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Dear Colleague:

This year has been an extraordinary one for the Center for Child and Family Policy. Just when we had expected that the Center’s growth would level off to a steady state, new initiatives presented themselves, and we have grown once again.

The year has been marked by the multiple feelings that come with the end of several major intervention efforts in the Durham community. The Fast Track intervention for high-risk youth, which began in 1991, ended in June 2003. Over 400 children have participated since they were in kindergarten, and with this year they have “graduated” from the program as they complete high school. We feel a sense of pride in their success but also a touch of sadness as we send them off to college, work, and life’s challenges. We feel similar pride and sadness about the talented intervention staff members who have been with the program for over a decade. Several of them moved on to new endeavors at the end of this year, bringing their expertise to other programs and to the dissemination of Fast Track across the world. We are extremely grateful for their undying caring and service. Good news continues to stream out of the evaluation of Fast Track, with emerging findings documenting the positive effects of the intervention on preventing serious conduct disorder in adolescence. The end of the year brought news that the Fast Track evaluation will continue over the next five years, with support from three federal grants.

Similar stories can be told about the GREAT Schools and Families project in Durham, North Carolina, middle schools and the STARS Plus project and Project TEAM with preschoolers. All programs completed their intervention phase this year, with plans for following the participants over the next several years.

Meanwhile, the year ended with exciting news that we have been awarded precious federal funds to initiate a Trans-Disciplinary Prevention Research Center focused on adolescent problem behavior, including substance use. This new center solidifies the Center for Child and Family Policy’s role as a national leader in the science of translating basic knowledge of child development into innovative practice and policy. This is what we do, and we are delighted that external reviewers judge that we are among the best at doing it.

This annual report gives us an opportunity to reflect on what we have accomplished in research, teaching, service, and policy engagement. The report is impressive, I believe, because it reflects the commitment of so many people. I feel grateful to my colleagues and fortunate to live in an intellectual community that is so rewarding.

Sincerely,

Kenneth A. Dodge, Director

Kenneth A. Dodge, Director
A child’s development begins before birth and is altered by the choices and life circumstances of the parents and the state of the community into which the child is born. It continues with a family’s child-rearing practices, the child’s life events and the child’s understanding of those events. By the time a child reaches school age, when interactions with peers increasingly color the path of development, he or she has accumulated innumerable experiences that will be important determinants of a life course. Understanding the impact of children’s experiences is an integral part of the Center’s research agenda.

The inquiry into early childhood events—and especially adverse events that skew healthy development—requires cross-disciplinary collaboration. The Center collaborates extensively with practitioners and policy makers in its research and interventions in this area, particularly in its efforts to address and reduce child abuse. For example, the Durham Family Initiative described in this section requires extensive collaboration with public and private service providers, government officials, leaders from the business community, and others in Durham, North Carolina.
Durham Family Initiative

The Durham Family Initiative (DFI) is a research and service effort to develop a community-based model for the prevention of child abuse and neglect, evaluate its effectiveness, promote new policies necessary to sustain the model, and develop methods for dissemination to other sites in North Carolina. The model of services and supports is designed to:

- assist families that are at risk for child abuse and other challenges to become self-sufficient and supportive of their children’s healthy growth and development;
- assist stressed neighborhoods to become supportive environments for children and families;
- assist the wider Durham community to support families and neighborhoods; and
- assist public and private service organizations to integrate their services when they are needed, so they can most effectively help Durham’s children and families.

DFI is a community effort led by the DFI Community Collaborative (a group of public service providers and private citizens), the Center for Child and Family Policy at Duke University, and the Center for Child and Family Health- North Carolina (a nonprofit clinical service provider). They work in partnership with families, neighborhood and community organizations, and service providers in Durham. The initiative has received a grant from The Duke Endowment to catalyze these efforts and to stimulate additional funding.

DFI is not a single program imposed upon the community. Rather, it is a collaborative reform that includes community-wide initiatives, neighborhood development, and specific help for families in need. The DFI Community Collaborative is headed by local agency directors who are assembling a team of leaders, service providers, and interested citizens who will propose programs and policies for the community. The theoretical framework for this effort is the system of care concept, a systematic attempt to have service providers coordinate their efforts to provide a continuum of care for families, ranging from universal supports for all families to targeted help for families that need tailored interventions. The initiative’s family partners and community partners work in Durham neighborhoods with high rates of reported child abuse, substance abuse, teen pregnancy, crime, poverty, and other challenges. Individual families are at the heart of these efforts. Each family’s path to healthy self-sufficiency is unique, and the initiative’s partners and the DFI Collaborative help them craft unique solutions. The initiative is building self-sustaining formal and informal networks for families, neighborhoods, and the community, ultimately creating a culture of care in Durham.

DFI assesses and documents its activities rigorously in a constant feedback loop, adjusting activities as needed in order to improve services to families and neighborhoods. Data are collected to document the prevalence of various risks in the neighborhoods and families and to track changes across time.

**SNAPSHOT**

**Durham Family Initiative**

Co-Directors: **Adele Spitz-Roth**
**Donna-Marie Winn**

Funding Agency: **The Duke Endowment**

MISSION: The **Durham Family Initiative** (DFI) is the vehicle for community decision-makers and leaders (agencies, organizations, families, private providers, and others) who are concerned about and committed to the healthy development of children and their families to work as a team to support, coordinate, and oversee the development of the appropriate service array needed to ensure desired outcomes. The goals of the DFI Collaborative are to:

- Increase capacity of the normative service delivery system to provide support and early intervention to families;
- Increase capacity of agencies to coordinate care;
- Decrease gaps in services and supports;
- Increase resources in the community;
- Increase the accessibility of community resources;
- Increase knowledge and appropriate use of resources;
- Help reduce the incidence of child abuse in Durham, NC.

For more information:
www.childandfamilypolicy.duke.edu and click on Early Childhood Adversity
Cross-Sectoral Policy in Child Abuse
Durham Collaborative for Children

One of the defining changes in public policy today is its increasingly cross-sectoral nature. Solutions to complex problems must come from innovative collaboration across the public, private, and nonprofit sectors rather than from government alone. A prime example is the problem of child abuse, which has its roots in socioeconomic adversity, cultural practices, and fractured services to families. Its solutions must come from the public, private, and nonprofit sectors working together.

With funding from the North Carolina GlaxoSmithKline Foundation, the Center is playing a critical role in a new Terry Sanford Institute of Public Policy initiative to address this critical issue. Called the Program on Cross-Sectoral Public Policy (CSPP), the initiative has three main goals:

- act as a catalyst, convener, and facilitator for working with the public, private, and nonprofit sectors on collaborative projects and other joint efforts seeking innovative approaches and solutions to pressing policy problems;
- promote leading action-oriented scholarly research on the role of public, not-for-profit, and for-profit organizations in the creation and implementation of effective public policy;
- develop innovative courses and other educational activities to prepare students and practitioners to be cross-sectoral policy leaders, serving as models for other universities.

In 2000, a Durham County–commissioned report by the Center revealed that the rate of child abuse and neglect in Durham is higher than the state average, which is higher than the national average. The Department of Social Services is not adequately funded to respond to this problem, and the study concluded that preventing child abuse should be a priority for community development. Out of that study has grown collaboration between the Center and the Durham community with the goal to reduce the community’s child abuse rate by 50 percent over 10 years. Reaching this audacious goal will require collaboration among numerous public and private partners. The Center has created such a partnership, called the Durham Collaborative for Children, with the Center for Child and Family Health–North Carolina and various community agencies. Work with the Durham Collaborative will also enhance the efforts of the Center’s Durham Family Initiative.

This initiative will also support the scholarly study of cross-sectoral public policy. The research will initially focus on the Durham Collaborative for Children, with a goal of evaluating its impact, and then will expand to derive a general theory of cross-sectoral public policy. Finally, it will support teaching in cross-sectoral public policy, and the university context of the CSPP will afford many formal and informal opportunities for undergraduate and graduate students and faculty to learn about the Durham Collaborative for Children as well as the broader scholarly issues.

