



Annual Report
Fiscal Year 2006



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Letter from the Director

Dear Colleagues, Partners, and Friends,

In its brief history, the Center for Child and Family Policy has grown into a national leader in bringing rigorous science in child development to bear on important issues in public policy facing children and families. I am grateful to Duke University faculty members and administrators who, seven years ago, had a vision to invest in the translation of science to policy. Their investment has reaped dividends by any measure.

In the Durham, NC, community, the Center is supporting public agency leaders as they bring science-based principles of System of Care to the provision of social and health services for children and families. By partnering with community leaders in mental health, social services, juvenile justice, and education, the Center (through leadership by Research Associate **Adele Spitz-Roth**) has helped the community serve 66 percent more children and save \$800,000. Fewer children are leaving the community for out-of-county care in mental health. For these efforts, in 2006, the Center received the National Council for Community Behavioral Health Care's Award for Excellence in Community Collaboration.

At the State of North Carolina-level, the Center is becoming the "go-to" place for policy consultation, research synthesis, and program evaluation. The State's new efforts in child welfare reform, mental health service delivery in schools, and funding for domestic violence shelters have all been guided by the Center's work. Center Research Scientist **David Rabiner** has led numerous evaluations of

state programs in mental health and education, and Center Director of Policy Initiatives **Jenni Owen** and Research Scientist **Joel Rosch** have brought the intellectual resources of Center faculty



and scientists to the attention of State legislators and public leaders as they contemplate policy issues in health, education, and social services.

At the national and international levels, Center research studies have been recognized for their influence on child abuse reform, prevention programs, and education policy. Perhaps the strongest contribution of the Center has been its model of producing cutting-edge scientific research that bears directly on policy issues. The Center's Transdisciplinary Prevention Research Center is a national model for translating research in the social sciences to the prevention of substance use in adolescence. The Fast Track Program and GREAT Schools and Families are affecting public policy toward children at high risk for deviant behavior.

At the university level, the Center is leading teaching efforts through its support of dozens of undergraduate, graduate, and postdoctoral trainees, fellows, and research assistants. Center Associate Director **Phil Costanzo** leads a

highly innovative training program to educate doctoral students from sociology, psychology, economics, and social work in how to conduct inter-disciplinary research related to education policy. The Center also received approval to launch an undergraduate Certificate Program called Children in Contemporary Society that will engage students in research studies that affect public policy.

I am grateful to Center Associate Directors **Philip Costanzo** and **Rick Hoyle**, Senior Research Scientist **David Rabiner**, Director of Policy Initiatives **Jenni Owen**, and Assistant Director **Barbara Pollock** for their leadership of these efforts, and to all of the Center's faculty affiliates, Research Scientists, and staff members. They have cultivated an intellectual community that spawns novel ideas, in a context that nurtures individual career development and ambition that is tempered with community service and volunteerism. I love coming to work every day.

Kenneth A. Dodge

Center for Child and Family Policy Milestones

July 1999- Center established

Jan. 2000- NC Education Research Data Center established

Jan. 2002- Durham Family Initiative funded

August 2004- Spencer Education Training Program established

July 2004- Five Year Renewal of Center approved

July 2004- Associate Directors named

Sept. 2004- Transdisciplinary Prevention Research Center established

May 2005- Family Impact Seminars begin

Spring 2007- Undergraduate Certificate Program begins

By the Numbers

GRANTS IN 2005-06

43 Grant projects currently under way

\$7.5 million annual total grant funding

18 Different local, state, federal, foundation and private funding sources

48 Grant proposals and progress reports submitted

STAFF

48 Center staff

24 Center researchers

25 Center-affiliated undergraduate and graduate students

FACULTY

40 Faculty affiliates

9 Academic departments of faculty affiliates

Research and Discoveries

The Center supports major programs of research in adolescent problem behavior development and prevention, early life adversity and child abuse prevention, and education policy and analysis. Each of these programs is led by a team of senior faculty members in collaboration with Center Research Scientists. Center staff members provide essential services ranging from grants administration to data collection and from community intervention to computer programming. Each program is supported by federal, state, and private research grant funding.

During 2005-06, these research programs had unprecedented influence on the field. A new research report led by Center Research Scientist **Jennifer Lansford**, on the topic of parents' discipline strategies across cultures, quickly became one of the top ten "downloads" for the Society for Research in Child Development. Research reports by Center Research Scientists **Clara Muschkin** and **Elizabeth Gifford**, on the topic of grade retention in middle school, brought media attention. Center faculty members and Research Scientists served on national research review committees, consulted with other organization, and brought their collective scientific wisdom to bear on numerous issues in science. The reports that follow are by no means exhaustive; rather, they merely provide examples of the work being done.

Group Interventions Often Cause More Harm than Good

Programs that group deviant youth – whether in schools, mental health services, juvenile justice facilities, or community programs – often do more harm than good, and are less effective than individual- and family-based programs. That is the conclusion of four years of study by members of the Duke Executive Sessions Panel on Deviant Peer Contagion.

The panel found that compared to individual treatments, juvenile justice programs that group deviant peers are 30 percent less effective. Even more disturbing is 42 percent of the group-administered prevention programs and 22 percent of group-administered treatment programs in the juvenile justice system actually made the behavior worse rather than better. Mental health and school programs that group deviant youth produce similar results.

These conclusions were drawn after a thorough review of the scientific literature; site visits to intervention programs; focus groups with youth, interventionists, and parents; several new empirical studies; a meta-analysis; and much deliberation over the evidence.

Members of the panel included nationally-recognized scholars from economics, psychology, political science, sociology, education, engineering, philosophy, statistics, and criminology; policymakers; practitioners; judges; journalists; and business leaders (see sidebar for a complete list).

The panel also found that not only is the strategy of grouping of deviant adolescents ineffective, it is also often the most costly type

of reform effort. For example, of approximately 55 million children in the United States served by the mental health system in 1998, about 15 percent were treated in groups, yet more than 50 percent of the total treatment costs – an estimated \$6 billion – was spent on group treatments such as residential therapies, day treatment programs, group homes, or group social skills training.

These conclusions are important because the typical response to adolescent deviant behavior is to separate these youth from their families, schools, and communities and place them with other youth who show similar problems. The panel found that deviant behavior seems to be ‘contagious,’ spreading rapidly among adolescents when they associate with other deviant youth, especially during adolescence. Yet despite the growing evidence, the dominant response of juvenile justice, education, mental health and the child welfare system is to place youth in programs that increase their contact with other deviant youth. The implications of these policies are especially important for the juvenile justice system – the system of last resort for many antisocial juveniles.

