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Dear Colleagues:

Our ninth year as a center at Duke University has been a pivotal time for planning for the future of our Center. A significant outcome is our new affiliation with Duke’s Social Science Research Institute (SSRI), as of July 1, 2008. The Duke SSRI is one of seven interdisciplinary institutes supported by the Office of the Provost. Since our inception, our primary affiliations had been with the College of Arts and Sciences and the Terry Sanford Institute of Public Policy.

Our new affiliation is a strategic step to strengthen our interdisciplinary efforts and to extend our universitywide reach. We are grateful for the support that the College and Sanford have provided over the years. I am especially grateful to Deans Bill Chafe and George McLendon and to Sanford Directors Phil Cook, Bruce Jentleson and Bruce Kuniholm. I am confident that our ties with Sanford will remain strong, because we are so closely aligned in our policy endeavors.

We are grateful for the university’s measure of confidence in supporting our expanded scope and to Provost Peter Lange and Vice Provost Susan Roth for their support. We look forward to working with SSRI and its Director, Phil Morgan.

In addition to its new affiliation with SSRI, the Center’s planning included expanding the internal leadership to support its mission. In August 2007, I named three new associate directors: Jenni Owen, Barbara Pollock and David Rabiner. Jenni is Associate Director for Policy and Translation; Barbara is Associate Director for Administration; and David is Associate Director for Program Evaluation Services. These three valued colleagues work along with two other Associate Directors, Philip Costanzo and Rick Hoyle, and myself, to ensure that our Center fulfills its very important mission—to bridge the gap between research and public policy to improve the lives of children and families. Phil’s area of leadership is student engagement, and Rick provides expertise in data management and analysis.

The year was also a pivotal time for embarking on new projects and realizing results from a number of endeavors. In January 2008, America’s Promise Alliance (APA) selected the Center to evaluate the first phase of its new five-year nationwide effort to improve the lives of 15 million young people. The first phase is focused on the promise of “effective education,” with 50 state-level and 50 community-level dropout prevention summits scheduled over two years. APA, founded by Colin Powell, grew out of the 1997 Presidents’ Summit for America’s Future. The Alliance is the largest multisector collaborative dedicated to the well-being of children and youth in the United States.

This year also saw the capstone of our P20 Transdisciplinary Prevention Research Center (TPRC), which has been funded by the National Institute on Drug Abuse (NIDA). Initially funded in 2003, the TPRC provided the infrastructure for scientists to address a number of questions surrounding the prevention of substance abuse in adolescence. Among other discoveries, Center scientists found that school policies that place deviant students with each other for detention and in-school suspension may inadvertently increase their risk for substance use, presumably through increased peer influences. Center scientists also developed, implemented and began to evaluate novel prevention programs in schools, including Professor of Psychology and Neuroscience Timothy Strauman’s AIM curriculum, Professor of Psychology and Neuroscience Philip Costanzo’s peer leader training program and Research Professor of Pharmacology Bill Wilson’s curriculum in adolescent brain development, called BrainWorks.
The success of the TPRC laid the groundwork for our Center to compete successfully for a larger P30 grant from NIDA. The next five years of the TPRC will support scholars in translating their knowledge into programs that will prevent substance use and related problems in adolescents and young adults.

As a university-based center, teaching is integral to all that we do. We engage undergraduate and graduate students in numerous ways, including teaching courses, directing an undergraduate certificate program, advising students on coursework and careers, and directing and mentoring honors theses, independent studies and fellowships. A detailed list of our student engagement activities is found later in this report.

The Center’s Children in Contemporary Society Certificate Program, which was launched in spring 2007, grew this year, with 11 students participating. The program also produced its first graduate: senior Courtanye Lloyd, a psychology major. The certificate program is directed by Assistant Professor of Public Policy Studies Christina Gibson-Davis. Research Scientist Clara Muschkin teaches the cornerstone course, which is very popular with students and now has a waiting list.

Through our continuing commitment to research, we focused new energy on implementing and evaluating a program of nurse home visits for all Durham County newborns and their families. With funding from The Duke Endowment, the Durham Family Initiative, which was launched in 2002, is now collaborating with the Durham County Health Department to hire and train nurses who will begin visiting homes in late 2008. The new program is called Durham Connects and is managed by Jeannine Sato, Director of the Office of Community Resources. Durham Connects’ staff also collects and disseminates information about community resources to help parents and caretakers find the community support they need.

In the policy arena, our Center hosted the fourth annual North Carolina Family Impact Seminar (NCFIS) on June 19. Jenni Owen directs NCFIS, which this year drew more than 130 legislators, legislative staff members, executive branch staff members and school district representatives to learn about Dropout Prevention: Strategies for improving high school graduation rates. The seminar briefing report, produced by a team of staff, was disseminated widely.

This year, we enriched our intellectual environment for both researchers and students by hosting J. Lawrence Aber, the 2007 Nannerl O. Keohane Distinguished Visiting Professor, at our Center. Dr. Aber, who is the world’s leading authority on the study of children’s poverty, taught Child Development and Social Policy in a Global Society. He was also the first speaker for our 2007-2008 Sulzberger Distinguished Lecture Series. He delivered the public lecture Anti-Poverty Policy and Human Development: Toward principled and reasoned action on September 19 and also presented a research-oriented colloquia for scientists. I am grateful to Larry for his friendship and contributions.

When I look back over 2007-2008, I am once again amazed and grateful. I know that the Center could not accomplish so much without remarkable support from a number of people. In addition to those already named, I extend my thanks to all of our faculty members, research scientists, and administrative and support staff members. I am also grateful to our many community partners in Durham, across the State of North Carolina, and nationally. With such a team, we can look forward to a very strong future.

Sincerely,

Kenneth A. Dodge
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>July 1999</td>
<td>Center established as affiliate of the Terry Sanford Institute of Public Policy</td>
</tr>
<tr>
<td>January 2000</td>
<td>North Carolina Education Research Data Center established</td>
</tr>
<tr>
<td>August 2001</td>
<td>The Spencer Foundation Education Policy Research Training Program (predoctoral training program) began</td>
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<tr>
<td>January 2002</td>
<td>Durham Family Initiative funded</td>
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<tr>
<td>August 2004</td>
<td>A Discipline-based Graduate Training Program in Education Science and Policy (continuation of predoctoral training program) funded</td>
</tr>
<tr>
<td>July 2004</td>
<td>Five-year renewal of Center approved</td>
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<tr>
<td>July 2004</td>
<td>Associate Directors Philip Costanzo and Rick Hoyle named</td>
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<tr>
<td>September 2004</td>
<td>Transdisciplinary Prevention Research Center established</td>
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<tr>
<td>Fall 2004</td>
<td>Program Evaluation Services Unit established</td>
</tr>
<tr>
<td>May 2005</td>
<td>North Carolina Family Impact Seminar Series began</td>
</tr>
<tr>
<td>September 2006</td>
<td>Duke University School Research Partnership Office established</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>Children in Contemporary Society Certificate Program began</td>
</tr>
<tr>
<td>August 2007</td>
<td>Associate Directors Jenni Owen, Barbara Pollock and David Rabiner named</td>
</tr>
<tr>
<td>May 2008</td>
<td>First Certificate in Children in Contemporary Society awarded (to Courtnye Lloyd)</td>
</tr>
<tr>
<td>July 2008</td>
<td>Center affiliation with Social Science Research Institute began</td>
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## By the Numbers

### Grants and contracts

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<tr>
<td>42</td>
<td>Active research and evaluation projects</td>
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<td>$7.4 million</td>
<td>Total annual external grant funding (direct and indirect)</td>
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<tr>
<td>22</td>
<td>Different local, state, federal, foundation and private funding sources</td>
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<tr>
<td>51</td>
<td>Proposals for external funding submitted</td>
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<td>Progress reports submitted</td>
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### Researchers, staff and students

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<tbody>
<tr>
<td>26</td>
<td>Center researchers</td>
</tr>
<tr>
<td>48</td>
<td>Center staff members (includes administrative, data and research support staff, and community interventionists)</td>
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<tr>
<td>19</td>
<td>Center-affiliated undergraduate (11) and graduate (8) students</td>
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### Faculty

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<tr>
<td>47</td>
<td>Faculty of the Center</td>
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<tr>
<td>13</td>
<td>Academic departments and schools represented by faculty members</td>
</tr>
<tr>
<td>Economics</td>
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<tr>
<td>Fuqua School of Business</td>
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<tr>
<td>History</td>
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<tr>
<td>Law School</td>
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<tr>
<td>Medical Psychology</td>
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<tr>
<td>Nicholas School of the Environment</td>
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<tr>
<td>Pharmacology and Cancer Biology</td>
<td></td>
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<tr>
<td>Program in Education</td>
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<tr>
<td>Psychiatry and Behavioral Sciences</td>
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<td>Psychology and Neuroscience</td>
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<tr>
<td>Public Affairs and Government Relations</td>
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<tr>
<td>Public Policy</td>
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<tr>
<td>Sociology</td>
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Teaching

Teaching is a core Center activity. Students at all levels become involved with the Center through the courses it offers, a certificate program, internships, fellowships and mentored projects.