Child Abuse and Neglect Policy

In early January 2003, Center staff participated in a Governor’s Crime Commission forum to develop a plan to improve ways that the state investigates and prosecutes child abuse and neglect cases. Joel Rosch facilitated the meeting for the Commission. Kenneth A. Dodge and Adele Spitz Roth helped the Commission draft a plan to improve the prosecution, investigation, and response to allegations of abuse and neglect.
Multiple Response System (MRS)

At the January 2003 Governor’s Crime Commission forum, the North Carolina Division of Social Services (DSS) presented the state’s new multiple response system to allegations of child abuse and neglect. Subsequently, Center members Christina Christopoulos, Kenneth A. Dodge, Claire Osgood, Joel Rosch, and Adele Spitz Roth held a series of meetings with CPS staff and are now working to develop an evaluation and monitoring plan for the MRS initiative. As a result of this consultation, the state’s Division of Social Services asked the Center to help it prepare a federal grant that would bring system-of-care principles into the MRS process. Rosch and other Center staff helped Roth prepare the grant request, which has been awarded. The initiative is funded, the evaluation of the project will be conducted by the Center.

State Collaborative for Children and Families

During 2002-03, the Center’s Joel Rosch continued to co-chair the State Collaborative for Children and Families. The Collaborative is made up of representatives from the state’s Division of Mental Health, Developmental Disabilities and Substance Abuse Services, the Exceptional Children’s Branch at the Department of Public Instruction, parent organizations, Child Protective Services, the Department of Juvenile Justice and Delinquency Prevention, the Governor’s Crime Commission, the Administrative Office of the Courts, Public Health, professional associations, and provider and advocacy groups.

The Collaborative provides opportunities for decision makers representing a range of state and local agencies to communicate and work together with families and advocates to meet the needs of children and families. The Collaborative is not part of any agency and has no legal authority to make decisions. Through the Collaborative, Rosch co-chaired the committee that helped draft North Carolina’s new child mental health plan and helped write the plan’s best practices manual.

Multicultural Study on Child Abuse

How do parents’ discipline strategies vary across cultures, and how do these variations affect children’s development? Led by the Center’s Jennifer Lansford, a team of researchers from across the world has collected data from 260 children and their mothers in 13 cultures in nine countries. The study grew out of popular debate about the merits and demerits of spanking and other forms of discipline.

The findings of this study documented the wide variation in discipline practices across cultures and led the team of researchers to numerous hypotheses that will guide their next efforts. The scholars hypothesize that the discipline practice itself does not matter as much as the meaning it has for the child, and that this meaning varies according to the cultural context in which the discipline is administered. They hypothesize that when a discipline strategy is culturally normative, there is little association between that type of discipline and children’s later adjustment difficulties. Such discipline strategies may become problematic only when parents engage in them outside of their normative context, such as when they immigrate to the United States and their practices conflict with American definitions of child abuse or neglect.
**Long-Term Effects of Early Child Abuse**

Growing out of the Child Development Project (described in the section on Youth Violence and Problem Behaviors), Jennifer Lansford led a team of researchers in a major publication, titled, "A 12-Year Prospective Study of the Long-term Effects of Early Child Physical Maltreatment on Psychological, Behavioral, and Academic Problems in Adolescence." The study examined whether child physical maltreatment early in life has long-term effects on psychological, behavioral, and academic problems independent of other characteristics associated with maltreatment.

The researchers found that in contrast with other youth, adolescents maltreated early in life:

- were absent from school more than 1.5 as many days;
- were less likely to anticipate attending college compared with nonmaltreated adolescents; and
- had levels of aggression, anxiety/depression, dissociation, post-traumatic stress disorder symptoms, social problems, thought problems, and social withdrawal that were on average more than three-quarters of a standard deviation higher than those of their nonmaltreated counterparts.

The findings held after controlling for family and child characteristics correlated with maltreatment. This study points toward the importance of policies and practices to interrupt the cross-generational cycle of violence through interventions with parents early in the child’s life to prevent abuse and interventions with abused children to promote their positive development.

**Project MOM**

Project MOM (Making the Most of Motherhood) examines the association between 500 Durham pregnant women’s psychosocial risks and assets and their later perpetration of child abuse and neglect, measured by official reports and substantiations documented by the Durham County Department of Social Services.

Led by the Center’s Lisa Berlin, Project MOM staff are conducting one-hour prenatal interviews with women who are participating in the Durham Family Initiative. Approximately 350 interviews have been completed. Initial analysis of data from the first 110 participants in Project MOM has provided both descriptive information on the participants and information on these women’s childhood physical abuse and neglect. Initial analyses reveal that 18 of the first 110 Project MOM participants (16 percent) reported experiencing childhood physical abuse, neglect, or both.

**National Center for Child Traumatic Stress**

The Center for Child and Family Policy co-leads the policy task force for the UCLA-Duke National Center for Child Traumatic Stress (NCCTS), the first national initiative to increase services and raise the standard of care for traumatized children, adolescents, and their families. Not yet two-years-old, the NCCTS is in the process of organizing a wide network of research centers and clinics around the country to advance the knowledge of and treatment for childhood traumas: child abuse, natural disasters, violence, and others. The Center’s public policy team of Kenneth A. Dodge, Shari Miller-Johnson, and Lisa Berlin advises NCCTS on policy-related research questions. Joel Rosch, the Center’s policy liaison, advises NCCTS on policy issues related to service delivery, and the Center’s communications director, Steven Williams, assists NCCTS’s National Resource Center as it develops a wide range of materials for its members.
Divorce and Child Behavior Problems

"Divorce and Child Behavior Problems: Applying Latent Change Score Models to Life Event Data" (2003) was written by the Center's Patrick S. Malone, Jennifer E. Lansford, Domini R. Castellino, Lisa J. Berlin, and Kenneth A. Dodge, and John E. Bates of Indiana University and Gregory S. Pettit of Auburn University. This research applied new advances in trajectory modeling to the problem of disentangling the effects of divorce on children's adjustment from related factors, such as the child's age at the time of divorce and the child's gender.

Funded by a generous anonymous donor, the research finds that girls' externalizing behavior problem trajectories were not affected by experiencing their parents’ divorce, regardless of the timing of the divorce. In contrast, boys who were in elementary or middle school when their parents divorced showed an increase in externalizing behavior problems in the year of the divorce. These findings are being followed up with further studies of the impact of divorce on children's development.

Comprehensive Early Childhood Service System (CECSS) Grant

Center liaison Joel Rosch helped the Women and Children's Section of North Carolina Department of Public Health prepare a successful CECSS grant that will establish a planning process to improve coordination between agencies serving young children in North Carolina. The grant will establish an Early Childhood Task Force to provide oversight and expert consultation throughout the planning process. The grant calls for Center participation on that task force and evaluation of the initiative by the Center.

Child Well-Being and Domestic Violence Task Force

The Center participated in the Child Well-Being and Domestic Violence Task Force convened by the Chief Justice of the North Carolina Supreme Court and prepared the task force recommendations outlining a funding plan that would facilitate interagency cooperation.

Family Policies, Child Cost and Low Fertility

With support from the National Institute of Child Health and Human Development, Thomas DiPrete and Philip Morgan of Duke's Department of Sociology undertook a series of studies to demonstrate the feasibility and importance of a larger investigation of fertility variation in low-fertility countries. The researchers focused initially on the reasons for fertility variation in the United States and selected European countries.

Town Meeting on Mental Health

In May 2003, the Center helped convene a town hall meeting sponsored by the National Association of Area Mental Health programs and Novartis. The meeting brought together members of the Community Collaboratives from Wake, Durham and Orange counties to discuss obstacles to mental health reform. The meeting was facilitated by the president of the National Association of Area Mental Health programs and was one of four sponsored by Novartis.
Working Group on Child Maltreatment

The Duke-Carolina Working Group on Child Maltreatment is the Center’s longest-running interdisciplinary working group. Members include faculty, researchers, staff, and graduate students from public policy, psychology, law, anthropology, sociology, and medicine from Duke, the University of North Carolina at Chapel Hill, and the Center for Child and Family Health-North Carolina. Having served as launching ground for the Durham Family Initiative in 2001-02, in 2002-03 the group broadened its focus again. Among the results was the successful grant application to the A. L. Mailman Family Foundation Inc. for the October 2003 conference, “Enhancing Early Attachments: Theory, Research, Intervention, and Policy.”