While the findings might seem grim, the Duke panel also identified alternative juvenile justice, mental health, education, and child welfare programs that either avoids grouping deviant peers or minimizes the contagion effect. They’ve also developed a list of recommendations for public and private agencies aimed at improving the outcomes of these deviant youth.

Recommendations from the Duke Executive Panel on Deviant Peer Contagion

1. Ineffective programs, placements, and treatments that aggregate deviant peers, such as tracking of low-performing students, grade retention and expulsion, should be avoided when possible. (A complete list of programs and policies showing harmful effects is provided in the report.)
2. Effective alternatives to deviant peer-group placement, such as improving teachers' training in behavior management, individually-administered treatment and early diversion programs, should be encouraged. (A complete list of alternative programs and policies is provided in the report.)
3. When placement with deviant peers is unavoidable, specific measures such as avoiding placing deviant youth with older youth and creating highly structured and monitored environments, should be implemented to minimize deviant peer influence.
4. Practitioners, programs and policymakers should document placement and rigorously evaluate impacts of those placements.
5. Scholars should develop a scientific consensus on the methods and the set of variables to be measured in the evaluation of interventions and should encourage evaluation reports to include these measured variables.

Papers from the Duke Executive Session on Deviant Peer Contagion, including essays and literature reviews, can be found in a volume recently published by Guilford Press titled, *Deviant Peer Influences in Programs for Youth* (New York, 2006) edited by **Kenneth A. Dodge**, Thomas J. Dishion and **Jennifer E. Lansford**. The Society for Research on Child Development has published a report synthesizing the ideas generated by the volume that is available at http://www.childandfamilypolicy.duke.edu/research_projects/Deviantsocial.html

Members of the Duke Executive Session on Deviant Peer Contagion

Jim Anthony, Ph.D., Johns Hopkins University
Anthony Biglan, Ph.D., Oregon Research Institute
Al Blumstein, Ph.D., Carnegie Mellon
Fox Butterfield, New York Times
Phil Cook, Ph.D., Duke University
Thomas Dishion, Ph.D., University of Oregon
Kenneth Dodge, Ph.D., Duke University
Greg Duncan, Ph.D., Northwestern University
Ted Gest, University of Pennsylvania
Kathi Grasso, US Office of Juvenile Justice and Delinquency Prevention
Peter Greenwood, Ph.D., Greenwood and Associates
Malcolm Klein, Ph.D., Univ. of Southern California
Jennifer Lansford, Ph.D., Duke University
Honorable Cindy Lederman, Juvenile Court, FL
Jerry Lee, President, B-101 FM Philadelphia
Jens Ludwig, Ph.D., Georgetown University
D. Wayne Osgood, Ph.D., Penn State University
Winifred Reed, M.A., National Institute of Justice
Joel Rosch, Ph.D., Duke University
Emilie Phillips Smith, Ph.D., Penn State University
Hill Walker, Ph.D., University of Oregon
Melvin Wilson, Ph.D., University of Virginia

Effects of Physical Discipline on Children's Aggression: A Cross-Cultural Analysis

Whether parents should spank their children or use other forms of physical discipline has generated considerable controversy among parents as well as professionals who work with children. Some argue that physical discipline should never be used because of evidence that it is related to more, rather than fewer, child behavior problems and might escalate into physical abuse. However, others argue that the effects of physical discipline might depend on characteristics of children and families and the circumstances in which physical discipline is used.

In this global study led by **Jennifer Lansford**, Center for Child and Family Policy Research Scientist, 336 mothers and their children in China, India, Italy, Kenya, the Philippines, and Thailand were asked about whether cultural norms about the use of physical discipline alter how experiencing physical discipline affects children's aggression and anxiety. First, mothers were asked how often they physically disciplined their children. Then mothers and children were asked how often they thought other parents in their country physically disciplined their children. Finally, mothers and children were asked how often the child worries, is fearful, gets in fights, bullies others, and other questions to measure children's aggression and anxiety.

Researchers found differences among the countries in how often mothers physically disciplined their children and in how often mothers and children thought other parents used physical discipline. Mothers in Thailand were the least likely to physically discipline their children, then China, the Philippines, Italy, India,

and finally Kenya, with mothers in Kenya the most likely to physically discipline their children. In every country, it was found that the more frequently a child was physically disciplined, the more aggressive the child was and the more that child displayed anxiety problems. However, culture made an important difference. In cultures in which physical discipline was relatively common, its impact on child behavior was less strong.

One implication of these findings is the need for caution in making recommendations about parenting practices that should be used with diverse cultural groups. Leaving parents within cultures to decide what is in the best interests of their children is likely to strike a balance between short-term harm and long-term good most of the time; however, there are times when it may be necessary to apply a global standard to protect children from serious long-term harm.

This study was published in the journal, *Child Development*, in November 2005.

(Lansford, J. E., Chang, L., Dodge, K. A., Malone, P. S., Oburu, P., Palmérus, K., Bacchini, D., Pastorelli, C., Bombi, A. S., Zelli, A., Tapanya, S., Chaudhary, N., Deater-Deckard, K., Manke, B., and Quinn, N. (2005). Cultural normativeness as a moderator of the link between physical discipline and children's adjustment: A comparison of China, India, Italy, Kenya, Philippines, and Thailand. *Child Development*, 76, 1234-1246.)

Study Finds Middle School Children Adversely Affected by Older or Retained Classmates

Middle school students in classrooms with peers who have been retained or who are older than their expected age are more likely to have discipline problems such as substance use, fighting and classroom disruptions than students in classrooms without older or retained students, according to a study by Research Scientists **Elizabeth Glennie and Clara Muschkin**, and **Audrey Beck**, a Duke graduate student.

The findings were presented in April 2006 at the American Educational Research Association conference in San Francisco.

The Center for Child and Family Policy researchers studied discipline records of nearly 80,000 seventh graders in 334 North Carolina middle schools. In one of the largest studies of its kind, they included rural, urban and socially diverse schools.

They found that the likelihood of discipline problems and the chances of being suspended are significantly higher among students attending schools with many retained and older students. For example, if 20 percent of children in the seventh grade are older than their peers, the chance that other students will commit an infraction or be suspended increases by 200 percent compared to students without older peers.