The Children in Contemporary Society (CCS) Certificate Program is a terrific opportunity for undergraduate students to immerse themselves in multidisciplinary courses that increase their knowledge of child and family issues, and to become more deeply involved in the work of the Center.

In addition to the extensive student engagement activities documented here, Center staff and faculty members assist numerous students on an informal basis. These interactions include advising students regarding academic and career choices, inviting them to Center events, connecting them with visiting experts, relaying information regarding conferences, providing information about fellowship and internship opportunities, advising them on translating research to policy and practice, serving on graduate degree committees and writing letters of recommendation.

Student engagement

Courses taught: 11
See details on page 10.

Undergraduate students

Academic advisees: 51
Barbara Pollock advised 13 first-year students and 13 sophomores.
David Rabiner advised 10 sophomore premajors and 15 upperclass majors.

Children in Contemporary Society Certificate Program participants: 11
For more information on the program and details about the participants, please see pages 12 and 13.

Mentored projects: 38 total

Transdisciplinary Prevention Research Center Interns: 4
For more information on the program and details about the interns, please see page 14.

Jacqueline Anne Morris Fellows: 4
For more information on the program and details about the fellows, please see page 14.

Honors theses: 3
Stacie Blasé; thesis: ADHD and College Adjustment (mentor: David Rabiner)
Sam Broder-Fingert; thesis: Creating Positive Outcomes for LGBTQ Youth: An analysis of policies and practices for America’s schools (mentor: Ann Brewster)
Laura Romanella; thesis: Depression in College Students: The role of family conflict (mentor: David Rabiner)
Independent Studies: 22
Gregory Akinbiyi; topic: An Examination of Gang Activity in Durham (mentor: Joel Rosch)
Benjamin Applebome; topic: An Annotated Bibliography on Gangs (mentor: Joel Rosch)
Joanna Bernsin; topic: Guiding Light Principles Explain the Success of Two-Way Immersion Programs and Shed Light on Suggestions for Improvement (mentors: Kenneth Dodge and Amy Schulting)
Sam Broder-Fingert; topic: North Carolina’s Policies and School Programs Influencing GLBT Academic Achievement (mentor: Ann Brewster)
Gavielle Delva; topic: Academic Motivation and Achievement in Low Socioeconomic Status Students (mentors: Kenneth Dodge and Amy Schulting)
Katya Fernandez; topic: Mechanisms of Self Control (graduation with distinction project) (mentor: Rick Hoyle)
Katya Fernandez; topic: Sustained Attention and Self-Control Depletion (mentor: Rick Hoyle)
Muping Gan; topic: Social Capital and Neighborhoods: Implications for adolescent development (mentor: Dorene MacKinnon)
Ellie Goldwasser; topic: Predictors and Consequences of Greek Affiliation at Duke (mentor: David Rabiner)
Shawn Jones; topic: The Buffering Effects of Parenting Practices and Ethnic Identity on the Relations between Academics and Substance Use in African American Adolescents (mentor: Karen Appleyard)
Elizabeth Kelly; topic: Assessing and Assisting Foster Youth Aging Out in Durham (mentor: Beth Gifford)
Courtynye Lloyd; topic: School Transition Programs and Academic Outcomes (mentor: Beth Gifford)
Mohamad Maarouf; topic: ADHD and Kindergarten Students (mentors: Kenneth Dodge and Amy Schulting)
Nastassja Marshall; topic: Self-Control in Social Context (mentor: Rick Hoyle)
Morgan McGhee; topic: Evaluation of a Mentoring Program for Mothers of Newborns (mentor: Kenneth Dodge)
Morgan McGhee; topic: An Evaluation of a Grandparent Mentoring Program for Mothers at Risk for Child Abuse (mentor: Kenneth Dodge)
Morgan McGhee; topic: Child Maltreatment: The impact of social support in mediating risk factors (mentors: Katie Rosanbalm and Kenneth Dodge)
Lisa Palmer; topic: Predictors, Contextual Factors, and Indicators of Individual and Community Level Substance Abuse (mentor: Beth Gifford)
Sarah Rabiner; topic: The Effect of Gang Membership among Youth on School Environment (mentor: Beth Gifford)
Robin Tan; topic: An Investigation of Insecure-Avoidant Infant-Mother Attachment from Project HAVEN (mentor: Lisa Berlin)
George Tarakhovsk; topic: Agenda Building on Social Issues: Generating awareness about the international child prostitution trade (mentor: Joel Rosch)
Ashley Walker; topic: Student Attitudes toward Cohabitation in Relation to Parental Beliefs and Religious Identification (mentor: David Rabiner)

Practica: 4
Rick Hoyle mentored these students on projects focusing on a range of child and family policy issues: Stephen Allan, Alexander Hope, Kelly Jones and Renita Woolford.

Summer Vertical Integration Program: 1
Stephen Allan; project: Measurement of State Self-Control (mentor: Rick Hoyle)
Graduate students

Mentored projects/apprenticeships: 27 total

Graduate students conducting doctoral research in the Center: 3
   Roxanne Flint, B.A., doctoral student in psychology; topic: Project Co.M.A.D.R.E.S. (mentor: Kenneth Dodge)
   Sandra Nay, B.A., J.D., doctoral student in psychology; topic: Development of Relationship Violence (mentor: Kenneth Dodge)
   Amy Schulting, M.Ed., M.A., doctoral student in psychology; topic: Kindergarten Home Visit Project (mentor: Kenneth Dodge)

Spencer Scholars: 12
   For more information on the program and details about the scholars, please see page 15.

Sulzberger Family and Dan Levitan Social Policy Graduate Research Fellows: 4
   For more information on the program and details about the fellows, please see page 16.

Apprenticeships: 2
   Rachel Foster, doctoral student in social work, UNC-CH; project: HAVEN Project (supervisor: Lisa Berlin)
   Johanna Greeson, doctoral student in social work, UNC-CH; project: Spencer Fellow apprenticeship (supervisor: Jenni Owen)

Graduate student projects: 2
   Aubrey Incorvaia, master’s student in public policy studies; policy brief: One-to-One Tutoring for Reading in Grade One: Is it beneficial for all students? (mentors: David Rabiner and Jenni Owen)
   Casey Wyant, master’s student in public policy studies; research assistant for the 2008 North Carolina Family Impact Seminar (mentor: Jenni Owen)

Independent study: 1
   Meghan Shanahan, doctoral student in public health, UNC-CH; topic: Child Maltreatment and Attachment Theory and Research (mentor: Lisa Berlin)

Mentees: 2
   Adrianne Gilbert, first-year student in developmental psychology (mentor: David Rabiner)
   Andrea Young, first-year student in clinical psychology (mentor: David Rabiner)

Research practica: 1
   Dimitri Putilin, graduate student in psychology and neuroscience; research assistant for the Transdisciplinary Prevention Research Center (mentor: Philip Costanzo)
# Courses taught

## Fall 2007

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>CCS 150/PubPol 124</td>
<td>Children in Contemporary Society</td>
<td>Clara Muschkin</td>
</tr>
<tr>
<td>CCS 195/PubPol 195</td>
<td>Child Development and Social Policy in a Global Society</td>
<td>J. Lawrence Aber</td>
</tr>
<tr>
<td>CCS 264S/PubPol 264S</td>
<td>School Dropout and Education Policy</td>
<td>Ann Brewster</td>
</tr>
<tr>
<td>PubPol 183AS.01</td>
<td>Social Science and Policy Research I</td>
<td>Mary Terzian</td>
</tr>
<tr>
<td>Psy 1700S</td>
<td>Selected Problems - Prevention and Intervention</td>
<td>Susan Alexander</td>
</tr>
<tr>
<td>Psy 368</td>
<td>Applied Structural Equation Modeling</td>
<td>Rick Hoyle</td>
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</table>

## Spring 2008

<table>
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<tr>
<th>Course number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CCS 150/PubPol 124</td>
<td>Children in Contemporary Society</td>
<td>Clara Muschkin</td>
</tr>
<tr>
<td>PubPol 183BS/Psy 160BS</td>
<td>Social Science and Policy Research II</td>
<td>Dorene MacKinnon</td>
</tr>
<tr>
<td>PubPol 388</td>
<td>Service Delivery System</td>
<td>Joel Rosch</td>
</tr>
<tr>
<td>Psy 258S</td>
<td>Social Behavior and Personality</td>
<td>Rick Hoyle</td>
</tr>
</tbody>
</table>
During the fall the Center was fortunate to host child poverty expert Dr. J. Lawrence “Larry” Aber. As the 2007 Nannerl O. Keohane Distinguished Visiting Professor, Aber was at Duke and The University of North Carolina at Chapel Hill to read, write, teach, advise and interact with faculty, research scientists and policy associates.

Aber is Professor of Applied Psychology and Public Policy at New York University. His research focuses on the influence of poverty and violence on the development of children. Aber is former Director of the National Center for Children in Poverty at Columbia University and chairs the advisory board of the International Research Network on Children and Armed Conflict, in collaboration with the United Nations and UNICEF.

According to Kenneth Dodge, “Larry is the world’s leading authority on the study of children’s poverty. He is regularly called on for his expertise by the United Nations, national governments, the mayor of New York City and political leaders.”

