



Bridging the gap between research and public policy
to improve the lives of children and families

Annual Report to Duke University

Interdisciplinary Studies

2004-05

Center for Child and Family Policy
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Center for Child and Family Policy

2004-05 Annual Report

The mission of the Center for Child and Family Policy is to provide pragmatic solutions to important problems facing children and families in contemporary society. It strives to become the nation's leading university-based model of addressing international, national, state, and local policies and practices that affect children and families through innovative, relevant, and integrated research, service, and teaching.

In order to be successful in this mission, the Center incorporates four main themes in its work.

1. The Center's activities are pragmatically driven.

Much of university research is driven by the perspective of a sub-discipline or is directed toward proving a theory. Although extremely valuable, the impact of this research is at best indirect, because a translation is necessary and intervening steps must be undertaken before society can benefit. Instead, the activities of the Center are driven by important societal problems affecting children and families today and in the foreseeable future.

One example of this new approach is an effort called the **Family Impact Seminar**. In 2004, the Center for Child and Family Policy was named North Carolina's hub for this nationwide initiative. Led by **Jenni Owen**, Director of Policy Initiatives, and **Lisa Berlin**, Research Scientist, Family Impact Seminars are directed at state policymakers and respond to an issue currently being debated in the North Carolina General Assembly. The Center for Child and Family Policy, in collaboration with the University of North Carolina at Chapel Hill's School of Government, organized a legislative advisory body to identify pressing topics. The Family Impact Seminar team found key research and policy connections and brought experts from across the country to educate lawmakers on the issue. This nonpartisan, solution-based approach informs policy and policymakers and, in turn, leads to better policies for children and families. The first Family Impact Seminar was held in Raleigh on May 24, 2005, and focused on Medicaid Cost Containment Strategies and their effect on North Carolina's children and families. More than 80 state legislators and policymakers attended the successful event.

2. The Center's research is interdisciplinary.

The Center recognizes that social problems are complex, involve multiple facets, and require multiple disciplinary perspectives to solve. The Center's research *necessarily* involves collaboration among multiple disciplines represented across Duke University, and partnering universities.

In order to achieve this goal, the Center complements rather than competes with the single-disciplinary research goals of departments.

One example of the Center's work across disciplines is its **Transdisciplinary Prevention Research Center**, which is funded through the National Institute on Drug Abuse. Researchers at the substance abuse prevention center represent the disciplines of developmental psychopathology, economics, neuropharmacology, political science, clinical psychology, developmental psychology, social psychology, quantitative psychology, public policy, health behavior, health education, social welfare, sociology, special education, environmental policy, psychiatric epidemiology, and statistics. Together, these researchers are identifying the peer influences of adolescent substance abuse and changing the way substance abuse prevention messages are presented to young people.

3. The Center builds on partnerships with local, state, and federal agencies to achieve its mission.

In order to solve relevant social problems, scholars must have access to populations for research inquiry, an understanding from policymakers and frontline practitioners of the context surrounding the problem, endorsement to try out creative intervention and policy solutions in real-world contexts, and credibility to exert influence on the implementation of policies. All of these activities require ongoing partnerships with public and private agencies and organizations.

In 2004-05, the Center has worked with numerous local, state and national governmental agencies and foundations, including:

US Department of Education

Randomized Trial of Interventions for Students with Attention Problems

North Carolina Department of Public Instruction

Research Division
Math/Science/Special Education Program Evaluation
Safe and Drug Free Schools
North Carolina Department of Health and Human Services
Division of Social Services
Multiple Response System Evaluation
System of Care Evaluation
North Carolina Department of Juvenile Justice and Delinquency Prevention
North Carolina Coalition Against Domestic Violence
Survey Analysis
Durham County Public Schools
Durham County Department of Social Services
Durham County Department of Health
Durham County
Z. Smith Reynolds Foundation
Women's Initiative, Medicaid Funding Project
Professional Development Initiative
William T. Grant Foundation
Executive Session on Deviant Peer Contagion
Spencer Foundation
North Carolina Education Research Data Center

4. The Center integrates its functions of research, service, teaching, and policy engagement.

In order to achieve synergy, the Center actively integrates its four functions. Center-wide retreats, lectures, conferences, working groups, newsletters, and briefs bring together policy experts with researchers, service providers with laboratory researchers, and practitioners with students.