Working Group on Child Maltreatment
2002-03 Special Events

Michael Debellis, MD, September 18, 2002
“Developmental Traumatology: Biological Stress Systems and Brain Development in Maltreated Children with PTSD”

Debellis is professor of child and adolescent psychiatry and director of the Healthy Childhood Brain Development Research Program, Duke University.

Gary Melton, PhD
October 23, 2002
“Chronic Neglect of Family Violence: More than a Decade of Reports to Guide U.S. Policy”

Dr. Melton is professor of psychology, and director of the Institute on Family and Neighborhood Life, Clemson University.

Lynn Usher, PhD, May 7, 2003
“Impacts of the IV-E Waiver Project”

Dr. Usher is Wallace H. Kuralt Sr. Distinguished Professor for Public Welfare Policy and Administration, School of Social Work, University of North Carolina at Chapel Hill.

2002-03 members

Lisa Amaya-Jackson, MD, MPH, Center for Child and Family Health-NC
Lisa Berlin, PhD, Center for Child and Family Policy
Mary Crowson, PhD, UNC Center for Developmental Science
Kenneth A. Dodge, PhD, Center for Child and Family Policy
Matt Epstein, JD LLN, Center for Child and Family Health-NC
Mary Haskett, NC State University
Jennifer Lansford, PhD, Center for Child and Family Policy
Janet Mason, UNC Institute of Government
Robert Mosteller, JD, Duke Law School
Naomi Quinn, PhD, Duke Dept. of Cultural Anthropology
Joel Rosch, PhD, Center for Child and Family Policy
Adele Spitz Roth, Center for Child and Family Policy
Des Runyan, MD, DrPH, UNC School of Social Medicine
Anne Sayers, Prevent Child Abuse North Carolina
Kristopher Stevens, Center for Child and Family Policy
Steven Williams, Center for Child and Family Policy
Donna-Marie Winn, PhD, Center for Child and Family Policy

Duke Series in Child Development and Public Policy

The challenges facing children and families arise from a wide range of sources and contexts. To understand them better, and to understand both the powers and the limitations of public policy to address them, the Center sponsors a series of interdisciplinary conferences, which includes three meetings:

- **Aggression, Antisocial Behavior, and Violence among Girls: A Developmental Perspective**
  May 17-18, 2002

- **Emerging Issues in African-American Family Life: Context, Adaptation, and Policy**
  May 15-16, 2003

- **Enhancing Early Attachments: Theory, Research, Intervention, and Policy**
  October 13-15, 2003

*With funding from the A. L. Mailman Family Foundation Inc.*
The Center’s research on education policy focuses on understanding and reducing the achievement gaps between minority and majority students and the effects of wide-ranging school reform in North Carolina. This work is performed under the umbrella of the Duke-UNC Consortium on Achievement Gaps, a joint effort with the General Administration of the University of North Carolina System and funded by the Spencer Foundation.

The primary elements of the Consortium are a series of faculty-initiated research studies, faculty research symposia and seminars, outreach to state and local policy makers, the training of young scholars in the Spencer Foundation Education Policy Research Training Program (see “Teaching”), and the resources of the North Carolina Education Research Data Center, without which much of the proposed research would be impossible.

**FOCUS AREAS:**

- North Carolina Education Research Data Center
- Duke-UNC Research Consortium
  - Financing Schools in South Africa
  - Supporting Latino Students in NC Schools
  - Individual and Group Differences in Student Achievement
  - Teacher Quality and Student Achievement
  - Effective Schools and Effective Students
  - Effects of Competition on Schools in New Zealand
  - Promise of Charter Schools
- Policy Initiatives

Emily Marston and Dr. Christina Christopoulos of the Center’s Fast Track project.
The North Carolina Education Research Data Center is the central, essential component of the Consortium. 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. During the past year, the Data Center received a second round of funding from the Spencer Foundation.

The Data Center is home to the vast student, teacher, and school data collected by the North Carolina Department of Public Instruction (NCDPI). NCDPI collects a wide array of data, but they are not collected, managed, or reported in ways that are directly relevant to research. For example, no single unit in state government links information about teachers and their preparation with students and their performance. An initial function of the Data Center has been to provide access to readily usable state-level data to researchers at Duke and the UNC system in order to complete Consortium research projects.

All data created by the Data Center are also available to NCDPI for its research purposes. During the past year, the Data Center has completed a number of contract studies for NCDPI, including:

- Analysis of the North Carolina Professional Teaching Standards Commission Working Conditions Survey, Phase 1: Reports for the State, Districts, and Schools


- Evaluating the Effectiveness of the School Profile Evidence-Based Practice Strategy on School- and Student-Level Performance


Representative papers from the Consortium and the Data Center include, “Who Teaches Whom? Race and the Distribution of Novice Teachers” and “The Relationship between Ethnicity and Early Dropout: Evidence from North Carolina’s Public Schools,” among others.

**SNAPSHOT:**

**North Carolina Education Research Data Center**

**Director:** Elizabeth Glennie

**Contact:** 919.668.0985; glennie@duke.edu

**Funding Agency:** Spencer Foundation

**MISSION:** To facilitate problem-focused research on schools, teachers and students.

Data from the NC Education Research Data Center has been used for research of various education topics including:

- Academic performance of at-risk children
- Minority achievement gap
- Teacher recruitment and retention
- Programs for at-risk children
- School Structure Effects
- Links between teacher quality and student achievement
- School accountability and choice
- Data to policy

For more information: www.nceddatacenter.com
Financing Schools in South Africa

Professor of Public Policy Studies and Economics Helen F. “Sunny” Ladd and Edward B. Fiske, former education editor of the New York Times, are analyzing the financing of the creation of South Africa’s post-apartheid public education system in a study also funded by a Fulbright grant.

Supporting Latino Students in North Carolina Schools

Charles M. Payne, Sally Dalton Robinson Professor of History, African American Studies and Sociology, held a first statewide conference, “Improving Achievement in Urban Schools” in 2000 and followed with the March 2003 conference, “Supporting Latino Achievement in North Carolina Schools.” The intent of the second conference was to expose North Carolina educators and leaders to current research on factors that shape the academic achievement and social development of Latino youth. In addition to nationally-known researchers, the conference featured practitioners from model schools and programs.

Out of the successful March meeting came numerous calls from participants to set goals and take action. Policy makers, researchers, advocates, and educators from North Carolina met at Duke to craft plans at the “Latino Achievement Conference Goal-Setting Session” in June 2003. Participants joined working groups that focus on educator-support networks, intergroup relations, parent-community relationships, policy impact, student empowerment, and student graduation rates. The effort is ongoing, with website and other support from the Center.

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

Center Affiliates Nancy E. Hill of the Department of Psychology; Social and Health Sciences, Thomas A. Nechyba of the Department of Economics, and Jacob L. Vigdor of Public Policy Studies, use both econometric techniques and longitudinal survey data to disentangle the roles of parents, community, school, and peer channels in generating educational achievement differences.

Teacher Quality and Student Achievement

This series of research studies by Helen F. Ladd of Public Policy Studies, Charles T. Clotfelter of Public Policy Studies, and Jacob L. Vigdor focuses on the relationship between teacher characteristics and student achievement. It also analyzes the effects of North Carolina’s accountability system on teacher movement among schools.

Effective Schools and Effective Students

In this ongoing series of studies, William Darity Jr., research professor of Public Policy Studies at Duke, Karolyn Tyson of the University of North Carolina Department of Sociology, and the Center’s Domini R. Castellino analyze minority achievement gaps under a UNC-administered Consortium grant. The work focuses on access to advanced placement and other upper-level courses for minority students.

The Effects of Competition on Schools in New Zealand

In this influential work, Helen Ladd, professor of Public Policy Studies and Economics, and Edward B. Fiske, former education editor for the New York Times, analyze how competition among New Zealand’s schools affects student learning as perceived by teachers and principals. Supported by the Smith Richardson Foundation, the work provides invaluable comparative information for the United States policy debate over vouchers and other public school choice mechanisms.

The Promise of Charter Schools: Innovation, Organization and Performance

Helen F. Ladd, professor of Public Policy Studies and Economics, and Robert Bifulco of the University of Connecticut use data from the Data Center, the National Center for Education Statistics, and original surveys of principals and teachers to examine differences between charter schools and traditional public schools and the response of traditional public schools to charter school competition. The work is supported by the Smith Richardson Foundation.
In July 2003, Kenneth A. Dodge and Joel Rosch briefed congressional staff on issues related to the reauthorization of the Individuals with Disabilities Education Act. This briefing was a first for the Center.