Two days a week, Aber was at Duke, where he taught an undergraduate course, Child Development and Social Policy in a Global Society, worked with the Durham Family Initiative and presented lectures. Two days a week, he was at UNC, where he worked with the Center for Developmental Science, gave brown-bag talks in the departments of psychology and public policy and attended weekly meetings of the Carolina Consortium on Human Development. Aber also participated in a cross-university faculty seminar on poverty and parenting.

Aber presented the first lecture and research colloquium of the Center’s 2007-2008 Sulzberger Distinguished Lecture Series. He delivered the lecture *Anti-Poverty Policy and Human Development: Toward principled and reasoned action* and held a special session with research scientists, *Poverty and Human Development as Multi-dimensional Concepts: Implications for measurement.*

Aber is the third Nannerl O. Keohane Distinguished Visiting Professor, a joint position at Duke and UNC-Chapel Hill. The professorship was created to continue the former Duke president’s work to foster collaboration between the two universities. The position is funded by grants from Julian and Josie Robertson and the William R. Kenan Jr. Charitable Trust.
The Center’s Certificate Program in Children in Contemporary Society (CCS) had its first full academic year in 2007-2008. From an initial enrollment of six students, the program grew to 11 students this year. Another indicator of the program’s success is the popularity of the cornerstone course, Children in Contemporary Society (CCS 150). The course was offered both semesters and still had a waitlist.

The Center created the CCS Certificate Program to encourage Duke undergraduate students to increase their knowledge of child and family issues through interdisciplinary coursework. The program provides a pathway for students to take interrelated courses in economics, education, psychology, public policy and sociology.

The goals of the Certificate Program:
• 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
• To equip students with the necessary analytical skills to study these issues with empirical rigor and to provide an extended research opportunity in which to do so
• To provide a context in which students can engage in research that informs policy and practice

All students pursuing the CCS Certificate engage in empirical research related to important problems facing children and families in contemporary society. The students also write a thesis based on their research.

Certificate coursework requirements (6 courses):
• 3 Children in Contemporary Society courses
• 1 Methodology course
• 2 Elective courses

The program awarded its first certificate in May to Courtnye Lloyd, who graduated with a major in psychology. Following graduation, Lloyd was an intern at the Smithsonian Institution’s Office of Sponsored Projects, where she assisted with developing policies regarding research grants, research with human subjects and primary investigators. After the internship, she plans to work as a merchandising business analyst at Target’s corporate office in Minneapolis, Minn. In the future, she said she hopes to return to graduate school, earn her doctorate and work in higher education administration and education policy.

Certificate Director:
Christina M. Gibson-Davis, Assistant Professor of Public Policy Studies, Center for Child and Family Policy, and Department of Psychology and Neuroscience

Program Coordinator:
Barbara Pollock, Associate Director for Administration, Center for Child and Family Policy

Steering Committee:
Philip Costanzo, Associate Director, Center for Child and Family Policy, and Professor, Department of Psychology and Neuroscience

Kenneth Dodge, Director, Center for Child and Family Policy; William McDougall Professor of Public Policy Studies; and Professor, Department of Psychology and Neuroscience

David Malone, Associate Director of the Practice and Director of Undergraduate Studies, The Program in Education

Kenneth Spenner, Professor of Sociology and Director, Markets and Management Program

Ex-officio: Clara Muschkin, Research Scientist, Center for Child and Family Policy, and Director, North Carolina Education Research Data Center
CCS Certificate Program: By the numbers

Students enrolled in CCS Certificate Program: 11

9 sophomores: Shari Baker, Sara Berg, Amy Czaja, Kerry McGregor, Patrick Messac, Sarah Rabiner, Jacqueline Sims, Salem Tsegaye and Karmel Wong
1 junior: Carlon Matthews
1 senior: Courtnye Lloyd

CCS courses offered in 2007-2008: 4

<table>
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<tr>
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<th>Course Title</th>
<th>Instructor</th>
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<td>Ann Brewster</td>
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CCS electives available in 2007-2008: 26

Social and Policy Dimensions

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<td>Econ 208S/WomenSt 208S</td>
<td>Economics of the Family</td>
<td>Marjorie B. McElroy</td>
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<tr>
<td>Educ 112S/PubPol 109S</td>
<td>Children, Schools, and Society</td>
<td>Susan Wynn</td>
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<tr>
<td>Educ 118/Psy 108A*</td>
<td>Educational Psychology</td>
<td>David Malone</td>
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<td>Educ 137**</td>
<td>Contemporary Issues in Education</td>
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<td>Linda Burton</td>
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Cultural, Racial, and Gender Dimensions

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<td>Psy 133/AAAS 134</td>
<td>Psychology of Ethnicity and Context</td>
<td>Nancy Hill</td>
</tr>
<tr>
<td>Soc 111</td>
<td>Social Wealth, Power and Inequality</td>
<td>Lisa A. Moody</td>
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<td>Soc 116/AAAS 116</td>
<td>Comparative Race and Ethnic Studies</td>
<td>Eduardo Bonilla-Silva</td>
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<tr>
<td>Soc 118/AAAS/WST</td>
<td>Sex, Gender and Society</td>
<td>Lynn Smith-Lovin</td>
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Life-Stage Specific Courses

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<tr>
<td>Psy 119B</td>
<td>Child Clinical Psychology</td>
<td>Kristina Hardy</td>
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<td>Psy 131</td>
<td>Early Social Development</td>
<td>Steven Asher</td>
</tr>
<tr>
<td>Psy 137</td>
<td>Adolescence</td>
<td>Vicki B. Stocking</td>
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<tr>
<td>Soc 119</td>
<td>Juvenile Delinquency</td>
<td>Julieanne Weinzheimer</td>
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Social/Cognitive Development

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<td>Psy 153S/Linguist 153S</td>
<td>Language Development</td>
<td>Reiko Mazuka</td>
</tr>
<tr>
<td>Psy 183BS*</td>
<td>Child Observation</td>
<td>Christina Grimes</td>
</tr>
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Undergraduate student internships and fellowships

The Center engages students early in their Duke experience with opportunities for internships and fellowships. During 2007-2008, select undergraduate students were supported by two programs, the Transdisciplinary Prevention Research Center Summer Internship Program for Ethnic Minority Undergraduates and the Jacqueline Anne Morris Memorial Foundation Endowment Fund for Undergraduate Mentored Social Policy Research on Children, Youth, and Families.

Transdisciplinary Prevention Research Center Interns

For the fourth—and final—year the Center operated a summer internship program for minority students who are interested in substance use prevention and intervention. The 2008 program was sponsored by the Center, the Duke Transdisciplinary Prevention Research Center (TPRC) and the Dean of Trinity College.

The TRPC internship program provided students with meaningful research experiences. The interns received a $4,000 stipend for the summer and $750 to support their research. During the 10-week program, the interns were paired with mentors and were part of a vertical research team, which provided guidance, education and performance feedback throughout the experience. Over the summer, the students also participated in seminars on prevention research, academic and professional development, and skill-building. In addition, they conducted hands-on research in self-selected field placements, prepared a research paper (in collaboration with their mentors) and presented their research.

Susan Alexander, Research Scientist with the Center and the Executive Director of the TPRC, coordinated the program. In 2008, she was assisted by Megan Golonka, a Project Coordinator with the Center. Philip Costanzo, Professor of Psychology and Neuroscience and Associate Director of the Center, oversaw the mentoring effort.

2008 TPRC Summer Interns:

Mупing Gan, junior, economics and psychology majors; project: School Disciplinary Policy’s Moderation on ADHD/CD and Adolescent Smoking (mentor: Tom Ahn)

Patrick Messac, junior, history and public policy majors and Children in Contemporary Society Certificate Program; project: The Mediating Role of Regulatory Processes on the Relationship between Race-Specific Compensatory Factors and Substance Use among Black Adolescents (mentor: Karen Appleyard)

Shannyn Piper, senior, public policy/environmental science and policy major; project: Adolescent Latinas: Exploring the link between acculturation and substance use (mentors: Katie Rosanbalm and Jenni Owen)

Ashlie Tyler, junior, psychology major, biological anthropology and anatomy minors, Certificate in Human Development Program; project: Parent Problem Drinking and Adolescent Academic Outcomes: Pathways through parental monitoring and adolescent drug use (mentor: Megan Golonka)

Jacqueline Anne Morris Fellows

The Jacqueline Anne Morris Memorial Foundation has endowed a fellowship program to support students who are interested in conducting research in an area of child and family policy. Up to four awards are made each year. The selected students are matched with Center faculty or research scientists who mentor the students’ research projects. Each fellow also receives $500 to cover research-related expenses.

Jacqueline Morris was the Center’s first undergraduate honors thesis student. She was a rising senior, majoring in psychology and public policy, when she died in an automobile accident in her native Arizona in 2000. The endowment was established by Morris’ parents to support undergraduate students who, like their daughter, are “dynamic, bright, ambitious and idealistic.”