For example, in 2005 the Center for Child and Family Policy and the Department of Psychology: Social and Health Sciences co-sponsored a conference entitled, "***Preventing Depression Among Adolescent Girls: Building a Multidisciplinary Approach.***" More than 100 faculty and students from psychology, sociology, public policy the conference, which is the fourth in the Duke Series in Child Development and Public Policy.

In 2004-05, the Center also hosted or co-hosted seminar series' focusing on issues related to adolescent substance abuse prevention, education policy, child and family research and genomics.

Other major activities and accomplishments at the Center for Child and Family Policy during 2004-05 include:

- Two associate directors were named: **Rick Hoyle**, research professor of psychology, and **Philip Costanzo**, professor of psychology.
- The Spencer Foundation grant renewed its support of the Center for Child and Family Policy's interdisciplinary, inter-institutional education research training program.
- The Center's Durham Family Initiative received the Ralph W. Ketner Productivity Award from the North Carolina Association of County Commissioners for its work to establish Durham County's System of Care program.
- The Program Evaluation Services unit, led by **David Rabiner**, senior research scientist, was established.
- A Summer Internship Program for Masters of Public Policy students was initiated. Eleven students have participated in the 10-week program thus far.
- Phase one of the Professional Development Initiative for North Carolina public school teachers was completed.
- Two bills passed by the North Carolina General Assembly were drafted and/or influenced by Center staff and researchers. Both bills establish legislative study commissions to study ways to improve collaboration among the state's child-serving agencies.
- The Center was selected as the home of North Carolina's Family Impact Seminar initiative.
- Center Research Scientists convened state juvenile justice leaders and researchers for a roundtable discussion of alternatives to programs offered for girls at risk for delinquency.

Interdisciplinary Engagement

Faculty

The Center for Child and Family Policy engages faculty and staff from many disciplines at Duke and beyond. Below is a partial list of Duke faculty that have worked collaboratively with the Center for Child and Family Policy in 2004-05.

Philip Costanzo, *Psychology: SHS*- associate director; co-PI, Transdisciplinary

Prevention Research Center; Spencer scholars program

Rick Hoyle, *Psychology: SHS*- associate director; data core director, Transdisciplinary

Prevention Research Center

Tim Strauman, *Psychology: SHS*- program of research director, Transdisciplinary

Prevention Research Center; Center advisory board member

Jacob Vigdor, *Public Policy Studies*- program of research director, Transdisciplinary

Prevention Research Center; Education research

Nancy Hill, *Psychology: SHS*- Transdisciplinary Prevention Research Center

Bill Wilson, *Pharmacology: Neurobiology, Neuropharmacology* - Transdisciplinary

Prevention Research Center

Helen Ladd, *Public Policy Studies*- Education research

Charles Clotfelter, *Public Policy Studies*- Education research

David Rabiner- teaches in Psychology; director of undergraduate studies, Psychology

Peter Arcidiacono, *Economics*- Transdisciplinary Prevention Research Center

Phil Cook, *Public Policy Studies*- Transdisciplinary Prevention Research Center

Elizabeth Vigdor, *Public Policy Studies*- Transdisciplinary Prevention Research Center

Students

Center Research Scientists and affiliated faculty mentor undergraduate students, master's students, and doctoral students formally through independent study courses, honors theses, master's memos, and doctoral theses. Informal mentoring occurs through students' participation in the Center as volunteers, work-study employees, research assistants, or regular attendees at Center activities.

The Center also administers group mentoring activities such as an annual policy-career planning meeting for MPP students. Below is a partial list of Duke students involved in the Center during 2004-05.

Independent Studies

Jeff Williams, MPP
Amy Rosenthal, Psychology undergrad

Summer Internship Program

Kristen Dubay, MPP
Felicity Kolp, MPP
Corinne Wallace, MPP
Claire Xia, MPP

Research Assistantships

Melanie Hoy, Psychology grad
Nicole Polanichka, Psychology grad
Michelle Sherrill, Psychology grad

Research Assistants taking class entitled Social Science and Public Policy: Research Perspectives

Adeola Adeniji	Psychology undergrad
Margaret Andrews	Program II undergrad
	Psychology & history
Geoff Lorenz	undergrad
Juan Carlos Monge	Economics undergrad
Nina Reynolds	Psychology undergrad
Rachel Sahn	Psychology undergrad
Karen Ward	Psychology undergrad