In June 2002, First Lady Laura Bush hosted the White House Conference on Character and Community. Dodge presented the paper, “Preventing Violence in Schools,” based on research from the Fast Track Initiative and the Child Development Project. This paper outlines the knowledge social scientists have generated about schools as safe learning environments. Mrs. Bush invited Dodge to join her at a follow-up conference in October 2002 in St. Louis. In April 2003, Court TV broadcast video tape of the conference nationally. Print material accompanying the tape noted that it would include “a discussion with leading researchers Darcia Narvaez of the University of Notre Dame and Dodge of Duke University, who talk about the most effective ways to teach character and values.” Dodge’s paper was subsequently published as a Policy Brief by the Center.

Policy Briefs

The Center published nine Policy Briefs in 2002-03. These present research into state and national educational issues in short form and are disseminated via the Center’s newsletter, mailing lists, and the Center’s website.

In addition to Dodge’s paper, “Preventing Violence in Schools,” the Center published and disseminated the following briefs:

- Helen F. Ladd
  “School Vouchers and Student Achievement: What We Know So Far”

- David M. Malone
  “The No Child Left Behind Act and the Teacher Shortage”

- Elizabeth J. Glennie and Elizabeth Stearns
  “Why Hispanic Students Drop Out of High School Early: Data from North Carolina”

- Elizabeth Stearns
  “No Child Left Behind and the Education Achievement Gap”

- Jennifer E. Lansford
  “Educating American Students for Life in a Global Society”

- Melba J. Nicholson
  “The Content of Our Character Education: It’s a Process”

- Elizabeth J. Glennie and Helen F. Ladd
  “The No Child Left Behind Act and School-Based Accountability: Lessons from North Carolina”

- Edward B. Fiske and Helen F. Ladd
  “The Voucher Debate after Zelman v. Simmons-Harris: The Need to Focus on Core Education Issues”
The Center’s research in youth violence focuses on the all too common acts of everyday violence that create fearful environments in homes, schools, and communities. Center for Child and Family Policy researchers seek to understand the development of violent behavior in youth and test social and individual interventions that may prevent it.

Inquiry into youth violence, like all research at the Center, cuts across disciplinary boundaries to include economics, education, psychology, medicine, law, and public policy, among others. Scholars from these fields share their perspectives in working groups, presentations, and grant proposals. This research also crosses boundaries within the Center’s research agenda. Lessons learned from Fast Track and the Child Development Project, for example, are put to use in the Durham Family Initiative, described in Early Childhood Adversity.

While seeking to understand the psychosocial, developmental causes of youth violence and ways it can be prevented or altered, Center researchers also seek ways to apply this knowledge to public policy in schools, juvenile detention centers, community programs, and elsewhere. These efforts take place through community partnerships on research initiatives, through numerous meetings of researchers, policy makers, and practitioners, and through service community organizations.
Executive Sessions on Deviant Peer Contagion

One of the most vexing questions facing educators, service providers, juvenile justice administrators, and community organizations is whether to serve violent or otherwise problematic youth in mainstream groups with other children or in separate facilities or settings. Each approach has advocates and opponents among practitioners, but often the advocates of special settings prevail if only because organizationally and sometimes politically it is simpler to separate problematic children from others. Now social scientists are able to point to a growing body of literature documenting what they call deviant peer contagion.

Often when youth with problem behaviors are grouped together, their long-term behaviors worsen measurably, and their communities may pay a greater social cost later for separating these youth from others now. Practitioners who advocate for the inclusion of problematic youth in mainstream activities have often cited this phenomenon based on personal experience. Now scientists have documented it, taking it out of the realm of speculation.

To disentangle the complexities of peer groupings—including benefits—the Center launched the Duke Executive Sessions in Deviant Peer Influences. These sessions have gathered many of the country’s youth experts in psychological research and practice, justice, law, the media, and public service to produce a volume on knowledge to date and policy recommendations based on that knowledge. The group met twice in 2002-03 and secured a contract with the What Works Clearinghouse of the U.S. Department of Education to produce a forthcoming comprehensive meta-analysis of intervention studies designed to prevent delinquency that involve the grouping of deviant peers. It was also awarded a grant by the W.T. Grant Foundation to support meetings through 2004 and the production of the final volume.

Fast Track: Multisite Prevention of Conduct Problems

Fast Track is the largest violence-prevention study ever funded by the National Institute of Mental Health. The Fast Track team has worked closely with three cohorts of children at risk for psychological and behavioral problems since they entered the first grade in 1991, 1992 and 1993, respectively. The initiative is designed to prevent the onset of serious problems in adolescence and to evaluate the intervention through rigorous means.

The 1,300 youth involved are now of the age to have finished high school, and the intervention stage of the initiative ended in late spring 2003. Analyses of the intervention’s efficiency are ongoing. The Fast Track Data Center, housed at the Center for Child and Family Policy, 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 in Seattle, Vanderbilt University in Nashville, Penn State University, and Duke University).

Shortly after the end of the 2002-03 fiscal year, Fast Track received an additional five years of NIMH funding to continue analysis of the long-term outcomes of the program. The lead investigators of the study are Kenneth A. Dodge, John Coie, John Lochman, Ellen Pinderhughes, Karen Bierman, Mark Greenberg, Michael Foster, and Robert McMahon.

Intervention

Families were chosen for the study if both parents and teachers expressed concerns about the children’s misbehaviors during their kindergarten year. Participating children received academic tutoring and instruction on how to regulate their emotions, get along with others, and problem-solve difficult issues. Parents learned how to build effective relationships with schools, how to advocate for their children, and how to help their children develop effective behaviors. Teachers received training and consultation in delivering a classroom-wide social skills enhancement curriculum. During middle and high school, the curriculum and intervention services evolved to fit individual families as the children grew and developed.
**Evaluation**

Fast Track evaluation has focused on the longitudinal efficacy of the intervention by contrasting the outcomes of children who had been randomly assigned to receive the intervention with children in a control group. The intervention has proven to have significant positive effects of a magnitude that is sufficient to benefit many children. Relative to the control group, Fast Track children have had lower rates of serious emotional disturbance in special education and of psychiatric diagnosis of serious conduct disorder. The positive outcomes warrant the dissemination of Fast Track to new communities. Over the past year, the intervention staff has helped the Fast Track program be implemented in settings as far away as Manchester, England, and as near as Durham, North Carolina.

The Fast Track investigators are using the rich data to address other questions about children’s development, such as:

1. how the disadvantages in children’s 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;
3. how certain beliefs and poor decision making in social confrontation or conflict may explain characteristically aggressive children’s behavior; and
4. the ways that conduct problems may emerge from and contribute to social rejection in school.

**Economic Analyses**

A new grant from the National Institute of Mental Health is allowing the Fast Track team to examine whether Fast Track interventions reduce expenditures on mental health services and if the resulting cost savings outweigh the costs of the intervention. These analyses use, among other tools, annual surveys of various social and other services used by the children and their families. This information is used to assess service use in terms of costs, payment sources, diagnoses, and types of services received. Longer term, ongoing analyses will assess the career, criminal, and other experiences of Fast Track children as young adults.

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**GREAT Schools and Families:**

**School and Community-Based Violence Program for Middle School Students**

Violence-prevention programs in American middle schools traditionally follow one of two avenues:

- a *universal approach*, consisting of a curriculum administered in classrooms to all students, or
- a *selective approach*, in which high-risk students are identified to participate in targeted services.

GREAT Schools and Families implements both of these approaches in order to compare and evaluate them when they are used both in tandem and separately. GREAT stands for Guiding Responsibility and Expectations in Adolescents Today and Tomorrow.

Media attention to violence in schools often focuses on dramatic but isolated cases of shootings or other acute conflict, but GREAT Schools and Families examines the much more widespread cases of intimidation, bullying, and fighting that occur everyday in schools and disrupt both academic learning and the development of healthy social skills. The ultimate goal of the two interventions is to create and sustain schools as nonteaching learning environments.