"Until now, retention research hasn't looked at the effect of retention on other children," Glennie said. "We find that retained and older children have a significant effect on the behavior of all children. This disruptive behavior can ultimately influence how much a child learns."

School accountability policies linked to No Child Left Behind encourage the retention of low-performing students so schools can meet performance targets in the following year. Policies also encourage delayed entry to school. However, these researchers say little consideration has been given to the long-term effects of retention or delayed school entries on student behavior or to the influence older or retained children have on their classmates.

In the 2000-2001 school year, 18 percent of North Carolina seventh graders had been previously retained or were "old-for-grade," which this study defined as older than 75 percent of their peers. Old-for-grade students are on average one year older than their classmates; most old-for-grade seventh graders are 13 to 14.5 years old at the start of the school year.

The study concludes that educators should take additional steps to minimize the academic struggles of older and retained children. The researchers suggest that policymakers consider the following approaches for helping low-performing students:

-- Administrators should consider the school-wide implications of having many old-for-grade and retained students. Targeting support for these high-risk students, as well as for their teachers, can significantly improve the behavior and academic performance of these students and, indirectly, of their grade peers.

-- Retention should be used as a last resort, and more emphasis should be placed on interventions such as tutoring, summer school and peer mentoring.

-- Academic failure and behavior problems place older and retained students at high risk for dropping out of school. Dropout prevention programs should include middle school students who have been retained or are old-for-grade.

"Our findings suggest that support for older and retained students would not only benefit students who are at high risk, but also would be an investment in the achievement and climate of the entire school," Muschkin said.

The study used data from the North Carolina Education Research Data Center and was collected by the North Carolina Department of Public Instruction.

2005-06 Externally-funded Research Projects by Topic Area

ADOLESCENT PROBLEM BEHAVIOR DEVELOPMENT AND PREVENTION

GREAT Schools and Families

Principal Investigator: David Rabiner

Center Scientists: Shari Miller-Johnson, Steven Asher, Kenneth Dodge, Donna-Marie Winn

Funding: \$6,305,000 from Centers for Disease Control and Prevention

GREAT Schools and Families is a national, four-site project evaluating a promising, existing family- and school-based violence-prevention program. It is the largest violence-prevention study ever funded by the CDC, involving approximately 800 students and 160 sets of parents at the Duke-Durham site alone.

Duke Transdisciplinary Prevention Research Center

Co-Principal Investigators: Kenneth Dodge, Philip Costanzo

Center Scientists: More than 50 Scientists from the Center, Duke, UNC-CH

Funding: \$5,955,405 from National Institute on Drug Abuse

This adolescent substance abuse prevention center is working to identify the peer influences associated with adolescent substance abuse and seeks to change the way substance abuse prevention messages are presented to young people. It will identify and implement innovative, creative solutions to the pervasive problem of adolescent drug abuse.

Child Development Project

Principal Investigator: Kenneth Dodge

Center Scientists: Jennifer Lansford, Ryan Kinlaw

Funding: \$1,122,764 from National Institute of Mental Health

The Child Development Project is a longitudinal study that investigates children's social development and adjustment by following 585 children from two cohorts recruited in 1987 and 1988, from Tennessee and Indiana. The project is in its 20th year of collection, and data are available from multiple informants, including children, parents, teachers, peers, observers, school records, and court records.

Fast Track

Principal Investigator: Kenneth Dodge

Center Scientists: John Coie, Patrick Malone, Jennifer Godwin, Christina Christopoulos

Funding: \$4,771,000 from National Institute of Mental Health

Fast Track is a multi-site intervention designed to prevent the onset of behavioral and psychological problems in adolescents. The project has involved approximately 900 children in intervention, and control groups. Fast Track researchers are evaluating the longitudinal outcomes of the intervention and the project's guiding hypotheses concerning the development of conduct problems.

Project CLASS: A Randomized Trial of Two Promising Interventions for Students with Attention Problems

Principal Investigator: David Rabiner

Funding: \$1,150,719 from US Department of Education

The goal of this study is to evaluate the effectiveness of two promising interventions for children with attention problems – computerized attention training and computer-assisted instruction for children with attention difficulties. The impact of these interventions on students' behavior, attention, and academic achievement will be assessed.

Development and Prevention of Substance Use Problems

Principal Investigator: Kenneth Dodge

Center Scientists: Patrick Malone, Shari Miller-Johnson

Funding: \$2,746,186 from National Institute on Drug Abuse

The aims of this project are to understand how early conduct disorder leads to substance-use problems; to understand processes of resilience to substance-use development among conduct-problem children; and to test the efficacy of a conduct-disorder prevention program in preventing substance-use problems in young adulthood.

Girls' Aggression: Development, Context and Process

Principal Investigator: Shari Miller-Johnson

Funding: \$729,000 from National Institute of Mental Health

This Career Development Award provides five years of funding to Dr. Miller-Johnson to pursue her research to understand the nature, antecedents, course, and mechanisms of aggression and antisocial behavior in girls.

Cost-Benefit Analysis of the Fast Track Intervention

Principal Investigator: Kenneth Dodge

Funding: \$662,000 from National Institute of Mental Health

This study focuses on the impact of the Fast Track program on participants' use of costly services, such as inpatient mental health services, juvenile detention, and special education.

Adolescent Drug Use: Development, Prevention, and Policy

Principal Investigator: Kenneth Dodge

Funding: \$592,000 from National Institute on Drug Abuse

This Senior Scientist Award supports the PI's salary for the purpose of developing his scientific career and conducting studies of biopsychosocial factors in the development of adolescent drug use, evaluation of the efficacy of interventions to prevent drug use, and policy analyses of drug use prevention strategies.

Life-Paths, Substance Use and Transition to Adulthood

Principal Investigator: Lesley-Anne H. Killeya-Jones

Funding: \$178,000 from National Institute of Child Health and Human Development

This training award provides support for Dr. Killeya-Jones to engage in mentored research and training activities. Her research includes the development and execution of an empirical study that examines the relation between early transitions to adult roles and young adult adjustment.

Natural History of ADHD in a Population-based Sample

Principal Investigator: David Rabiner

Funding: \$34,087 from National Institute of Mental Health

This five-year project examines adolescent outcomes of population-based sample of individuals who had been diagnosed with ADHD five to six years earlier.

College Student's Non-Medical Use and Misuse of ADHD Meds

Principal Investigator: David Rabiner

Funding: \$377,246 from National Institute on Drug Abuse

This study examines the prevalence, correlates, causes, and consequences on the misuse and abuse of ADHD medications by college students.