Work Study

Kristine Sun	undeclared – undergrad
Scott Bailey	Philosophy undergrad

Matt Hoover	undeclared - undergrad
Daniel Wilson	undeclared - undergrad
Kristin High	undeclared - undergrad
Tamara Gayle	undergrad

Courses Taught, 2004-05

Fall 2004

Child Development and Public Policy, PUBPOL 195S-25

Lisa J. Berlin

This course uses the ecological approach to child development as a basis for analyzing programs and policies for children and their families. Students first become acquainted with ecological theories of child development, and with related research on child and family development. Students then draw on these theories and research studies to analyze current federal, state, and local programs and policies related to child poverty, child health and mental health, family leave and child care, public housing, school readiness, child abuse and neglect, and youth violence. The course emphasizes early child development, culturally competent programs and policies, and Durham and North Carolina programs and policies. Students will write a major term paper on a topic of their choice in which they will use theory and research on child development to analyze a current program or policy for children and families.

Social Science and Policy Research, PUBPOL 195S-01

Philip R. Costanzo

The exploration of cutting edge theory and methods are directed at understanding how social science can be brought to bear on contemporary social problems and policy alternatives to alleviate them. This course combines lectures by visiting scholars, direct mentoring and mentored participation in a federally funded research project on such topics as drug abuse, racial socialization, teenage aggression and school failure. Students continue with PSY 170NS in the spring.

Abnormal Psychology, PSY 119A-001

David Rabiner

This course counts in the "Personality/Social" area. This is a survey of the basic phenomena and established findings concerning psychopathology, maladaptive behavior, the typically multi-causal chains involved, and the theory and practice of therapeutic intervention or behavior modification. Assessment, diagnostic, and treatment issues related to psychopathology are covered as will the biological, psychosocial, and sociocultural factors that contribute to the development of maladaptive behavior.

Spring 2005

Social Science and Public Policy: Research Perspectives, PSY 170ns/PPS 196s

David Zielinski

PART TWO: The exploration of cutting edge theory and methods are directed at understanding how social science can be brought to bear on contemporary social problems and policy alternatives to alleviate them. This course combines lectures by visiting scholars, direct mentoring and mentored participation in a federally funded research project on such topics as drug abuse, racial socialization, teenage aggression and school failure.

Service Delivery Systems, PPS246S.08

Joel Rosch

This course details what happens to policy after laws are made, budgets are approved, and either public or nonprofit agencies try to implement public policy? The course provides students with a way to understand the issues involved in delivering services to the public at the "street level." It gives students an overview of a wide variety of services including: child protective services, education, law-enforcement, mental-health, juvenile-justice, public health, and other services that government, and increasingly non-profit and for profit organizations, try to deliver to the public.

Ethnicity and Context in Public Policy, PPS246S.24

Stephanie Coard

The goals of the course are to survey programs and policies targeting children and families with emphasis on African American and other visible racial/ethnic groups; gain knowledge of research on race, ethnicity and culture and learn to consider and integrate this knowledge into the analysis of these programs and policies; and practice making policy recommendations regarding programs and policies targeting children and families of color.

Financial Information

In 2004-05, the Center for Child and Family Policy's budget from the Dean of Arts and Sciences for salaries, benefits, and operating expenses was \$748,546 (see chart1). The Center expended \$699,634. The budget from the Dean of Arts and Sciences for 2005-06 is \$703,601 (see chart 2).

In 2004-05, the Center managed \$5,099,611 million in grants and awards from a variety of sources (see chart 3- attachment). All indirect costs go to the Dean of Arts and Sciences.

**Chart 1: Center for Child and Family Policy
2004-05 Budget from the Dean, Arts and Sciences**

	Budget	Expenditures
Salaries	383,811	363,338.83
Fringe Benefits	92,662	88,422.91
Work-Study Students	2,000	2,057.17
Operating		
discretionary	57,177	44,346.55
rent	111,703	95,527.65
phones	27,000	24,404.35
other operating	74,193	81,536.64
Total	748,546	699,634.10

**Chart 2: Center for Child and Family Policy
2005-06 Budget from the Dean, Arts and Sciences**

Salaries	248,530
Fringe Benefits	59,492
Work-Study Students	2,000
Operating	
discretionary	283,000
rent	7,579
phones	27,000
other operating	76,000
Total	703,601