This initiative is the largest violence-prevention study ever undertaken by the Centers for Disease Control and Prevention. At the Duke-Durham site, it has involved 800 students and 160 sets of parents. The project is also being implemented by the University of Georgia, the University of Illinois at Chicago, and Virginia Commonwealth University in their surrounding communities. The Center for Child and Family Policy is the home of the shared Data Center for this multisite initiative. The data center creates computer-based data-collection tools; cleans, stores, and organizes collected project data; and makes the data available to researchers for analysis.
Project Kid Start

Project Kid Start comprises two distinct preschool initiatives undertaken with support from the Miriam and Peter Haas Fund: STARS Plus and Project TEAM. Both interventions have been completed, while data analyses continue.

STARS Plus

STARS Plus consists of the implementation and evaluation of a summer kindergarten-readiness program to children in Durham elementary schools. The project’s goals are to provide an orientation to kindergarten for children who are at risk for a troubled transition, to facilitate an open and supportive family-school relationship, and to link children and their families to other social services as needed. Activities include classroom orientation and skill-building activities, parenting training led by Center intervention staff, and home visits by the interventionists. Teachers have rated STARS “graduates” as significantly more skilled than peers who did not attend the program, and parents favorably rated their own and their children’s growth in the program.

Project TEAM

Project TEAM (Together Everyone Achieves More) combines curricula from a number of evidence-based preschool interventions that have been proven to provide a high-quality pre-K educational program for four-year-olds: (1) a social skills curriculum based on Second Step, A Violence Prevention Curriculum (Committee for Children), (2) a classroom management curriculum based on the work of Carolyn Webster-Stratton, (3) a literacy/vocabulary curriculum based on Dialogic Reading (developed by Russ Whitehurst), (4) a home-visiting program based on Fast Track, (5) training in ECERS (Early Childhood Environmental Rating Scale), (6) individual and group parent meetings, and (7) training for child care center staff on cultural diversity, North Carolina child care rules and regulations, and the identification and reporting of child maltreatment. The Center evaluates the effectiveness of various combinations of interventions. Analyses to date indicate that, compared to randomly assigned control-group children, the children in the Project TEAM intervention display stronger social skills and better classroom adjustment.
The Child Development Project: How Chronic Conduct Problems Develop

In 1987 and 1988, 585 children were recruited in two cohorts for a long-term study of the development of adolescent conduct problems. They were recruited prior to entering kindergarten, and every year since then data have been collected from the children, parents, teachers, peers, observers, and school and court records. The principal investigators are Kenneth A. Dodge, John E. Bates (Indiana University), and Gregory S. Pettit (Auburn University). When the Center for Child and Family Policy was launched, Dodge brought this initiative to Duke, where it is now coordinated by the Center’s Jennifer Lansford.

This initiative includes the gathering of longitudinal data on life experiences that increase the risk for adolescent violence, including relationship violence, early and “risky” sexual behavior, and school failure. It tracks the effects of early physical abuse and important life events on adolescent development.

In Spring 2003, this received international media attention when the paper, “Does Father Absence Place Daughters at Special Risk for Early Sexual Activity and Teenage Pregnancy?” appeared in Child Development. Drawing from Child Development Project data and replicated with data from a large study in New Zealand, the authors isolated father absence in the first five years of life as an important predictor for early sexual activity and teenage pregnancy among girls.

Sex Offender Treatment

During 2002-03, the Center’s Joel Rosch helped the North Carolina Office of Juvenile Justice and Delinquency Prevention, the Division of Mental Health, Developmental Disabilities and Substance Abuse Services, and the Department of Public Instruction prepare a federal grant that would improve community-based sex offender treatment in North Carolina. When the grant is funded, the Center will evaluate the effectiveness of the state’s programs.

Safe Schools/Healthy Students

In 2000, the Durham Public Schools (DPS) received a Safe Schools/Healthy Students (SS/HS) grant from the U.S. Department of Education, the U.S. Department of Justice, and the U.S. Department of Health and Human Services. With grant-writing assistance from the Center, DPS designed an SS/HS program to decrease the risks for violence, substance abuse, and mental health problems among students. The initiative was also designed to increase collaboration among the Durham Public Schools, law enforcement, and public mental health agencies. The SS/HS program in DPS is a collaborative effort among the Durham Center (mental health), the Center for Child and Family Policy, the Youth Coordinating Board, the Department of Juvenile Justice, and the schools. The initiative’s goals coincide with the Center’s research, intervention, and public service mission and interests, and the grant enabled to the Center to deepen its research partnership with DPS. The Center is responsible for evaluating all aspects of the program, which continues through 2004.
In this study, researchers add content and delivery strategies designed to foster parents’ racial socialization of their children to an established parent-training program. The goal is to examine how the additions influence the overall effectiveness of the program when applied to economically disadvantaged African American families in the community. Funding comes from the National Institutes of Health, and the principal investigator is Stephanie I. Coard.

Over the past year the research plan has focused on a qualitative study and open piloting of the culturally adapted intervention (Black Parenting Strengths and Strategies) in the Durham community.

Results from the qualitative study confirmed that low-income African American parents use racial socialization and find it important in the development of parenting interventions. Interviews revealed the specific content of parents’ racial socialization messages to their young children:

- Racism preparation, emphasizing racial barriers and/or protocol
- Racial pride, emphasizing racial/ethnic pride and commitment
- Racial equality, emphasizing humanitarianism and equality
- Racial achievement, emphasizing individual and academic achievement

The piloting of the culturally relevant intervention ended in July 2003, and post assessments are currently underway. This phase represents an initial step in testing the hypothesis that incorporating racial socialization in parent-training programs and assisting the efforts of African American parents in proactive socialization of their children may enhance in the overall effectiveness of the program when applied in community settings.
Teaching

Teaching activity at the Center ranges from undergraduate courses within Duke’s Department of Public Policy Studies to ongoing education for research scholars. Between these is an innovative graduate fellowship program, the Spencer Foundation Education Policy Research Training Program, which strengthens the policy education of doctoral candidates in economics, psychology, sociology, social work, and related studies. The Center is committed to providing educational opportunities that open new fields linking interdisciplinary studies in child and family well-being with an understanding of public policy and its applications.
Youth Violence Policy
Kenneth A. Dodge, PhD
PUBPOL 264S.04

This advanced seminar addresses the problem of youth violence in America, including its scope, causes, and consequences, as well as approaches to prevention, intervention, and public policy. Students learn first-hand about important violence prevention programs that are being implemented in Durham, NC.

Child Development for Public Policy
Jennifer E. Lansford, Ph.D.
PUBPOL 195.26

This course examines how scientific research on child development can be used to inform social and economic policies and programs relevant to children and families. Students analyze current federal, state, and local policies related to poverty, parental employment, divorce, violence prevention, education, and the legal system in the context of scientific research on the cognitive and social development of children and adolescents.

Service Delivery Systems
Joel B. Rosch, PhD
PUBPOL 264S

This course provides students with an understanding of the issues involved in delivering child-protection, law-enforcement, mental-health, education, juvenile-justice, public-health, and other services to the public. The focus is on what happens at the “street level” after laws are made, budgets are approved, and either public or nonprofit agencies try to implement public policy.

Prevention as Community Policy
Melba J. Nicholson, Ph.D.
PUBPOL 264S.57

This service-learning course covers four major themes: (1) defining social problems, (2) defining communities, (3) empowerment and prevention, and (4) community and social change. By the end of the course students should be able to discuss methodological and theoretical approaches to defining and resolving social issues, ways of defining community boundaries and patterns, ethical and economic rationales for empowerment and prevention efforts, and strategies for facilitating community development and social change.
Issues Facing America's Children
Undergraduate instructor: Carolyn Bridendall
Faculty sponsor: Kenneth A. Dodge, PhD
HOUSECS 79.18

This course examined issues affecting children’s lives in America, including education, foster care, teen pregnancy, poverty, HIV/AIDS, and youth violence. Class discussion, readings, and guest presentations helped emphasize creative solutions that could impact children and the increasing number of problems they face. An optional Spring Break Trip included visits to facilities and services.

Graduate and Undergraduate Opportunities

Graduate fellows at the Center in 2002-03 were Joseph Crozier, whose work focuses on the psychophysiological features of reactive and proactive violence in children, and Amy Shulting, whose work focuses on the impact of education policies on the academic, behavioral, and socio-emotional outcomes of high-risk children in low-performing public schools. The Center’s graduate fellows generally serve as research assistants for at least one working group, assist in ongoing research initiatives, and conduct independent research related to child and family policy. Each receives a stipend.