Community Variation in Prevention Intervention

Principal Investigator: Kenneth Dodge

Center Scientist: Elizabeth Gifford

Funding: \$63,000 from William T. Grant Foundation

The purpose of this project is to establish a “working group” of investigators to complete a series of analyses using data from four preventive interventions designed to decrease problem behavior and promote positive youth outcomes to evaluate potential differences in intervention effects across different types of communities and neighborhoods.

EARLY LIFE ADVERSITY AND CHILD ABUSE PREVENTION

Durham Family Initiative

Principal Investigator: Kenneth Dodge

Funding: \$4,780,602 from The Duke Endowment

The Durham Family Initiative (DFI) is a community-based effort to help families at risk of child abuse become self-sufficient and supportive of their children’s growth and development; to help stressed neighborhoods become supportive environments for children and families; to help the Durham community support families and neighborhoods; and to help public and private service organizations integrate their services so they can most effectively help Durham’s children and families. Rigorous evaluation will provide the basis for dissemination to other communities.

Mental Health Prevention Science for Child Maltreatment

Principal Investigator: Lisa Berlin

Funding: \$793,000 from National Institute of Mental Health

This Career Development Award supports Dr. Berlin’s research in early child development and early intervention, and the prediction and prevention of child abuse and neglect.

Evaluation of Implementation of Multiple Response System

Principal Investigator: Kenneth Dodge

Center Scientists: Christina Christopoulos, Adele Spitz-Roth

Funding: \$842,858 from State of North Carolina

The Center is conducting a comprehensive evaluation of North Carolina’s new child protective services effort called the Multiple Response System (MRS). MRS increases coordination between law enforcement agencies and child protective services, tailors its interventions to address the individual needs of families, and uses other key strategies to protect children.

Evaluation of Child Welfare Outcomes through System of Care

Principal Investigator: Kenneth Dodge

Center Scientists: Christina Christopoulos, Adele Spitz-Roth

Funding: \$300,779 from State of North Carolina

Through the Children's Bureau grant, Improving Child Welfare Outcomes through Systems of Care, the North Carolina Division of Social Services has contracted with the Center for Child and Family Policy to develop an evaluation process in partnership with the Division, the other contractors, families and the County Departments of Social Services to determine whether or not a community-based, interagency Systems of Care can effectively achieve positive outcomes for children and families involved with the child welfare agency and its partner agencies.

Cross-Sectoral Public Policy

Principal Investigator: Kenneth Dodge

Center Scientist: Adele Spitz-Roth

Funding: \$132,000 from GlaxoSmithKline Foundation

This grant supports research and policy engagement efforts in Durham, NC, to implement the System of Care model to facilitate cross-agency coordination in the service of families at risk for child maltreatment. The efforts of this grant have led to a national award for the community of Durham.

Center for Geospatial Medicine

Principal Investigator: Christina Gibson-Davis

Funding: \$61,000 from National Institutes of Health

The Center will investigate ways to study the genetic, social, and environmental influences on early child well-being.

EDUCATION POLICY AND ANALYSIS

North Carolina Education Research Data Center

Principal Investigator: Kenneth Dodge

Center Director: Elizabeth Glennie

Funding: \$450,000 from The Spencer Foundation

Established in 2000 through a partnership with the NC Department of Public Instruction, the NC Education Research Data Center stores and manages data on North Carolina's public schools, students and teachers dating back to the mid-1990s. Data files are made available to university researchers, non-profit research institutions and government agencies.

Teacher Quality and Public Policy

Principal Investigator: Helen Ladd

Funding: \$429,000 from The Spencer Foundation

The study examines the affect of state policies on the quality of teachers and student achievement. The project will use data from the NC Education Research Data Center to examine the interrelations between public policy, the functioning of teacher labor markets, teacher quality, and student achievement.

Spencer Foundation Doctoral Training Program

Principal Investigator: Philip Costanzo

Funding: \$348,000 from The Spencer Foundation

The Spencer Foundation Education Policy Research Training Program began in 2001 as a joint endeavor between Duke University and UNC-Chapel Hill. Its goals are to attract doctoral fellows from diverse disciplines (psychology, sociology, economics, social work) to research careers that focus on contemporary problems in education policy; train faculty members to solve complex problems in education policy; and encourage interdisciplinary study of problems in education.

Peer and Neighborhood Influences on Youth and Adolescent Development

Principal Investigator: Jacob Vigdor

Funding: \$300,000 from William T. Grant Foundation

As a William T. Grant Scholar, Dr. Vigdor is examining the relation between classroom, school, and neighborhood peer group composition and individual outcomes, including academic achievement and substance abuse.

CROSS-CUTTING INITIATIVES

North Carolina Family Impact Seminars

Principal Investigator: Jenni Owen

Funding: \$15,000 from Duke University Office of Community Affairs and Government Relations

The Center leads a series of Family Impact Seminars, briefing reports and activities specifically for state policymakers and agency leaders. The seminars provide non-partisan, solution-based research on topics of immediate interest to state leaders.

Women's Initiative- Medicaid Funding Project

Principal Investigators: Joel Rosch and Jenni Owen

Funding: \$17,665 from Z. Smith Reynolds Foundation

This purpose of this project is to develop a *road map*, or *how-to guide*, detailing what it would take for domestic violence and sexual assault programs to be able bill Medicaid and other secondary payers for services offered to clients.

Teaching

The Center for Child and Family Policy offers a variety of research and teaching opportunities to Duke students, including independent study, honors thesis mentorship, research fellowship awards, the new Children in Contemporary Society Certificate program, internships and volunteer opportunities.

From innovative and relevant courses to hands-on learning experiences, the Center aims to mold today's students into tomorrow's leaders. Dozens of undergraduates, graduate and doctoral students take advantage of the Center for Child and Family Policy each year.

Opportunities for Students Continue to Grow in 2006

Children in Contemporary Society Certificate Program Gains Formal Approval

In early 2006, the Center for Child and Family Policy received final approval for a new undergraduate certificate program titled Children in Contemporary Society. The first class will begin in Spring 2007. The certificate program strives to:

- Develop a course of study where students can draw on the expertise and knowledge of Duke faculty from across the university to analyze systematically and rigorously the issues facing children, families, and the society responsible for their development;
- Equip students with the necessary analytical skills to study these issues with empirical rigor and provide an extended research opportunity in which to do so; and
- Provide a context in which students can engage in research that informs policy and practice.