2007-2008 Morris Fellows:

Sam Broder-Fingert, senior, public policy studies major, psychology minor; project: Policies and Programs Influencing LGBTQ Youth in America’s Public Schools (mentor: Ann Brewster)

Kristin High, senior, sociology and public policy studies majors; project: How Residential Displacement Affects the Way Adolescents Perceive Their Futures (mentors: William Tobin, Visiting Associate Professor of Sociology, and Suzanne Shanahan, Assistant Professor of Sociology and Associate Director of The Kenan Institute for Ethics)

Ariel Levin, junior, public policy studies major; project: The Effect of Banking on the Social Capital of Low-Income Communities (mentor: Elizabeth Ananat, Assistant Professor of Public Policy Studies and Economics)

Summer Robins, senior, psychology major; project: Biosocial Indicators of Adolescent Smoking Behaviors (mentor: Dorene MacKinnon)
The Center is pleased to support fellowship programs for graduate students. Since its inception, the Center has sponsored multiple graduate student fellowship programs. In 2007-2008, graduate student fellowships were supported by The Spencer Foundation, Dan Levitan and the Sulzberger Family.

The Center’s first fellowship program was The Spencer Foundation Education Policy Research Training Program, which began in 2001. A joint endeavor between Duke and UNC-Chapel Hill, the program was designed to attract doctoral fellows to research careers that focus on contemporary problems in education policy. New funding in 2004 extended the effort as A Discipline-based Graduate Training Program in Education Science and Policy. The doctoral training program concluded with the 2007-2008 academic year.

A Discipline-based Graduate Training Program in Education Science and Policy

This doctoral training program, supported by The Spencer Foundation, assisted graduate students in arts and sciences disciplines in conducting and presenting “research to policy” projects on education issues. Doctoral students from Duke and UNC-Chapel Hill were eligible to become Spencer Scholars; those selected received a stipend and summer assistantships to support their research. As part of the program, each student wrote a policy brief. Philip Costanzo, Jenni Owen and Jana Alexander were mentors for the policy briefs.

2007-2008 Spencer Scholars:

Adar Ben-Eliyahu, Department of Psychology and Neuroscience, Duke University
Policy brief: ACE (Autonomy/authority – Competence – Engagement): How we can encourage our students to ACE their schoolwork while enjoying the learning process!

Whitney Brechwald, Department of Psychology and Neuroscience, Duke University
Policy brief: Peer Influence in Adolescence: Opportunities for prevention, intervention, and enhancement

Kristine Copping, Developmental Psychology, UNC-Chapel Hill
Policy brief: The Achievement Gap: The combined impact of race and gender

Graduate student fellowships

Alexis Franzese, Departments of Psychology and Neuroscience, and Sociology, Duke University
Policy brief: Preventing Adolescent Substance Abuse - Are school-based prevention programs preaching to the choir?

Johanna Greeson, School of Social Work, UNC-Chapel Hill
Policy brief: Good Relationships, Good Outcomes: Understanding the role of natural mentors for youth in foster care

Cecily Hardaway, Developmental Psychology, UNC-Chapel Hill
Policy brief: The Unique Vulnerability of the Black Middle-Class

Dari Jigjidsuren, School of Social Work, UNC-Chapel Hill
Policy brief: Getting Ready for School or How Nomadic Parents in Mongolia Teach Their Children

Katrina Poetzl, Department of Psychology and Neuroscience, Duke University
Policy brief: The Impact of the No Child Left Behind Act on Gifted and Talented Student Education

Adrienne Sgammato, School of Education, UNC-Chapel Hill
Policy brief: Further Efforts to Understand the Problem of High School Dropouts in North Carolina Schools

Aaron Thornburg, Cultural Anthropology, Duke University
Policy brief: Computers and Information and Communications Technology in Classrooms: Lessons from social constructionist theory

Rachel Upton, Psychology, UNC-Chapel Hill
Policy brief: Supporting Gender and Racial Equality in Public Education: Lessons from reproduction and gender-stereotype theory

Traci Wike, School of Social Work, UNC-Chapel Hill
Policy brief: Decreasing Violence in Schools through School Bonding

Between 2001 and 2008, 65 graduate students received support from The Spencer Foundation. The Center encourages Spencer Scholars to maintain contact with their fellow scholars and Center colleagues throughout their education and careers. These former Spencer Scholars continued involvement in the Center in 2007-2008:
Kara Bonneau, M.A., is the Associate Director of Data Management for the North Carolina Education Research Data Center, which is housed within the Center.

Ann Brewster, Ph.D., MSW, is a Research Scientist at the Center and is the School Liaison for the Duke University School Research Partnership Office.

Rebecca Dunning, Ph.D., is a doctoral student in sociology and was a 2006-2007 Sulzberger-Levitan Fellow.

Nathan Martin, M.A., is a doctoral student in sociology and a 2007-2008 Sulzberger-Levitan Fellow.

Sandra Nay, B.A., J.D., is a doctoral student in psychology and neuroscience.

Paul O’Keefe, M.A., is a doctoral student in social psychology and a 2007-2008 Sulzberger-Levitan Fellow.

Amy Schulting, M.Ed., M.A., is a doctoral student in psychology and neuroscience and was a 2006-2007 Sulzberger-Levitan Fellow.

Diana Tyson, Ph.D., is a Society for Research and Child Development Executive Branch Fellow within the U.S. Department of Health and Human Services and a 2007-2008 Sulzberger-Levitan Fellow.

The Center is grateful to The Spencer Foundation for its support. The field of education research is enriched because of the training these scholars received.

Sulzberger Family and Dan Levitan Social Policy Graduate Research Fellowships

Social Policy Graduate Research Fellowships encourage the career development of promising students who are interested in an academic career that blends basic social science with public policy.

These fellowships are made possible through generous donations from the Sulzberger family and Dan Levitan. The Sulzbergers have made significant contributions to society through publishing The New York Times and are now contributing to the development of outstanding scholars in the field of child and family policy. Levitan is a 1979 Duke graduate and co-founder of Maveron, a Washington State-based venture capital firm.

Sulzberger-Levitan Fellows are invited to attend Center research sessions and lectures. They also have the opportunity to interact with Duke faculty members across multiple disciplines, including economics, psychology, public policy, sociology, psychiatry, business, environmental sciences, law and pediatrics.

In 2007-2008, Philip Costanzo organized bimonthly seminars for the Sulzberger-Levitan Fellows. The topical seminars, which focused on issues such as racial integration, Hurricane Katrina, early childhood neglect and abuse, and poverty, were designed to explore the relationship between social sciences and public policy.

They were led by subject experts, including Lisa Berlin, William “Sandy” Darity, Anna Gassman-Pines, Kathleen Sikkema and Jacob Vigdor.

2007-2008 Sulzberger-Levitan Fellows:

Kristen Foster, doctoral student in psychology and neuroscience; projects: literature reviews, data coding and research on survey instruments (mentor: Anna Gassman-Pines, Assistant Professor of Public Policy Studies)

Nathan Martin, doctoral student in sociology; project: Poverty and Parenting (mentor: Lisa Berlin)

Paul O’Keefe, doctoral student in psychology and neuroscience; project: The Effects of Army Child Care Quality on Children’s Later Test Scores (mentor: Elizabeth Ananat, Assistant Professor of Public Policy Studies and Economics)

Diana Tyson, doctoral student in psychology and neuroscience; project: teaching assistant for Dr. J. Lawrence Aber’s fall 2007 class, Child Development and Social Policy in a Global Society (mentor: J. Lawrence Aber, 2007 Nannerl O. Keohane Distinguished Visiting Professor at UNC-CH and Duke University)
The Center is actively involved in cutting-edge research into issues that affect children and families, and regularly submits proposals to both increase and enrich its research activities.

During 2007-2008, the Center was involved in 42 active research and evaluation projects, supported 26 researchers, submitted 51 proposals for external funding and completed 14 progress reports. The varied projects represent 22 different local, state, federal, foundation and private funding sources.

The Center also supports research endeavors by being the home of the Duke Transdisciplinary Prevention Research Center, by housing the North Carolina Education Research Data Center and by supporting the Duke University School Research Partnership Office.

More about each of these endeavors is on the following pages in the list of the Center’s 2007-2008 research projects. Details of a few projects begin on page 29.

Externally funded research projects by topic area

Adolescent problem behavior development and prevention

Duke Transdisciplinary Prevention Research Center (P20)

Co-Principal Investigators: Kenneth Dodge and Philip Costanzo
Sponsor: National Institute on Drug Abuse
Period of Performance: 9/30/03 – 8/31/09
Total Funding: $5,955,000

This adolescent substance abuse prevention center works 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.

Center-affiliated researchers demonstrated significant associations between school grade configuration and drug-related disciplinary violations, exposure to grade-retained classmates and disciplinary violations, and between the severity of disciplinary policy and the likelihood that adolescents will commit offenses. Some of the funds from the award were used to sponsor a two-day conference for researchers and practitioners focusing on the state of the art in prevention science and efforts to translate that science into effective interventions.