Both undergraduate and graduate students have opportunities to participate in and create internships, practicums, independent study, and research assistantships within the Center’s research initiatives.

Racial Socialization and Public Policy
Stephanie I. Coard, PhD
PUBPOL 264S.03

This course takes a critical look at the state of children of color in the United States and the role that race, ethnicity, culture and related constructs (e.g., racial socialization, racial identity and institutional racism) play and their impact on the economic well-being, education, health and safety of these children.
The Spencer Foundation Education Policy Research Training Program

The Spencer Foundation Education Policy Research Training Program began in 2001 as a joint endeavor between Duke University and the University of North Carolina at Chapel Hill. Its goals are to attract doctoral fellows to research careers that focus on contemporary problems in education policy, to train faculty members to use their methods to solve complex problems in education policy, and to push the field toward a new kind of research that addresses problems in education through interdisciplinary inquiry.

Doctoral trainees receive stipends and summer assistantships to focus their research. Faculty attend regular interdisciplinary seminars with policy makers. Speakers and conferences sharpen research questions. And workshops in writing for policy audiences help build a bridge among research, policy, and practice. The fellows will become a new generation of discipline-based scholars in education policy research, a new field of inquiry that is moving to the forefront of university scholarship.

This program is supported by the Spencer Foundation and coordinated by Philip R. Costanzo of Duke’s Department of Psychology-Social and Health Sciences.

2002-03 Spencer Fellows

Ann Brewster, School of Social Work, University of North Carolina-Chapel Hill
Stacie Craft, Department of Psychology: Social and Health Sciences, Duke University
Cathleen McHugh, Department of Economics, Duke University
Kate McKnight, Department of Psychology: Social and Health Sciences, Duke University
Troy Powell, Department of Sociology, Duke University
Valerie Rawlston, Department of Economics, University of North Carolina-Chapel Hill
Will Tyson, Department of Sociology, Duke University
Sheara Williams, School of Social Work, University of North Carolina-Chapel Hill
Michael Woolley, School of Social Work, University of North Carolina-Chapel Hill

Duke Spencer Program faculty participants, 2002-03

Steven Asher, PhD, Psychology: Social and Health Sciences
Claudia Buchmann, PhD, Sociology
Charles Clotfelter, PhD, Public Policy Studies
Philip R Costanzo, PhD, Psychology: Social and Health Sciences
Kenneth A. Dodge, PhD, Public Policy Studies
Gary Feng, PhD, Psychology: Social and Health Sciences
Nancy Hill, PhD, Psychology: Social and Health Sciences
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
Kenneth Spenner, PhD, Sociology
Jacob Vigdor, PhD, Public Policy Studies
Xueguang Zhou, PhD, Sociology

University of North Carolina-Chapel Hill Spencer Program faculty participants, 2002-03

Oscar Barbarin, PhD, Social Work
Richard Barth, PhD, Social Work
Gary Bowen, PhD, Social Work
Dean Duncan, PhD, Social Work
Mark Fraser, PhD, Social Work
Beth Kurtz-Costes, PhD, Psychology
Paul Smokowski, PhD, Social Work
Charles Thompson, PhD, General Administration
Karolyn Tyson, PhD, Sociology
Professor Gian Vittorio Caprara, Department of Psychology, University of Rome, La Sapienza
“Efficacy Beliefs as Determinants of Teachers’ Job Satisfaction”

Steve Williams, Communications Director, Center for Child and Family Policy, Duke University
“Writing for Multiple Audiences”

Beth Glennie, Director, North Carolina Education Research Data Center, Duke University
“The North Carolina Schools Database: An Invaluable Research Resource”

Professor Joshua Aronson, Department of Applied Psychology, Steinhardt School of Education, New York University
“Stereotype Threat and Academic Achievement”

Professor Gary Bowen, School of Social Work, University of North Carolina at Chapel Hill
“Evaluating the Effectiveness of the School Success Profile (SSP) on School- and Student-Level Performance”

Professor James Wycoff, Department of Public Administration, University at Albany
“Attracting and Retaining More Qualified Teachers, Especially to Low Performing Schools”

Professors Charles Clotfelter, Jake Vigdor, and Helen Ladd, Department of Public Policy Studies, Duke University
“Do School Accountability Systems Make It More Difficult for Low Performing Schools to Retain High Quality Teachers?”

Professor Barbara Schneider, Department of Sociology, University of Chicago
“Trust in Schools”

Professor Helen Ladd, Public Policy Studies, Duke University, and Ted Fiske, education writer and former education editor, New York Times
“The Balance of Public and Private Resources in the Financing of Schools in Post-Apartheid South Africa”

Michael Woolley, Doctoral Student/Research Assistant/Spencer Fellow, School of Social Work, University of North Carolina at Chapel Hill

Cathleen McHugh, Doctoral Student/Spencer Fellow, Department of Economics, Duke University
“The Effect of Competition on the Distribution of Student Outcomes”

Valerie Rawlston, Doctoral Student/Spencer Fellow, University of North Carolina at Chapel Hill
“The Unique Role of Historically Black Colleges and Universities in American Higher Education”

Stacie Craft, Doctoral Student/Spencer Fellow, Department of Psychology, Social and Health Sciences, Duke University
“A Social Cognitive Model of Academic Achievement and Persistence in College Freshmen”

Professor Karolyn Tyson, Department of Sociology, University of North Carolina at Chapel Hill
“Culture and Context, Race and Income: Explaining Inconsistent Findings on the Oppositional Culture Hypothesis”

Professors Claudia Buchmann and Kenneth Spener, Department of Sociology, Duke University
“Race and Collegiate Academic Performance: Some Early Results from the Campus Life and Learning Project”

Ann Brewster, Doctoral Student/Spencer Fellow, School of Social Work, University of North Carolina at Chapel Hill
“Social Support and School Engagement for Latino Middle and High School Students At-Risk of School Failure”

Sheara Williams, Doctoral Student/Spencer Fellow, School of Social Work, University of North Carolina at Chapel Hill
“The Academic Achievement Gap from an Ecological Perspective”

Troy Powell, Doctoral Student/Spencer Fellow, Department of Sociology, Duke University
“The Effects of School and Local Labor Markets in Post High School Transitions”

Will Tyson, Doctoral Student/Spencer Fellow, Department of Sociology, Duke University
“The Role of Micro and Macro Level Social Structures on Friendship Segregated During the Freshman Year of College”

Kate McKnight, Doctoral Student/Spencer Fellow, Department of Psychology, Social and Health Sciences, Duke University
“A Microanalysis of Aggression in Middle School–Aged Girls”
How the Center Facilitates Research

The Center for Child and Family Policy, under the leadership of Director Kenneth Dodge is a growing administrative entity as well as a vibrant research and dissemination organization.

Of the more than 60 staff members, 17 research scholars, and 20 core faculty members, eight are involved directly with administrative tasks. Their duties range from grant administration to communications to the numerous essential tasks undertaken by administrative assistants. The Center’s assistant director, Barbara Pollock, prepares and oversees grants held by Center researchers. The communications office produces a nationally read newsletter and policy briefs and maintains a growing website.

The Center is also home to four Data Centers: the North Carolina Education Research Data Center, the Fast Track Data Center, the Great Schools and Families Data Center, and the Child Development Project Data Center.

The North Carolina Education Research Data Center partners with the North Carolina Department of Public Instruction to clean and analyze all of the state’s data on schools, students, and teachers and to make it available with stringent confidentiality safeguards to researchers. The latter three Data Centers collect, clean, and analyze data from study sites elsewhere in the country as well as from the Duke site for three federally-funded, multisite, longitudinal studies. From the success of these efforts, the Center has earned a reputation as an efficient, rigorous caretaker of complex data.

Intervention studies have also become a Center hallmark. Fast Track, GREAT Schools and Families, the Durham Family Initiative, Project Kid Start, and others require Center researchers and staff to actively involve themselves in schools and in other community settings. These research initiatives require not only a special set of research skills, including effective community relations, but special administrative skills in handling confidential information, securing permissions and providing information to the community.