The accomplishment of these three goals will allow Duke undergraduates to pursue a cohesive set of interdisciplinary courses that informs their knowledge of child and family issues while simultaneously stimulating their intellectual and academic development.

This certificate provides a way for students to take advantage of child and family-related courses currently taught in several departments,

including Psychology, Public Policy, Sociology, Economics, and Education.

The signature of this certificate program will be the engagement in empirical research to address important problems facing children and families in contemporary society. All students will write a thesis based on their research.

Public Policy Professor **Christina Gibson-Davis** will direct the program and the cornerstone course will be taught by Center Research Scientist **Clara Muschkin**.

Spencer Foundation Education Policy Research Doctoral Training Program

The Spencer Foundation Education Policy Research Doctoral Training Program is designed to attract doctoral fellows in arts and sciences disciplines to research careers studying contemporary problems in education policy. It trains Fellows to use their methods to solve complex problems in education policy, and pushes the field toward a new kind of research that addresses problems in education through interdisciplinary inquiry that closely links academic rigor with policy applications. Doctoral students from Duke and UNC-Chapel Hill are eligible to participate and receive a stipend and summer assistantships to focus on their research agenda.

Under the leadership of Duke Psychology Professor and Center Associate Director **Philip Costanzo**, Spencer Fellows attend seminars focused on a range of topics such as secondary data analysis; how decisions are made in the North Carolina education community; applying multilevel models in education; and the emerging female advantage in higher education. National speakers and conferences help sharpen research questions.

2005-06 Spencer Fellows

Melissa Barnett, Psychology, UNC-CH
Tom Crea, Social Work, UNC-CH
Rebecca Dunning, Sociology, Duke
Danielle Glickman, Social Work, UNC-CH
Jennie Grammer, Psychology, UNC-CH
Andrew Hussey, Economics, Duke
Tanya Kaefer, Psychology, Duke
Jungsook Lee, Social Work, UNC-CH
Nathan Martin, Sociology, Duke
Erika Patall, Psychology, Duke
Nicole Polanichka, Psychology, Duke
Alexandra Rollins, Sociology, Duke
Lijun Song, Sociology, Duke
Diana Tyson, Psychology, Duke
Bridget Weller, Social Work, UNC-CH
Dana Wood, Psychology, UNC-CH
Taniesha Woods, Psychology, UNC-CH

Fellowship Programs

In August 2005, the Center for Child and Family Policy announced the recipients of the first graduate and undergraduate research fellowships for Duke students. These fellowships aim to encourage the career development of promising students who are interested in an academic career that blends basic social science with public policy.

The Dan Levitan Social Policy Graduate Research Fellowship for the 2005-06 academic year was awarded to **Nicole Polanichka Quinlan**, graduate student in the Duke Department of Psychology: Social and Health Sciences. The Fellowship was made possible by a gift from Dan Levitan, a 1979 Duke graduate and co-founder of Maveron, a Washington State-based venture capital firm.

The Sulzberger Family Fellowship was awarded to **Melanie Hoy**, a graduate student in the Department of Psychology: Social and Health Sciences and **Alexis Franzese**, a graduate student in the Departments of Sociology and Psychology: Social and Health Sciences. The Sulzberger Family has provided an endowment gift to the Center for Child and Family Policy.

The Jacqueline Morris Fellowship was awarded to **Denise Kall**, an undergraduate in the Department of Sociology. The Jacqueline Morris Fellowship is given in memory of Jacqueline Morris, a Duke undergraduate who died tragically in an automobile accident in Tucson, Arizona in 2000. Morris had been the Center's first undergraduate honors thesis student.

Courses Taught in 2005-06

Spring 2006

PUBPOL 264S, Safe and Drug-Free Schools in the Current Era

Instructor: **William Modzeleski**, Visiting Professor of the Practice

PUBPOL 264S, Youth Violence Policy

Instructor: **Reid Fontaine**

PUBPOL 183BS, Social Science and Policy Research II (CL Psychology 160BS)

Instructor: **David Zielinski**

Fall 2005

PUBPOL 183AS.01, Social Science and Policy Research 1

Instructor: **Kenneth A. Dodge**

PUBPOL 264S.08, Service Delivery Systems

Instructor: **Joel Rosch**

PUBPOL 195S-25, Child Development and Public Policy

Instructor: **Lisa J. Berlin**

PUBPOL 264S.27, Youth Transitions to the Workforce

Instructor: **Ryan Kinlaw**

Faculty Notes



William Modzeleski, associate deputy under secretary in the US Department of Education's Office of Safe and Drug Free Schools, joined the faculty of the Terry Sanford Institute of Public Policy in Spring 2005.

Modzeleski oversees the Center for School Preparedness, which develops programs to assist schools in preparing for, responding to, and recovering from possible terror attacks. He is also an active member of the Practice and Policy Board of the Center's Transdisciplinary Prevention Research Center.

Modzeleski teaches a course titled, "Safe and Drug-Free Schools in the Current Era."

Associate Director Named Duke Scholar/Teacher of the Year

Associate Director **Philip Costanzo** received Duke's University Scholar/Teacher of the Year Award.



Duke President **Richard Brodhead** made the presentation at the Founder's Day Convocation in September. The University Scholar/Teacher of the Year Award is given by the Board of Higher Education and Ministry of the United Methodist Church.

Costanzo is a Professor in Psychology and Neuroscience, Associate Director of the Center for Child and Family Policy, and co-Principal Investigator of the Transdisciplinary Prevention Research Center.

Policy Engagement

Influencing State and Local Policy

The Center for Child and Family Policy is becoming the 'go-to' place for research on important issues facing children and families. State and local policymakers are turning to researchers and staff of the Center to develop answers to questions, such as:

- How do we close gaps in the delivery of services to children with mental illness, and
- How can we improve communication and collaboration between child serving agencies in North Carolina?

During 2005-06, Center researchers worked with state legislators to draft legislation to address these two issues. Through a series of meetings, legislative hearings, and correspondence with legislative leaders, Center Policy Liaison **Joel Rosch** and researcher **May Alexander** helped draft legislation to create a study commission to develop a plan for improving collaboration and communication using the system of care principles to eliminate barriers among child-serving agencies. This legislation also created school-based Child and Family Teams in 100 schools in North Carolina. This initiative uses school social workers and nurses to coordinate services for children at-risk of school failure.

