Amount:** $947,901
- **Dates:** 7/1/00 – 6/30/02
- **Funding Agency:** Durham Public Schools/Department of Education

### School and Community Based Violence Prevention Program for Middle School Students (GREAT Schools and Families)
- **Principal Investigator:** David Rabiner
- **Award Amount:** $2,024,924
- **Dates:** 9/30/99 – 9/29/02
- **Funding Agency:** Centers for Disease Control and Prevention

### The State of Durham’s Children 2000 Report
- **Principal Investigator:** Kenneth A. Dodge
- **Award Amount:** $10,000
- **Dates:** 6/1/00 – 12/31/00
- **Funding Agency:** Durham Youth Coordinating Board

### STARS Plus
- **Principal Investigator:** Kenneth A. Dodge
- **Award Amount:** $143,402
- **Dates:** 4/1/00 – 6/30/01
- **Funding Agency:** Durham’s Partnership for Children

### Teacher Quality and Student Achievement
- **Principal Investigator:** Helen Ladd
- **Award Amount:** $422,500
- **Dates:** 1/1/01 – 12/31/03
- **Funding Agency:** The Spencer Foundation

### Donations
Several generous private donors have supported the work of the Center for Child and Family Policy since its inception. The Center would like to thank the following for their generosity:

- Anonymous
- Duke Endowment
- Mr. Peter Fischer
- Mrs. Carol Kohn
- Mr. Dan Levitan
- Sulzberger Family Fund
- Zeist Foundation
Representative Publications


Clotfelter CT (in press). Who are the alumni donors? Giving by two generations of alumni from selective colleges. Nonprofit Management and Leadership.

Clotfelter CT (in press). Interracial contact in high school extracurricular activities. The Urban Review.


36
Cook PJ. Foreword, on Welsh BC, Farrington DP and Sherman LW (eds), Costs and Benefits of Preventing Crime (Boulder, CO: Westview).


Darity W, Castellino DR, Tyson K, Cobb C & McMillen B (2001). Increasing opportunity to learn via access to rigorous courses and programs: One strategy for closing the achievement gap for at-risk and ethnic minority students. State report prepared for the North Carolina Department of Public Instruction, Evaluation Section, Raleigh, NC.


Dodge KA (2000). Developmental psychology. In Ebert MH, Loosen PT & Nurcombe B (eds), Current Diagnosis and Treatment in Psychiatry (East Norwalk, CT: Appleton & Lange), 1-17.


Gifford-Smith M & Rabiner D (in press). Social information processing and children’s social competence: A review of the literature. In Dodge KA & Kupersmidt J (eds), Children’s Peer Relations: From Development to Intervention to Policy.


Hill NE (in press). Parenting and academic socialization as they relate to school readiness: The role of ethnicity and family income. Journal of Educational Psychology.


Miller-Johnson S & Costanzo P (in press). If you can’t beat ‘em . . . induce them to join you: Peer-based interventions during adolescence. Chapter to appear in Dodge KA & Kupersmidt J (eds), *Peer Relations*.


Payne C & Kaba M (in press). So much reform, so little change: Building-level barriers to urban school reform. *Journal of Negro Education*.


Pfeiffer SI (in press). Challenges and opportunities for students who are gifted: What the experts say. *Gifted Child Quarterly*.