Multi-site Prevention of Adolescent Conduct Problems (Fast Track)

Principal Investigator: Kenneth Dodge
Sponsor: National Institute of Mental Health
Period of Performance: 8/30/03 – 7/31/09
Total Funding: $4,763,720

This study is a multisite (Durham, N.C.; Nashville, Tenn.; Seattle, Wash.; and rural Pennsylvania) intervention designed to investigate and prevent the onset of behavioral and psychological problems in adolescents. Since its inception, the project has involved approximately 900 children in intervention, normative 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.
Development and Prevention of Substance Abuse Problems
Principal Investigator: Kenneth Dodge
Sponsor: National Institute on Drug Abuse
Period of Performance: 9/20/03 – 8/31/09
Total Funding: $2,732,377

This project aims to discern 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.

Adolescent Drug Use: Development, Prevention, and Policy
Principal Investigator: Kenneth Dodge
Sponsor: National Institute on Drug Abuse
Period of Performance: 9/1/02 – 2/29/13
Total Funding: $1,179,863

This Senior Scientist Award recognizes Dr. Dodge's research contributions to the societal prevention of serious problem outcomes, including substance abuse, behaviors that place one at risk for HIV/AIDS, and child abuse, in two related populations: multi-problem adolescents and young high-risk mothers. The specific aims of his research: (1) to understand how chronic problem behaviors develop in these two populations; (2) to translate findings from basic science into tests of ongoing prevention programs for these two populations; and (3) to learn how to translate efficacious prevention models into communitywide change.

Development of Antisocial Behavior in Early Adulthood (Child Development Project)
Principal Investigator: Kenneth Dodge
Sponsor: National Institute of Mental Health
Period of Performance: 2/1/04 – 1/31/10
Total Funding: $1,466,680

This longitudinal study investigates children's social development and adjustment by following 585 children from two cohorts recruited in consecutive years, 1987 and 1988, from Nashville, Tenn., Knoxville, Tenn., and Bloomington, Ind. The children were recruited the year before they entered kindergarten; the project is now in its 22nd year. Annual data are available from multiple informants, including children, parents, teachers, peers, observers, school records and court records.

A Randomized Trial of Two Promising Interventions for Students with Attention Problems (Project CLASS)
Principal Investigator: David Rabiner
Sponsor: U.S. Department of Education
Period of Performance: 7/1/05 – 6/30/09
Total Funding: $1,150,719

This study evaluates the effectiveness of two promising interventions, computerized attention training and computer-assisted instruction (CAI), for 77 first-graders identified by their teachers as having attention difficulties. Project CLASS assesses the impact of these interventions on students' behavior, attention and academic achievement.

Students who received either intervention were more likely than controls to show a moderate decline in teacher-rated attention problems during first grade. Students in the CAI group were more likely to show gains in teachers' ratings of their academic skill level and productivity. Gains in academic achievement for intervention students were not evident, however, and differences between intervention and control participants had dissipated by midway through second grade. This was largely attributable to a general decline in attention problems over time. Attention difficulties were associated with lower reading achievement in first, but not second, grade, while the opposite pattern was suggested for math. Attention problems that persisted into second grade were associated
with compromised academic performance in multiple domains. Overall, results suggest that attention difficulties exert an adverse affect on children's early academic achievement and that the interventions tested in this study did not have a sufficiently robust impact to promote better academic outcomes.

**Girls’ Aggression: Development, Context and Process**
Principal Investigator: Shari Miller-Johnson
Sponsor: National Institute of Mental Health
Period of Performance: 1/1/04 – 2/28/09
Total Funding: $585,052

This Career Development Award (K 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. Most of the grant was transferred to the Research Triangle Institute with Dr. Miller-Johnson in March 2008; part of the grant remained at Duke.

**College Students’ Non-Medical Use and Misuse of ADHD Medications**
Principal Investigator: David Rabiner
Sponsor: National Institute on Drug Abuse
Period of Performance: 8/1/05 – 4/30/09
Total Funding: $377,247

This is a four-year study to examine the prevalence, correlates, causes and consequences of the misuse and abuse of ADHD medications by college students at Duke University and The University of North Carolina at Greensboro.

*Please see the featured description of this project on page 30.*

**Marriage and Parenthood in the Lives of Adolescents and Young Adults**
Principal Investigator: Christina Gibson-Davis
Sponsor: William T. Grant Foundation
Period of Performance: 7/1/07 – 6/30/12
Total Funding: $350,000

This grant allows Dr. Gibson-Davis to examine a sociocultural conception of marriage and childbearing by combining qualitative and quantitative analyses to understand the roles of marriage and fertility in the lives of adolescents and young adults.

Results to date indicate that marriage and fertility are regarded as two separate decisions, governed by different factors. In particular, couples’ marital behavior is more responsive to changes in earnings than is their fertility behavior, indicating that economic standards act as a barrier to marriage, but not to fertility.

**Life-Paths, Substance Use and Transition to Adulthood**
Principal Investigator: Philip Costanzo
Sponsor: Eunice Kennedy Shriver National Institute of Child Health and Human Development
Period of Performance: 7/1/05 – 6/30/08
Total Funding: $174,573

This training award provides support for Research Associate Dr. Ley Killeya-Jones to engage in mentored research and training activities. Her research includes the development and execution of an empirical study that examines the relationship between early transitions to adult roles and young adult adjustment.
**Multilevel Modeling of Inpatient Care: Comorbid Youth**

- **Principal Investigator:** Elizabeth Gifford  
- **Sponsor:** National Institute on Drug Abuse  
- **Period of Performance:** 5/1/06 – 3/31/09  
- **Total Funding:** $153,366

This project uses multilevel modeling and geographic information systems to examine determinants of inpatient care among youth with mental health and or substance abuse disorders. The data is from Tennessee Medicaid claims.

Using a cross-classified multilevel model, researchers found that 40 percent of the variation in inpatient length of stay was determined by differences in providers, while little of the variance was explained by individual characteristics, including diagnosis. Research is currently examining the impact of location of patients on treatment, as well as the impact of distance to provider on receipt of follow-up.

**Minority Research Supplement (to Duke Transdisciplinary Prevention Research Center)**

- **Principal Investigator:** Kenneth Dodge  
- **Sponsor:** National Institute on Drug Abuse  
- **Period of Performance:** 1/1/07 – 8/31/08  
- **Total Funding:** $147,760

This supplemental award to the Duke Transdisciplinary Prevention Research Center (TPRC) supported Dr. Dorene MacKinnon, a minority postdoctoral research fellow, who received advanced training in prevention science with the TPRC.

**Project AIM: A Middle School-High School-University Collaboration for Middle School Youth Dropping Out**

- **Principal Investigator:** Ann Brewster  
- **Sponsor:** Wake Forest-Rolesville Middle School/North Carolina Department of Public Instruction  
- **Period of Performance:** 2/1/08 – 1/31/09  
- **Total Funding:** $82,000

This grant supports Dr. Brewster’s work with Wake Forest-Rolesville Middle School to create, oversee and evaluate an innovative, comprehensive after-school program aimed at improving outcomes correlated with high school graduation. Project AIM and other components of the after-school program will be employed to build bridges between the middle school and two feeder high schools in an effort to prevent students from dropping out due to challenges they face when transitioning to high school.

Preliminary analysis of the data indicates that high school mentors are key to the overall success of the middle school after-school program. Results have implications for programs and policies that focus on improving articulation between middle and high school to keep youth in school through graduation.

**History of ADHD in a Population-based Sample**

- **Principal Investigator:** David Rabiner  
- **Sponsor:** University of New Mexico/National Institute of Mental Health  
- **Period of Performance:** 9/26/05 – 6/30/10  
- **Total Funding:** $61,524

This five-year project examines adolescent outcomes of a population-based sample of individuals who had been diagnosed with ADHD five to six years earlier. This study represents the largest follow-up ever conducted of a community-based sample of children with ADHD. The questions to be addressed include long-term academic and behavioral outcomes for children with ADHD and whether this is moderated by gender, race and the receipt of treatment.
Juvenile Justice Treatment Continuum
Principal Investigator: Joel Rosch
Sponsor: Meridian Behavioral Health Services
Period of Performance: 1/1/07 – 6/30/09
Total funding: $40,000

This project supports the Center’s effort to help 12 rural North Carolina counties secure evidence-based mental health services for children involved in the court system. Center staff are also helping to create an evaluation plan for the project.

Monitoring Substance Use Indicators for North Carolina Adolescents
Principal Investigator: Elizabeth Gifford
Sponsor: The University of North Carolina at Greensboro/Substance Abuse and Mental Health Services Administration
Period of Performance: 1/1/08 – 7/31/08
Total Funding: $24,945

This project helped build a Web-based data reporting system for describing trends in adolescent substance abuse indicators in North Carolina. The system is populated with data that is publicly available and is presented in a format that allows communities to identify their own substance abuse issues and to track trends over time. This database includes indicators of substance use from a large range of sources, including self-reported measures from the Youth Risk Behavior Surveillance Survey and Youth Tobacco Survey and administrative data on arrests from the State Bureau of Investigation and on emergency room visits from the North Carolina Division of Public Health.

The Substance Abuse among North Carolina Adolescents Web site address: <http://substanceabuse.ssri.duke.edu/>. Investigation is under way as to whether and how this information is valuable to communities as they make decisions regarding local prevention and intervention strategies.