Another bill influenced by the Center established a workgroup of high-level leaders of state agencies charged with identifying common outcome measures for child-serving agencies. The group also developed mechanisms to share information across agencies.

Center Research Associate **Adele Spitz-Roth** and her team at the Durham Family Initiative continue to influence policy and practices in Durham County. Because of their work to institute a system of care, children in Durham are more likely to receive the care they need without having to travel outside the county or be removed from their home. This effort has saved Durham County nearly \$800,000 and has increased the number of children and families accessing county services by 66 percent. Due to her efforts, Durham County received the National Council for Community Behavioral Health Care's Award for Excellence in Community Collaboration. The award recognized Durham's blending of a range of community-based services to provide integrated family-centered care.

National Experts Brief Lawmakers on Best Practices for Providing High Quality, Cost-Effective Children’s Mental Health Services

In May 2006, national mental health experts met with nearly 30 members of the North Carolina General Assembly and state agency leaders to offer potential strategies for providing high quality and cost-effective care to the more than 240,000 children in North Carolina who suffer from a mental illness. This briefing was organized as a part of the Duke Center for Child and Family Policy’s Family Impact Seminar series, led by **Jenni Owen**, Director of Policy Initiatives, and **Lisa J. Berlin**, Research Scientist.



The expert panel included:

- **Leslie Brower**, Deputy Director, Division of Program and Policy Development, Ohio Department of Mental Health
- **E. Jane Costello**, Center Affiliate and Professor, Child and Adolescent Psychiatry, Duke University
- **Kenneth A. Dodge**, Director, Center for Child and Family Policy, Duke
- **William O. Donnelly**, Interim Director and Clinical Director, Children’s Resource Center, Bowling Green, Ohio
- **Robert M. Friedman**, Director, Research and Training Center for Children’s Mental Health, Louis de la Parte Florida Mental Health Institute, Tampa, Florida

The expert presenters offered legislators a series of options to improve the quality of mental health services while also considering cost-effectiveness. Topics discussed included implementing a system of care to serve children and families; establishing a method to measure outcomes based on Ohio’s Mental Health Consumer Outcomes System; and a summary of the findings from the Great Smoky Mountains Study, which details children’s mental health in Western North Carolina.

The seminars deliberately take an educational, nonadvocacy approach. They are a forum for providing objective, nonpartisan, solution-oriented research to state policymakers, including legislators, legislative and gubernatorial staff, and state agency officials.

Following the session, state legislators reported how valuable the seminar was for them. They commented, "I enjoyed the 'down-to-earth' approach and the 'informal' setting. This is a timely topic for North Carolina!" Another said, "Good information" and "This is very valuable."

A comprehensive briefing report was also developed and distributed to state legislators and agency leaders. The report is available at <http://www.childandfamilypolicy.duke.edu/familyimpact>

2005-06 Policy-oriented Publications

Children's Mental Health as a Primary Care and Concern: A system for comprehensive support and service, P.H. Tolan, and Kenneth A. Dodge, 2005

Sorting Out Student Retention: 2.4 million children left behind?, C. Ryan Kinlaw, Policy Matters Brief, Center for Child and Family Policy, August 2005

Long-term Socioeconomic Impact of Child Abuse and Neglect: Implications for public policy, David S. Zielinski, Policy Matters Brief, Center for Child and Family Policy, August 2005

SRCD Social Policy Report, Deviant Peer Influences in Intervention and Public Policy for Youth, Kenneth A. Dodge, Thomas J. Dishion, and Jennifer E. Lansford, January 2006

Children's Mental Health: Strategies for providing high quality and cost-effective care, May 2006

Gender Differences in Adult Outcomes for Youth with Co-occurring Problems of Crime and Depressive Symptoms, Rebekah Chu, Policy Matters Brief, Center for Child and Family Policy, June 2006

Can Pay Incentives Improve the Recruitment and Retention of Teachers in America's Hard-to-Staff Schools? A Research Summary, Justin Wheeler and Elizabeth Glennie, Policy Matters Brief, Center for Child and Family Policy, June 2006

Multiple Response System Evaluation Report 2005-06, Submitted to the NC Department of Health and Human Services, MRS Evaluation Team, June 2006

Meeting the Mental Health Needs of Adult Domestic Violence and Sexual Assault Victims: Considerations for domestic violence and sexual assault service providers, Jeff Williams, MPP, Joel Rosch, Ph.D., June 2006

SERVICE

In Fall 2004, the Center for Child and Family Policy established the Program Evaluation Services Unit to manage and expand its portfolio of evaluation contracts. As local, state and national policymakers, nonprofits, and foundations are asking “what works,” the Center is playing a valuable role in helping answer that question.

Led by Senior Research Scientist **David Rabiner**, the Program Evaluation Services Unit is assisting local and state government agencies and nonprofits with a broad range of program development, evaluation, grant writing, and communications needs.

In 2005-06, the Center was awarded contracts from the Durham County Health Department to monitor and report on substance use and abuse in Durham; Z. Smith Reynolds Foundation and The Duke Endowment to identify and respond to the needs of children in domestic violence shelters; and the NC Department of Health and Human Services to design and implement an evaluation of a new child and family support team program. Descriptions of these evaluation contracts follow.

In addition, the Center contributes direct services for many children and families in the context of evaluation and scientific study. Some examples include:

- The **Durham Family Initiative** offers services to families to prevent child abuse
- **Fast Track** provides services to youth at risk for violence
- **GREAT Schools and Families** provides services to school to prevent violence
- **Transdisciplinary Prevention Research Center** offers services to students to prevent drug abuse
- **Project CLASS** provides services to improve attention skills
- **Multiple Response System** assists social workers in improving services to children and families
- **System of Care** offers services to agency directors to improve policy and practice
- **Women’s Initiative** provides services to domestic violence shelters to improve programs for victims and their children

Examples of Current Program Evaluation Contracts

Identifying and Responding to the Needs of Children in Domestic Violence Shelters in North Carolina

The purpose of this pilot study is to develop, implement and evaluate the effectiveness of a training protocol that improves the capacity of domestic violence shelter staff working in six shelters to screen, intervene, and refer child residents experiencing distress related to their exposure to violence. The long-term objective is to create a successfully tested training model that can be disseminated to North Carolina's 90 state-supported domestic violence shelters.

The Center's role is to assess the present status of domestic violence shelters in responding to the needs of minor residing in shelters; conduct a process and outcome evaluation on the effectiveness of training to address identified needs; and create a final report that highlights ways to disseminate the training model to shelters throughout North Carolina.