The Center’s policy liaison is quickly becoming another Center hallmark, as policy agencies look to the Center for guidance in preparing grants, developing programs, and measuring the success. These efforts provide both a service to the public sector and an opportunity for researchers to understand how their work can most effectively address the complexity of issues outside the university’s walls.

Primary responsibility for the Center’s policy work lies with two people well-experienced in the intricacies of public policy and government. Joel Rosch, senior research scholar and policy liaison, has been with the Center for two years and continues to build state and national networks of contacts and opportunities. Jenni Owen began work at the Center in June 2003 as director of policy initiatives and works to bring about policy reforms to support the prevention of child abuse and neglect and to identify and evaluate promising practices and policies.

This infrastructure and the research it bolsters are supported primarily by research grants, with additional and generous support from a growing group of private donors and from the university. This support is listed on page 35 of this report. The Center is grateful for the help and confidence its supporters have shown to its mission and work.
In addition to the speakers listed with the Spencer Foundation Education Policy Research Training Program and the Child Maltreatment Working Group, many others came to the Center to present their work, often in both large- and small-group settings. Their work ranged across research, policy making, and practice. Some presented at Research-to-Policy Group meetings, others at Research Scholars Group lunches, and still others at gatherings coordinated outside of the working group structure whenever the Center was fortunate enough to bring them to Duke.

**Ann Schulte, PhD**
“Promoting School Change: Lessons from Research and Practice” July 11, 2002
Schulte is Associate Professor of Psychology at North Carolina State University.

**Concetta Pastorelli, PhD**
“Socio-Cognitive Determinants of Bullying” August 29, 2002
Pastorelli is Associate Professor of Personality Psychology, University of Rome, “La Sapienza.”

**Gian Vittorio Caprara, PhD**
“Social-Cognitive Determinants of Adolescent Well-Being”
September 5, 2003 Caprara is director of the Inter-University Center for Research on the Origin of Prosocial and Antisocial Motivation, and a personality psychologist in the Department of Psychology, University of Rome, “La Sapienza.”

**Katherine Loflin, MSW**
“Civic Engagement and Positive Human Relations in the Knight Foundation Programs” October 17, 2002
Loflin is the resource staff member on civic engagement and positive human relations, including race relations, with the Knight Foundation.

**Gary Melton, PhD**
“Chronic Neglect of Family Violence: More than a Decade of Reports to Guide U.S. Policy” October 23, 2002
Melton is professor of psychology, and director of the Institute on Family and Neighborhood Life, Clemson University.

**S. Anne Hancock, PhD**
“No Child Left Behind Act: A New Era in Education” November 7, 2002
Hancock is the U.S. Department of Education Region IV Representative appointed by President George W. Bush. She serves as the Department’s liaison to state and local education agencies, public and private schools, colleges and universities, and elected officials of local and state government organizations.

**Christina Gibson, PhD**
“Children, Poverty and Public Policy” January 16, 2003
Gibson is assistant professor of Public Policy Studies at Duke University.
Marie Lynn Miranda, PhD
“Using Global Information Systems Approaches to Address Children’s Environmental Health”
February 13, 2003
Miranda is the Gabel Chair in Environmental Ethics and Sustainable Environmental Management, Nicholas School of the Environment and Earth Sciences, Duke University.

J. Lawrence Aber, PhD
“New York City Children’s Exposure to the Events of September 11th: Implications for Educational and Mental Health Policy” March 18, 2003
Aber is professor of Psychology and Public Health, and director, National Center for Children in Poverty, Columbia University.

Cynthia Stifter, PhD
“Temperament and the Development of Problem Behavior: The Importance and Implications of Considering Different Types of Negative Emotionality” March 20, 2003
Stifter is professor of Human Development at Penn State University.

Richard Barth, PhD
Barth is the Frank A. Daniels Distinguished Professor for Human Services Policy Information and the chair of the Doctoral Program, School of Social Work, University of North Carolina at Chapel Hill.

Charlene Allred, PhD
“How Organizational Issues Impact the Ability to Implement Evidence-Based Practice” April 17, 2003
Allred is assistant research professor of psychiatry at Duke University.

Diann Irwin
“North Carolina’s Positive Behavior Support Program” May 1, 2003
Irwin is Section Chief, Behavioral Support Services, Exceptional Children Division, North Carolina Department of Public Instruction

Cristina Capanna
Capanna is a visiting graduate student from the University of Rome, “La Sapienza.”

Anna Silvia Bombi, PhD
“Italian Mothers’ Use of Physical Discipline: A Pilot Study in Two Italian Cities” May 14, 2003
Bombi is professor of developmental psychology, University of Rome, “La Sapienza.”
Irving E. Alexander, PhD  
Professor Emeritus  
Department of Psychology: Social and Health Sciences

Lisa M. Amaya-Jackson, MD, MPH  
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Department of Psychiatry and Behavioral Sciences  
Associate Director  
National Center for Child Traumatic Stress

Adrian C. Angold, MD  
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Steven R. Asher, PhD  
Professor  
Department of Psychology: Social and Health Sciences

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

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Associate Dean  
Trinity College of Arts and Sciences

Claudia Buchmann, PhD  
Assistant Professor  
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John Burness  
Senior Vice President  
Department of Public Affairs and Government Relations

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

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ITT/Stanford Distinguished Professor  
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Patient Resource Management

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Advanced Practice Nursing

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Nicholas School of the Environment and Earth Sciences

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Thomas Nechyba, PhD
Professor and Chair
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Amy Needham, PhD
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University Distinguished Service Professor
Department of Women’s Studies

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Professor
Department of Sociology

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Sally Dalton Robinson Professor
Departments of History and African and African-American Studies

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Executive Director
Talent Identification Program

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

Naomi Quinn, PhD  
Professor  
Department of Cultural Anthropology

Benjamin D. Reese, Jr, PhD  
Vice President  
Office for Institutional Equity

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Education Partnership Coordinator  
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Department of Community and Family Medicine

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Department of Pediatrics, Division of Neonatology

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Director  
Master of Arts in Teaching

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Department of Public Policy Studies

Jacob L. Vigdor, PhD  
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Department of Public Policy Studies

Lise Wallach, PhD  
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Michael A. Wallach, PhD  
Professor  
Department of Psychological and Brain Sciences

Janet M. Whidby, PhD  
Clinical Associate/Research Associate  
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Redford B. Williams, MD  
Professor  
Department of Psychiatry and Behavioral Sciences

Wilkie A. Wilson, Jr, PhD  
Research Professor  
Pharmacology and Cancer Biology
## External Support

### Active Grants and Contracts, 2002-2003

#### Adolescent Drug Use: Development, Prevention, and Policy
- **Principal Investigator**: Kenneth A. Dodge
- **Award Amount**: $591,851
- **Dates**: 9/1/02–8/31/07
- **Funding Agency**: National Institute on Drug Abuse

#### Analysis of the North Carolina Professional Teaching Standards Commission Working Conditions Survey, Phase 1: Reports for the State, Districts, and Schools
- **Principal Investigator**: Elizabeth J. Glennie
- **Award Amount**: $16,597
- **Dates**: 8/26/02–10/15/02
- **Funding Agency**: State of North Carolina, Office of the Governor

- **Principal Investigator**: Elizabeth J. Glennie
- **Award Amount**: $8,364
- **Dates**: 10/1/02–2/28/03
- **Funding Agency**: North Carolina State Board of Education

#### Benefit-Cost Analysis of the Fast Track Intervention
- **Principal Investigator**: Kenneth A. Dodge
- **Award Amount**: $623,600
- **Dates**: 9/1/02–5/31/07
- **Funding Agency**: subcontract from Pennsylvania State University

#### Cultural Strategies for Preventing Conduct Problems
- **Principal Investigator**: Stephanie I. Coard
- **Award Amount**: $329,022
- **Dates**: 8/1/02–4/30/05
- **Funding Agency**: National Institute of Mental Health

#### Durham Family Initiative: Ensuring the Healthy Development of North Carolina’s Children
- **Principal Investigator**: Kenneth A. Dodge
- **Award Amount**: $1,914,375
- **Dates**: 1/1/02–6/30/05
- **Funding Agency**: The Duke Endowment
### Education Data Center to Support the Duke-UNC Research Consortium on Minority Achievement Gaps in NC, the Southeast, and the Nation