Early life adversity and child abuse prevention

Durham Family Initiative
Principal Investigator: Kenneth Dodge
Sponsor: The Duke Endowment
Period of Performance: 7/1/02 – 12/31/12
Total Funding: $10,000,000

This initiative is a community-based effort to help families at risk of child abuse become self-sufficient and supportive of their children's health, 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 to promote child well-being and prevent child abuse. Families are screened for risk factors and then matched to community resources to support parenting.

Since the beginning of the program in 2002, the official communitywide rate of child maltreatment has decreased by 50 percent, with much lower rates of declines in five matched comparison counties. Over the next four years, a place-based randomized experiment will test the program.
Parent Behavior and Child Adjustment across Cultures  
Principal Investigator: Jennifer Lansford  
Sponsor: Eunice Kennedy Shriver National Institute of Child Health and Human Development 
Period of Performance: 9/30/07 – 6/30/12  
Total Funding: $2,020,296  

This project is the largest multicultural study to date that examines how parents’ discipline strategies and other aspects of parent-child relationships affect children’s development. An international group of researchers is conducting interviews with children, mothers and fathers in eight countries (China, India, Italy, Kenya, Philippines, Sweden, United States and Thailand). Each interview lasts one to two hours and addresses questions related to parents’ warmth, control, discipline strategies, attitudes and beliefs and to children’s behavior, attitudes and beliefs.

Developing, Implementing and Evaluating a Comprehensive Family Assessment to Improve Child Welfare Outcomes in Alamance County, N.C.  
Principal Investigator: Liz Snyder  
Sponsor: Alamance County Department of Social Services/U.S. Children’s Bureau 
Period of Performance: 7/1/07 – 6/30/12  
Total Funding: $1,130,086  

This project’s primary goal is to develop and implement a case planning process that will allow social workers to better engage families and continuously assess a family’s changing strengths and needs and the impact of services. It is hypothesized that such a comprehensive family assessment will improve safety, permanency and well-being outcomes for children and families involved in the child welfare system.

Evaluation of Implementation of Multiple Response System  
Principal Investigator: Kenneth Dodge  
Sponsor: North Carolina Department of Health and Human Services 
Period of Performance: 11/15/04 – 6/30/09  
Total Funding: $843,170  

This project is a comprehensive evaluation of North Carolina’s new child protective services effort, 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.

Mental Health Prevention Science for Child Maltreatment  
Principal Investigator: Lisa Berlin  
Sponsor: National Institute of Mental Health 
Period of Performance: 1/1/05 – 5/31/10  
Total Funding: $627,890  

This Career Development Award (K award) supports Dr. Berlin’s research on (1) intergenerational cycles of child maltreatment and problematic parenting and (2) the development, implementation and evaluation of novel prevention programs to interrupt these cycles and related child mental health risks.

Recent findings drawing on a sample of 499 Durham mothers illustrate that mothers’ history of childhood physical abuse predicts greater social isolation and aggressive response tendencies during pregnancy. This, in turn, increases the likelihood that their children will be investigated as victims of early abuse or neglect. These findings highlight the promise of child abuse prevention through screening and treatment during pregnancy and through services to reduce social isolation and hostility/aggression for pregnant women and new mothers.
Evaluation of Improving Child Welfare Outcomes through Systems of Care

Principal Investigator: Kenneth Dodge  
Sponsor: North Carolina Division of Social Services/U.S. Children's Bureau  
Period of Performance: 10/1/04 – 8/15/09  
Total Funding: $402,126

This project will develop an evaluation process to determine whether a community-based, interagency Systems of Care (SOC) can effectively achieve positive outcomes for children and families involved with child welfare agencies and their partner agencies. For this project, the Center is partnering with the North Carolina Division of Social Services, county-level departments of social services, other contractors and families.

Analysis of data from both the SOC and Multiple Response System (MRS) evaluations has shown that implementing MRS and SOC simultaneously not only enhanced the implementation of MRS, but also provided positive outcomes for children, families and communities. Of the 10 pilot counties involved in the MRS evaluation, three were also involved in the concurrent SOC evaluation. A comparison of the data has shown enhanced outcomes in the SOC counties in several important areas: (1) Child and Family Team meetings; (2) community collaboration; and (3) reducing duplication of services, effort and time.

Results from these two evaluations show that application of SOC principles has expanded far beyond the Division of Social Services, creating a community system that not only values child and family partnership and strengths-based care, but also interagency collaboration, community-based services and supports for families, cultural competence and accountability to results.

A Six-Month Follow-up Study of the Sustainability of the North Carolina Domestic Violence Shelter Screening Project

Principal Investigator: Yvonne Wasilewski  
Sponsor: The Duke Endowment  
Period of Performance: 11/7/06 – 12/1/07  
Total Funding: $47,500

This study developed, implemented and evaluated the effectiveness of a training protocol that improves the capacity of domestic violence shelter staff to screen, intervene and refer for services child shelter residents who are experiencing distress related to their exposure to violence and other adverse events.

Key findings: (1) it is feasible to train shelter staff to systematically evaluate children using standardized screening tools; (2) almost half (45 percent) of children who received the screening scored in the clinically significant or at-risk range on at least one of the three screening measures; and (3) screening and referral of children was only partially sustained at the time of the follow-up evaluation due to limited resources that were primarily focused on the urgent or immediate needs of adults who are admitted to the shelters on an unpredictable, frequent and recurring basis.

Education policy and analysis

Center for Analysis of Longitudinal Data in Education Research

Principal Investigator: Helen “Sunny” Ladd  
Sponsor: Urban Institute/U.S. Department of Education  
Period of Performance: 9/1/06 – 6/30/11  
Total Funding: $1,774,997

This study harvests North Carolina state administrative data for insights into who teaches what kinds of students, what determines teacher quality and how these concerns affect academic achievement and high school graduation rates. The research on public school teachers and students in Kindergarten through 12th grade concentrates on interactions among teacher hiring, compensation, assignment and certification; school accountability, governance and choice; and student demographics, labor markets and school financial resources.
North Carolina Education Research Data Center
Principal Investigator: Kenneth Dodge
Sponsor: The Spencer Foundation
Period of Performance: 4/1/03 – 3/31/09
Total Funding: $450,250

This ongoing project was established in 2000, through a partnership with the North Carolina Department of Public Instruction, to store and manage data on the state's public schools, students and teachers. The data, which includes information dating back to the mid-1990s, is available to university researchers, nonprofit research institutions and government agencies.

Evaluation of School Based Child and Family Support Teams Initiative
Principal Investigator: Elizabeth Gifford
Sponsor: North Carolina Department of Health and Human Services
Period of Performance: 5/1/06 – 6/30/09
Total Funding: $350,000

This is an evaluation of the School Based Child and Family Support Team (CFST) Initiative, which provides appropriate family-centered, strengths-based community services and supports to children at risk of school failure or out-of-home placements as a result of physical, social, legal, emotional and developmental factors that may affect their academic performance.

Current findings indicate that the CFST program is helping high-risk families through family group conferencing. Linking records across agencies (education, juvenile justice and social services) showed that many of the youth have histories of arrest and investigation for child maltreatment. Program participants, including school personnel (nurses and social workers, principals and school district coordinators), as well as parents and students, are highly satisfied with the program. Academic outcome measures are currently being assessed.

A Discipline-Based Graduate Training Program in Education Science and Policy (Doctoral Training Program)
Principal Investigator: Philip Costanzo
Sponsor: The Spencer Foundation
Period of Performance: 8/1/04 – 5/31/09
Total Funding: $348,000

This program’s goals: (1) to attract talented, discipline-based doctoral students into education research careers and to provide them with the necessary training to embark on independent programs of educationally relevant research. The focus is on attracting Duke graduate students in psychology, sociology and economics and UNC-Chapel Hill students in social work; (2) to enhance the skills of participating Spencer faculty members for conducting cutting-edge research on educational issues, policies and practices and to increase cross-discipline faculty collaboration on problems of mutual interest; and (3) to shape an emerging research domain linking educational science to educational policy and practice.

Research on High School Reform: Study of the Efficacy of North Carolina’s Learn and Earn Early College High School Model
Principal Investigator: Kenneth Dodge
Sponsor: The University of North Carolina at Greensboro/U.S. Department of Education
Period of Performance: 7/1/06 – 6/30/10
Total Funding: $331,048

This project establishes and maintains databases for conducting studies on high school reform and integrates the data with the North Carolina Department of Public Instruction.
Peer and Neighborhood Influences on Youth and Adolescent Development
Principal Investigator: Jacob Vigdor
Sponsor: William T. Grant Foundation
Period of Performance: 7/1/04 – 6/30/09
Total Funding: $300,000

This grant supports Dr. Vigdor’s research examining institutional factors that influence adolescent decision-making processes. These factors include policies determining the grade configuration of schools and the assignment of students to classrooms, neighborhood-level influences, and incentive systems that aim to induce adolescents to avoid behaviors with long-run negative consequences.

One study published as the result of this research shows that sixth-grade students behave significantly worse and score lower on standardized tests when they are assigned to middle schools rather than to elementary schools. The negative effects persist beyond the sixth grade. The results of this study have influenced administrative grade configuration decisions in North Carolina, Pennsylvania, Illinois and elsewhere.