Partner: Center for Child and Family Health

Contracting Agencies: Z. Smith Reynolds and The Duke Endowment

Durham Substance Abuse Surveillance Project

The goal of this project is to monitor substance abuse/use in Durham County. This includes alcohol, tobacco and illicit substances. The ideal is to create a sustainable data collection system that will provide information on changes in substance abuse/use over time. To the extent possible, information will be gathered with the goal of comparing it to other communities. The information on substance abuse and use in Durham will be useful to a wide body of service providers and public interest groups.

Contracting Agencies: Durham Center and Durham County Health Department

Multiple Response System Evaluation

North Carolina's Multiple Response System (MRS) is a reform of child protective services authorized by the legislature in 2001. Using administrative data, case reviews, personal interviews, and telephone surveys from a sample of MRS and non-MRS control counties, the Center is looking at how effectively MRS component strategies are being implemented and what impact this family-centered, strengths-based approach is having on the satisfaction and well-being of children and families served by the child welfare system. The final report will be available in June 2006.

Contracting Agency: North Carolina Department of Health and Human Services, Division of Social Services

Speakers and Special Events

The Center for Child and Family Policy strives to expand its thinking by learning from other scholars in the field. One way to facilitate this knowledge exchange is through monthly colloquia and events. In 2005-06, the Center hosted two different speaker series. One focused broadly and current scholarly research related to children and families. The second focused on adolescent substance abuse prevention and was co-sponsored by the NIDA-funded Transdisciplinary Prevention Research Center. An average of 25 researchers, staff and students attend the meetings which include lunch and are generally held on Wednesdays. Below is a list of the speakers from 2005-06. In 2006-07, the Center will begin a new series titled, Sulzberger Distinguished Lecture.

2005-06 Speaker Series

Child and Family Research Seminar Series

September 12 *"Evaluating the Effectiveness of a Community-Based Early Intervention Program in England: A Political and Scientific Odyssey,"* **Jay Belsky**, Birkbeck University, London

September 21 *"The Impact of Adolescent Perceptions of the Future on Substance Abuse,"* **Elizabeth Vigdor**, Duke

September 30 *"How to Write a Policy Brief,"* **Arthur Spengler**, Duke

October 19 *"Supporting Community Partnerships for Closing the Achievement Gap,"* **Dean Duncan, Gordon P. Whitaker, and Margaret Henderson**, UNC-Chapel Hill

November 16 *"Integrating Biology and Culture Into a Theory of Family Change,"* **Phil Morgan**, Duke

January 18 *"Making the Case for Why and How Economic Context Matters in Children's Development,"* **Vonnie McLoyd**, UNC-Chapel Hill

February 15 *"Peer Standing and Substance Use in Early-Adolescent Grade-Level Networks,"* **Ley Killeja-Jones**, Duke

March 8 *"Peer Influence of Old-for-Grade and Retained Students: Disciplinary Infractions and Suspensions in Middle School,"* **Clara Muschkin and Beth Glennie**, Duke

March 22 *"Cities and Schools,"* **Tom Nechyba**, Duke

May 9 *"Developmental Psychology and Social Policy: Knowledge for Action,"* **J. Lawrence Aber**, New York University's Steinhardt School of Education

May 17 *"Cultural Adaptation and Evaluation of Evidence-Based Substance Abuse Prevention for High-Risk Adolescents in Community Settings,"* **Lori Holleran**, University of Texas at Austin

Science to Service: Substance Abuse Prevention Seminar Series

Co-sponsored by the NIDA Transdisciplinary Prevention Research Center

September 8 *“Family Co-morbidity in Urban and Rural Poor Communities: Insights for Public Policy,”* **Linda Burton**, Pennsylvania State University

October 5 *“Acculturation and Mental Health in Immigrant Latino Adolescents: Early Results from the Latino Acculturation and Health Project,”* **Paul Smokowski**, UNC-CH School of Social Work; and **Martica Bacallao**, Department of Social Work, UNC-Greensboro

November 2 *“New Findings on What Protects Children from Becoming Violent Adults,”* **Rolf Loeber**, University of Pittsburgh School of Medicine

December 7 **Gil Botvin**, Weill Medical College, Cornell University and Institute for Prevention Research

February 1 *“Turning Points and Developmental Disturbances: A Developmental Perspective on Substance Use During the Transition to Adulthood,”* **John Schulenberg**, Institute for Social Research and Center for Human Growth and Development, University of Michigan

February 10 *“Examining the Impact of Criminalizing Drug Use on the Health of Minority Families,”* **Martin Iguchi**, Drug Policy Research Center, RAND Corporation, UCLA School of Public Health

March 1 *“Mechanisms and Marijuana: Treatment as Prevention in Young Adult Marijuana Users,”* **Kathleen Carroll**, Psychotherapy Development Research Center, Yale

April 5 **Karol Kumpfer**, University of Utah Department of Health Promotion and Education

April 11 *“Advances in Latent Variable Modeling,”* **Bengt Muthen**, Graduate School of Education and Information Studies, UCLA

May 3 *“Why Mature Smokers Do Not Quit,”* **Frank Sloan**, J. Alexander McMahon Professor of Health Policy and Management and Professor of Economics, Duke

Duke Series in Child Development and Public Policy

The Duke Series in Child Development and Public Policy is an ongoing series of national conferences and edited volumes that address contemporary issues in child development and its effect on public policy. Before a volume is published, a two-day conference is held at Duke to bring together topic experts from across the US and globe to discuss the latest science on the issue. The volumes are published by Guilford Press.

Immigrant Families in America: Multidisciplinary Views on the 21st Century **May 19-20, 2006**

Immigrant Families in America: Multidisciplinary Views on the 21st Century Conference brought together an outstanding and diverse group of more than 120 scholars working at the cutting edge of theory, research, intervention and policy devoted to immigrant families in the United States and Canada.

The conference was organized around four major themes:

1. Family relationships, acculturation, and the demography, sociology, and economics of immigration;
2. Perspectives from psychology, anthropology, and social work on parent-child relationships in immigrant families;
3. The role of health care, the law, education, and parents' work in relationships within immigrant families;
4. Interventions and policies to promote positive adjustment in immigrant families.