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Kenneth A. Dodge</th>
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<td>$225,000</td>
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### Education Data Center to Support the Duke-UNC Research Consortium on Minority Achievement Gaps in NC, the Southeast, and the Nation

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Kenneth A. Dodge</th>
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### Education Policy Research Training Program

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Kenneth A. Dodge</th>
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<td>The Spencer Foundation</td>
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### Effective Schools and Effective Students

<table>
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<tr>
<th>Principal Investigator</th>
<th>Domini R. Castellino</th>
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### Effects of Competition on Schools in New Zealand

<table>
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<tr>
<th>Principal Investigator</th>
<th>Helen F. Ladd</th>
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### Enhancing Early Attachments: Theory, Research, Intervention and Policy

<table>
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<tr>
<th>Principal Investigator</th>
<th>Lisa J. Berlin and Kenneth A. Dodge</th>
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### Evaluating the Effectiveness of the School Profile (SSP) Evidence-Based Practice Strategy on School- and Student-Level Performance

<table>
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<tr>
<th>Principal Investigator</th>
<th>Elizabeth J. Glennie</th>
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</table>
Family Policies, Child Cost, and Low Fertility  
Principal Investigator: Thomas DiPrete  
Co-Investigator: S. Philip Morgan  
Award Amount: $154,000  
Dates: 8/15/01 – 7/31/03  
Funding Agency: National Institute of Child Health and Human Development

Financing Schools in South Africa  
Principal Investigator: Helen F. Ladd  
Award Amount: $10,000  
Dates: 2/1/02 – 6/30/03  
Funding Agency: The Spencer Foundation

How Chronic Conduct Problems Develop  
Principal Investigator: Kenneth A. Dodge  
Award Amount: $725,653  
Dates: 9/1/00 – 7/31/04  
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 and Julie Kaplow  
Award Amount: $14,000  
Dates: 8/31/00 – 8/30/02  
Funding Agency: North Carolina Governor’s Institute on Alcohol and Substance Abuse, Inc.

Improving Achievement in Urban Schools  
Principal Investigators: Charles M. Payne and Kenneth A. Dodge  
Award Amount: $48,600  
Dates: 10/1/00 – 6/30/03  
Funding Agency: The Spencer Foundation

Individual and Group Differences in Student Achievement: The Role of Peers, Parental Choices, and Neighborhoods  
Principal Investigators: Thomas Nechyba, Nancy Hill, and Jacob Vigdor  
Award Amount: $285,650  
Dates: 1/1/01 – 12/31/03  
Funding Agency: The Spencer Foundation

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
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
Principal Investigator: Kenneth A. Dodge
Award Amount: $414,084
Dates: 9/1/02 – 8/31/03
Funding Agency: National Institute of Mental Health

Multisite Prevention of Conduct Problems, Fast Track
Principal Investigator: Kenneth A. Dodge
Award Amount: $217,212
Dates: 3/1/02 – 8/31/02
Funding Agency: National Institute of Mental Health

National Center for Child Traumatic Stress
Principal Investigator: Kenneth A. Dodge
Award Amount: $144,266
Dates: 10/1/01 – 9/30/04
Funding Agency: Substance Abuse and Mental Health Services Administration

Project Kid Start
Principal Investigator: Kenneth A. Dodge
Award Amount: $1,000,000
Dates: 9/1/99 – 6/30/03
Funding Agency: The Miriam and Peter Haas Fund

The Promise of Charter Schools: Innovation, Organization, and Performance
Principal Investigator: Helen Ladd
Co-Investigator: Robert Bifulco
Award Amount: $222,809
Dates: 6/1/02 – 5/31/04
Funding Agency: Smith Richardson Foundation, Inc.

Safe Schools/Healthy Students Initiative for Durham, NC
Principal Investigator: Kenneth A. Dodge
Co-Investigators: Mary Gifford-Smith, Shari Miller-Johnson, David Rabiner, and Donna-Marie Winn
Award Amount: $1,578,506
Dates: 7/1/00 – 6/30/04
Funding Agency: Durham Public Schools
School and Community Based Violence Prevention Program for Middle School Students (GREAT Schools and Families)
Principal Investigator: David Rabiner
Co-Investigators: Steven Asher, Kenneth A. Dodge, Shari Miller-Johnson, and Donna-Marie Winn
Award Amount: $4,519,937
Dates: 9/30/99–9/29/04
Funding Agency: Centers for Disease Control and Prevention

Enhancement of Multisite Violence Prevention Program for Middle School Students (GREAT Schools and Families Data Center)
Principal Investigator: David Rabiner
Co-Investigators: Steven Asher, Kenneth A. Dodge, Shari Miller-Johnson, and Donna-Marie Winn
Award Amount: $1,190,821
Dates: 9/30/99–9/29/04
Funding Agency: Centers for Disease Control and Prevention

Teacher Quality and Student Achievement
Principal Investigators: Helen Ladd, Charles Clotfelter, and Jacob Vigdor
Award Amount: $422,500
Dates: 1/1/01–12/31/03
Funding Agency: The Spencer Foundation

Principal Investigator: Elizabeth J. Glennie
Award Amount: $17,337
Dates: 6/1/03–7/31/03
Funding Agency: National Education Association

Violence Against Women
Principal Investigator: David Rabiner
Award Amount: $75,000
Dates: 9/30/01–9/29/02
Funding Agency: Centers for Disease Control and Prevention
Donors

The Center for Child and Family Policy is grateful for generous donations made by the following individuals and groups during 2002-03.

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Julie Jetton
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Dan Levitan
The Miriam and Peter Haas Fund
Sulzberger Family Fund
   Jacqueline H. Dryfoos
   Robert Dryfoos
   Mr. and Mrs. James Dryfoos
   Mrs. Cynthia Sulzberger and Mr. Steven Green
   Carolyn Greenspon
   Dr. Joseph G. Perpich and Mrs. Cathy Sulzberger
   Mr. and Mrs. Arthur O. Sulzberger
Zeist Foundation - George Brumley Jr.

In Memorium:
George Brumley Jr.

On July 19, 2003, Atlanta physician George Brumley Jr., and 11 other members of his family perished when their small plane crashed into Africa's Mount Kenya.

The Brumleys were well known throughout the United States for their family philanthropy, and the Center will keenly miss them and especially George Brumley Jr., who had exchanged visits with Center researchers as he sought their assistance in creating social and educational programs to help children in Atlanta.

Dr. Brumley was the retired chairman of the Department of Pediatrics and former associate dean at Emory University’s School of Medicine and president of the Zeist Foundation, a private donor to the Center’s work. Among his many other activities, he was a founder and leader of Atlanta’s Whiteford Community Program, the main goal of which is to improve the school readiness and performance of children in the historically rich but declining Whiteford Community. The effort required social as well as educational and other interventions to reinvigorate a community. Interest in collaboration between the Center and the Whiteford initiative has remained strong through the years as the relationship between Dr. Brumley and the Center grew. The Center and the nation will miss Dr. Brumley’s talents and leadership in both medicine and community building and his commitment to improving the lives of children.


Representative Publications and Presentations 2002-03
Center Faculty and Affiliates


Representative Publications and Presentations 2002-03
Center Faculty and Affiliates


Ladd, H.F. Briefing to the U.S. Commission on Civil Rights, February 6, 2003


Ladd, H.F. Presentation to Education Writers’ Association on school finance


Representative Publications and Presentations 2002-03
Center Faculty and Affiliates


Representative Publications and Presentations 2002-03
Center Faculty and Affiliates


Payne, C. “It Ain’t the Shape of the Ship: The Social Dynamics of Urban Schools.” Keynote presentation at the Organizing for Educational Excellence Institute, Temple University, Philadelphia, PA.


Representative Publications and Presentations 2002-03
Center Faculty and Affiliates


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Kim Arrington - Data Technician, Fast Track

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Hope Bethea - Associate in Research
Kimberly Booher - Family Specialist, GREAT Schools and Families
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Dolores Johnson-Broomes - Family Specialist, GREAT Schools and Families
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Willie Burt - Family/School Program Specialist, Fast Track

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Joseph Crozier – Psychology Graduate Student

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E Sharon Eatmon - Analyst Programmer II, Fast Track Data Center

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