Evaluation of The Hill Center Program in Durham Public Schools
Principal Investigator: Christina Christopoulos
Sponsor: The Hill Center
Period of Performance: 4/1/08 – 12/31/10
Total Funding: $157,400

This project evaluates The Hill Center’s Reading Achievement Program (HillRAP) and its Written Language Achievement Program (HillWrite) within selected Durham public elementary and middle schools.

Multiethnic Study of Family Involvement in Middle School
Principal Investigator: Nancy Hill
Sponsor: Eunice Kennedy Shriver National Institute of Child Health and Human Development
Period of Performance: 4/10/08 – 3/31/10
Total Funding: $156,000

This project aims to: (1) identify practices of effective parental involvement during middle school; (2) design a measure to assess these practices; and (3) account for ethnic (African-American, Hispanic and white) and socioeconomic status variations in the amount and effectiveness of parental involvement strategies. This will be accomplished by examining the influences of parental beliefs about involvement, knowledge/resources for involvement and barriers to involvement.

Evaluation of The Hill Center Program in Davie County Schools
Principal Investigator: Christina Christopoulos
Sponsor: The Hill Center
Period of Performance: 4/1/08 – 12/31/10
Total Funding: $144,605

This project evaluates The Hill Center’s Reading Achievement Program (HillRAP) within selected Davie County middle schools.

Professional Development Initiative – Phases 5 and 6
Principal Investigator: Jenni Owen
Sponsor: Z. Smith Reynolds Foundation
Period of Performance: 1/1/07 – 12/31/08
Total Funding: $63,824

This project continues the Z. Smith Reynolds Foundation Professional Development Initiative to enhance North Carolina’s system of professional development for preK-12 teachers and other stakeholders.
Highlights of this phase include the launch of North Carolina’s first online directory of professional development providers and opportunities: <http://www.learnnc.org/pddir/>. Policy implications stemming from the initiative continue to focus on standards for professional development; the need for ongoing data collection regarding professional development; the importance of tracking the sources and uses of professional development funds; and the need for professional development stakeholders to have information about and access to resources that can support their career development and quality teaching.

**Evaluation of the School-Wide Positive Behavioral Support Program in Eight North Carolina Elementary Schools**

Principal Investigator: Yvonne Wasilewski  
Sponsor: North Carolina Department of Public Instruction  
Period of Performance: 7/9/07 – 12/31/07  
Total Funding: $31,092

This study evaluated the outcomes of the Positive Behavioral Support (PBS) program in a subset of elementary schools participating in PBS in North Carolina. The study included: (1) a Web-based survey of teachers at eight elementary schools that implemented schoolwide PBS according to national criteria to determine the teachers’ response to PBS, and (2) analysis of data from the Center’s North Carolina Education Research Data Center to assess student outcomes related to academic performance, school suspensions and teacher turnover rates in the eight study schools compared with 264 North Carolina elementary schools that had started schoolwide PBS.

Results from the teacher survey indicated that schoolwide PBS is partially in place in study schools and that the level at which schoolwide PBS is in place predicts school climate. There were no statistically significant changes in educational outcomes as a result of implementing schoolwide PBS in the eight study schools, possibly due to the limited power to detect differences in a small number of schools. There were statistically significant increases in composite performance, fifth-grade promotion rates and short-term suspensions during the first year after implementing schoolwide PBS in the larger sample of elementary schools in North Carolina who have adopted schoolwide PBS.

**Web-Based Evaluation of Staff Response to Classworks and Discovery Education unitedstreaming**

Principal Investigator: Yvonne Wasilewski  
Sponsor: Eckerd Youth Alternatives Inc.  
Period of Performance: 8/1/07 – 2/28/09  
Total Funding: $20,000

This evaluation assessed staff-level use and satisfaction with Classworks and Discovery Education unitedstreaming, a Web-based teaching platform for teachers, since its 2006 implementation. Also of interest was staff perception of the impact of the Web-based program on student academic outcomes, student learning and social skills.

Most staff reported dissatisfaction with the training received to use both Classworks and Discovery Education unitedstreaming. During the first year that Classworks was implemented, staff mainly used only the very basic “plug and play” aspects of the program, i.e., the reading, math and written language components of the program. High teacher turnover appears to have adversely affected the level and quality of implementation of the Web platform.

**Cross-cutting initiatives**

**National Action Strategies Evaluation**

Principal Investigators: Kenneth Dodge and Elizabeth Gifford  
Sponsor: America’s Promise Alliance  
Period of Performance: 12/1/07 – 12/31/09  
Total Funding: $950,000
This project evaluates the first phase of America's Promise Alliance's new nationwide effort to deliver five “promises” to 15 million young people between 2008 and 2012. The first phase focuses on improving high school graduation rates through a series of school dropout summits. The Alliance has planned a series of 50 state-level and 50 community-level summits as the catalyst for implementing national strategies to prevent youth from dropping out of school. As evaluator, the Center will assess the scope and potential impact of the school dropout summits. In addition, the evaluation team will work collaboratively with the Alliance to finalize and plan for the implementation of its National Action Strategy.

**QuitAssist™ External Evaluation Plan**
Principal Investigator: Rick Hoyle  
Sponsor: Philip Morris USA  
Period of Performance: 12/20/07 – 12/31/09  
Total Funding: $625,597

This project evaluates the QuitAssist™ Web site, a smoking cessation resource site developed and maintained by Philip Morris USA. The evaluation involves six studies, ranging from a large-scale survey to a usability analysis involving smoking cessation and Web design experts. If the evaluation finds that this Web-based resource facilitates smoking cessation, it will motivate additional studies of the Web as a means of producing changes in health behavior. The grant was awarded to the Duke Center for Nicotine and Smoking Cessation Research, with the majority of the funds administered by CCFP.

**Data Analysis, Factor Analysis and Change Models (Center for Geospatial Medicine)**
Principal Investigator: Christina Gibson-Davis  
Sponsor: National Institutes of Health  
Period of Performance: 9/29/04 – 7/31/08  
Total Funding: $92,581

This project supports the central mission of Duke's Center for Geospatial Medicine, which is to develop sound and systematic, spatially-based methodologies for assessing and analyzing the pathways through which the environment, genetic and psychosocial domains jointly shape child health and well-being. Scientists from across Duke University and Duke Medical Center with expertise in psychology, economics, molecular biology, genetic epidemiology, genomics, behavioral science and spatial statistics work together to craft a new understanding of the causal connections among the many factors that influence outcomes in children.

**Enhanced Applied Public Policy Research Capacity**
Principal Investigator: Jenni Owen  
Sponsor: The University of North Carolina at Chapel Hill  
Period of Performance: 2/1/07 – 12/31/07  
Total Funding: $29,840

This project developed a proposal for a center for applied public policy for The University of North Carolina (UNC) system. The impetus for the project stemmed from a recognition that UNC, and universities generally, can do more to connect the knowledge they generate with the policymaking process. The project included studying policy research entities around the nation with regard to their infrastructure and to the content and impact of their work.

**North Carolina Family Impact Seminars**
Principal Investigator: Jenni Owen  
Total Funding: $13,000

The North Carolina Family Impact Seminars (NCFIS) are a series of seminars, briefing reports and discussion
sessions for state policymakers, legislators, legislative staff, Governor's Office staff and state agency representatives. The Center launched NCFIS in 2004 to provide objective, nonadvocacy, solution-based research on topics of current interest to state policy leaders.

Please see the featured description of the North Carolina Family Impact Seminars on page 40.

Website Development for Child and Family Policy Consortium
Principal Investigator: Jenni Owen
Sponsor: University-based Child and Family Policy Consortium
Period of Performance: 2/1/07 – 1/31/08
Total Funding: $10,000

This project entailed overseeing the development of a Web site for the University-based Child and Family Policy Consortium. The Web site, <http://www.childpolicyuniversityconsortium.com/>, is one of several new activities of the Consortium.

Evaluation of the Medical Legal Partnership of Durham
Principal Investigator: Yvonne Wasilewski
Sponsor: Duke University Law School
Period of Performance: 1/1/07 – 12/31/07
Total Funding: $5,000

This project is an evaluation of the Medical-Legal Partnership of Durham Pilot Project. The Medical Legal Partnership for Children (MLPC) of Durham is comprised of members of Duke Children's Law Clinic, Legal Aid of North Carolina, and pediatric clinicians from Duke Primary Care for Children and Lincoln Community Health Center. Based on the national model of medical-legal partnerships pioneered at Boston Medical Center, project activities included: (1) on-site legal services for patients at pediatric offices; and (2) in-service training of clinical staff.