Scholars from diverse disciplinary backgrounds such as pediatrics, law, social work, education, psychology, sociology, economics, and anthropology presented their research and led group discussions about the implications for public policy and practice. Policymakers and others with the power to put the group's ideas into practice played an integral role in the meeting. Podcasts and video of each session, along with the handouts, can be downloaded from <http://www.childandfamilypolicy.duke.edu/calendar/Conferences/Immigrantfamilies/index.html>

2005-06 Volumes in the Duke Series in Child Development and Public Policy
Published by Guilford Press

***African American Family Life: Ecological and Cultural Diversity* edited by Vonnie McLoyd, Nancy E. Hill, and Kenneth Dodge**

This volume offers new perspectives on the cultural, economic, and community contexts of African American family life. Recognizing the diversity of contemporary African American families, leading experts from different disciplines present the latest knowledge on such topics as family formation, gender roles, child rearing, care of the elderly, and religious practices. Particular attention is given to how families draw on cultural resources to adapt to racial disparities in wealth, housing, education, and employment, and how culture, in turn, is shaped by these circumstances. Factors that promote or hinder healthy development are explored, as are research-based practices and policies for supporting families' strengths.

***Enhancing Early Attachments: Theory, Research, Intervention, and Policy* edited by Lisa J. Berlin, Yair Ziv, Lisa Amaya-Jackson, and Mark T. Greenberg**

Synthesizing the latest theory, research, and practices related to supporting early attachments, this volume provides a unique window into the major treatment and prevention approaches available today. Chapters address the theoretical and empirical bases of attachment interventions; explore the effects of attachment-related trauma and how they can be ameliorated; and describe a range of exemplary programs operating at the individual, family, and community levels. Throughout, expert authors consider cross-cutting issues such as the core components of effective services and appropriate outcome measures for attachment interventions. Also discussed are policy implications, including how programs to enhance early child-caregiver relationships fit into broader health, social service, and early education systems.

***Deviant Peer Influences in Programs for Youth: Problems and Solutions* edited by Kenneth A. Dodge, Thomas J. Dishion, and Jennifer E. Lansford**

Most interventions for at-risk youth are group based. Yet, emerging research indicates that young people often learn to become deviant by interacting with deviant peers. In this important volume, leading intervention and prevention experts from psychology, education, criminology, and related fields analyze how, and to what extent, programs that aggregate deviant youth actually promote problem behavior. A wealth of evidence is reviewed on deviant peer influences in such settings as therapy groups, alternative schools, boot camps, group homes, and juvenile justice facilities. Concrete recommendations are offered for improving existing services, and promising alternative approaches are explored.

2005-06 Academic Publications by Faculty and Research Scientists

2005

- Berlin, L.J.**, Ziv, Y., Amaya-Jackson, L. M., and Greenberg, M. T. (Eds). (2005). *Enhancing early attachments: Theory, research, intervention, and policy*. New York: Guilford Press.
- Chen, K. and **Killeya-Jones, L. A.** (2005). Epidemiology of co-occurring substance abuse and psychiatric disorders among adolescents in the United States. *Chinese Journal of Drug Dependence. Clinical Practice and Epidemiology in Mental Health*, 1:22.
- Dishion, T.J., and **Dodge, K.A.** (2005). Peer contagion in interventions for children and adolescents: Moving towards an understanding of the ecology and dynamics of change. *Journal of Abnormal Child Psychology*, 33(3), 395-400.
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- Gifford-Smith, M., **Dodge, K.A.**, Dishion, T.J., and McCord, J. (2005). Peer influence in children and adolescents: Crossing the bridge between developmental and intervention sciences. *Journal of Abnormal Child Psychology*, 33(3), 255-265.
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- Killeya-Jones, L. A.** (2005) Identity structure, role discrepancy and psychological adjustment in male college student-athletes. *Journal of Sport Behavior*, 28(2), 7.
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- Porter, C. L., Hart, C. H., **Yang, C.**, Robinson, C.C., Olsen, J.A., Olsen, S.F., Zeng, Q., and Jin, S. (2005). A comparative study of child temperament and parenting in Beijing, China and the Western United States. *International Journal of Behavioral Development*, 29, 541-551.
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Faculty and Staff Listing

as of June 30, 2006

<u>Name</u>	<u>Title</u>	<u>Project</u>
Ahrens, Pamela	Database Analyst	Fast Track Data Center
Alexander, May	Research Coordinator	Systems of Care
Alexander, Susan	Executive Director	NIDA Prevention Research Center
Allred, Charlene	Research Scientist	Eckerd Youth Alternative
Arrington, Kim	Fam/Sch Program Specialist	NIDA Prevention Research Center
Berlin, Lisa	Research Scientist	Child Maltreatment
Bonneau, Kara	Computer Programmer	NC Education Research Data Center
Brown, Janice	Research Assistant	Child Development Project
Burt, Willie	Research Aide	Fast Track
Castellino, Domini	Research Scientist	Future for Kids
Chestnutt, Beatrice	Staff Assistant	Durham Family Initiative
Christopoulos, Christina	Research Scientist	Durham Family Initiative/Fast Track
Chu, Rebekah	Research Scientist	NIDA Prevention Research Center
Colpitts, Debbie	Grants Specialist	Center for Child and Family Policy
Dennis, Paul	Research Aide	Durham Family Initiative
Douglass, Nam	Program Coordinator	NC Family Impact Seminars
Eatmon, Ashley	Research Aide	Fast Track
Eatmon, Sharon	Analyst Programmer	Fast Track Data Center
Edwards, Matt	Research Analyst	Durham Family Initiative
Farrar, Catherine	Senior Research Aide	Durham Family Initiative
Fink, Erin	Research Aide	Child Development Project
Fontaine, Reid	Research Scientist	Child Development Project
Foster, Audrey	Research Aide	Domestic Violence Shelter
Frankel, Linda	Research Scientist	Multiple Response System
Gatling, Astrid	IT Specialist	Center for Child and Family Policy
Geller, Robin	Staff Assistant	Center for Child and Family Policy
Gifford, Beth	Research Scientist	Co-Morbid Youth Project
Glennie, Beth	Research Scientist	NC Education Research Data Center
Godwin, Jennifer	Research Scientist	Fast Track Data Center
Golonka, Megan	Research Coordinator	NIDA Prevention Research Center
Hanzely-Layko, Erika	Special Events Coordinator	Center for Child and Family Policy
Harbison, Tamie	Staff Specialist	Center for Child and Family Policy
Harrison, Lynda	Staff Assistant	Center for Child and Family Policy
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