In its first year, the MLPC of Durham served 76 individuals from 33 families. A total of 36 referrals were received by the legal team from the medical partners at Lincoln Community Health Center (10 referrals) and Duke Children's Primary Care (26 referrals). Of these, 33 were eligible for legal services. The accepted 33 referrals yielded 38 cases, as some of the clients required legal counsel in multiple areas. The medical providers most commonly referred patients to MLPC with questions and concerns involving government benefits (11), education law (10), family law (7), and housing issues (6). In spite of some of the difficulties associated with screening and referring patients for medical legal issues, 40 percent of the staff members reported that it was extremely likely that they will refer patients to the MLPC in the future, and 30 percent reported it somewhat likely. Almost all (90 percent) of the staff members also reported that they believe that a child's overall health can be improved by legal intervention. Clinician training to identify medical legal issues for referral will be continued on the Internet as a result of the success of the pilot.
The Center for Child and Family Policy

**Focus on research infrastructure:**

**Duke Transdisciplinary Prevention Research Center**

The Center is home to the Duke Transdisciplinary Prevention Research Center (TPRC), which began in 2003 with a $6-million, five-year award from the National Institute on Drug Abuse (NIDA). The TPRC brings together researchers from multiple disciplines to conduct innovative research on new strategies to prevent adolescent drug abuse. The co-principal investigators for the project are Philip Costanzo and Kenneth Dodge. With renewed funding from NIDA for five more years, the TPRC will focus on translating knowledge about regulatory processes and peer influences into programs that thwart substance use and related problems in adolescents and young adults.

TPRC researchers include economists, epidemiologists, geneticists, health researchers, neuropharmacologists, neuroscientists, policy scholars, psychologists and sociologists. The TPRC serves as a galvanizing force to bring these investigators together to conduct prevention-relevant research. Between 2003 and 2008, TPRC researchers were involved in 37 funded collaborative grants that focused on basic science in adolescence and regulatory processes.

In its first five years, the TPRC was organized around three research cores:

- **Program 1** addressed the need to develop a more comprehensive understanding of the role of social cognition and self-regulation in adolescents’ use of alcohol and other drugs. Investigators examined the situations that are most likely to trigger drug use among students in middle school and high school, how individual differences in personal goals and styles of pursuing goals influence the likelihood that youth will experiment with drugs, and how to develop interventions to reduce risk through these psychological and social mechanisms.
- **Program 2** translated psychological research on interpersonal peer influence processes into the creation and evaluation of interventions to shape young adolescents’ attitudes toward drug use. It aimed to characterize behavior styles that contribute to effective leadership within adolescent peer groups.
- **Program 3** examined the influence that social institutions can have on the composition of peer groups. It examined institutional design policies at the macro level, such as school choice initiatives, the timing of transition to middle school and neighborhood reinvestment incentives, which may indirectly influence adolescent drug use by altering opportunities for drug-use diffusion.

Among the researchers’ findings:

- The minds and brains of preteens and teens seem to function differently than those of adults, particularly when it comes to risky behaviors and decision making.
- The biological vulnerability of the adolescent brain is a key risk factor for later substance use problems.
- The school social scene for 12- to 14-year-olds often centers around deviant peers, who have remarkable influence.
- Preteens (ages 12-13) who use substances gain popularity and are looked to as peer leaders, but the same is not true for older teens who use drugs.
- Deviant peer influence is strongest during the transition from elementary school to middle school.
- The late elementary and early middle school years are excellent targets for prevention efforts.
- Drug use and related deviant behaviors become means through which teens establish identities distinct from adults—identities that are further fostered by group and clique solidarity.
- The middle school model, itself, is problematic: sixth-graders who attend middle school are significantly more likely to encounter disciplinary problems than are sixth-graders who attend elementary schools, and the negative behaviors persist throughout high school.
- The later adolescents or young adults initiate substance use, the less likely they are to eventually use or abuse substances on a consistent basis.

With renewed NIDA funding for an additional five years, our new P30 TPRC will employ models probing how the above effects are moderated by regulation deficits in vulnerable teens. The TPRC also will support longitudinal inquiry in the study of gene-environment interaction and the contexts that are relevant to adolescent substance abuse. This latter research should allow the creation of indices to aid in the identification of at-risk teens and the circumstances that potentiate biological risk.

Ultimately, the TPRC aims to translate important findings from the above prevention research studies into information that is easily accessible to policymakers and prevention professionals and to encourage the development of effective, user-friendly, evidence-based programs that prevent the initiation of substance abuse by children and adolescents.
Focus on research:  
College Students’ Non-Medical Use and Misuse of ADHD Medications

The National Institute on Drug Abuse (NIDA) funded this study to examine the prevalence, correlates, causes and consequences of the misuse and abuse of ADHD medications by college students. David Rabiner led the project. Other researchers included E. Jane Costello, Professor of Medical Psychology in the Department of Psychiatry and Behavioral Sciences at Duke University Medical Center; Rick Hoyle; H. Scott Swartzwelder, Clinical Professor of Psychiatry and Psychology and Neuroscience; Arthur Anastopoulos, Psychology Professor and Director of the ADHD clinic at The University of North Carolina at Greensboro (UNCG); and Sean Esteban McCabe, Research Associate Professor at the Substance Abuse Research Center and Institute for Research on Women and Gender at the University of Michigan, Ann Arbor.

The Web-based survey of 3,407 students was taken in spring 2007 at UNCG and Duke. More than 5 percent of students surveyed reported using ADHD medication without a prescription during the past six months. Nine percent reported doing so since beginning college. The majority of students obtained ADHD medication from peers with a prescription.

Of the respondents who reported using nonprescribed stimulant drugs, such as Ritalin, Adderall and Concerta, during the past six months, 90 percent said they did so to enhance their ability to study, and nearly 90 percent reported that it was effective. Only 2.2 percent of respondents reported frequent use of illicit ADHD medication for recreational purposes. Few of the respondents reported any adverse side effects; those who did noted loss of appetite, difficulty sleeping and irritability.

Overall, more than 70 percent of students believed that using ADHD medication without a prescription had been positive for them. More than 70 percent said they never worried about becoming addicted to the medication.

The research also found that nonprescribed use is more common:
- Among students who use other substances, such as alcohol, cocaine and marijuana
- At colleges and universities with tougher admission standards

In addition to these factors associated with nonprescribed use, students who reported high rates of attention difficulties were also more likely to begin using ADHD medication without a prescription. They were also more concerned about their academic performance and had lower grades. These results suggest that at least some students seek ADHD medication to treat problems they believe are undermining their academic success. Unfortunately, being able to access this medication from peers may prevent students from obtaining a professional evaluation of the difficulties they experience and keep them from getting the appropriate help.

Results from this study suggest that it would be prudent for staff at college counseling centers to inquire about the nonprescribed use of ADHD medications when asking about students’ substance use history. At least some of these students may have ADHD that has not been previously diagnosed and for which they require treatment.

This study increased knowledge about college students’ perceptions regarding the nonmedical use of ADHD medications, which will inform efforts to prevent this behavior. Further study is needed to understand the academic, social and biomedical consequences of college students’ use of illicit ADHD medication.
Focus on research:  
*National Action Strategies Evaluation*

The America’s Promise Alliance selected the Center to evaluate its five-year nationwide effort to deliver developmental resources to 15 million young people.

One component of the America’s Promise Alliance’s strategy focuses on improving high school graduation rates through a series of school dropout summits. The Alliance has planned 50 state-level and 50 community-level summits as the catalyst for implementing national strategies to keep youth in school. A second component of the Alliance’s strategy focuses on an intense effort to “change the way organizations do business to serve youth.” This effort is exemplified in 12 “featured communities” where America’s Promise is promoting cross-sector collaboration.

As evaluator, the Center is assessing the scope and potential impact of the school dropout summits and the work in the featured communities. The evaluation also uses key indicators to monitor national trends in high school completion and college readiness.

The Alliance is the largest multisector collaborative dedicated to the well-being of children and youth in the United States. A basic tenet for the organization’s work is that if young people are going to have a chance at academic success and social and civic competence, they need five critical developmental resources, or “promises:” caring adults, safe places, a healthy start, effective education and opportunities to help others.

These five promises are the foundation for the Alliance’s three national strategies that are designed to reach 15 million young people between 2008 and 2012. The first strategy, “All Kids Covered,” will see that the six million children who do not have health insurance are participating in publicly funded programs for which they are eligible. The second, “Where the Kids Are,” will use schools as hubs for ensuring that children in low-income communities have access to the support and opportunities necessary for success. “Ready for the Real World,” the third strategy, will provide middle school-aged youth with service-learning and career exploration experiences to help them connect what they learn in school to a positive future.

The Principal Investigator for the project is **Kenneth Dodge**. **Beth Gifford** is the Project Director. Others on the evaluation team are **Cas Cogswell**, Project Coordinator; **Joel Rosch**, Public Policy Consultant; **David Rabiner**, Program Evaluation Consultant; **Rick Hoyle**, Statistical Consultant; **Kenneth Rogerson** (Assistant Research Professor of Public Policy), Media Consultant; **Lisa Berlin**, Child Indicator Consultant; and **Rebecca Wells** (Assistant Professor of Health Policy and Management at UNC-Chapel Hill), Organization and Network Consultant.

America’s Promise Alliance grew out of The Presidents’ Summit for America’s Future. President Bill Clinton and former Presidents Gerald Ford, Jimmy Carter, Ronald Reagan (represented by Nancy Reagan) and George H.W. Bush held the 1997 summit to challenge the U.S. to make children and youth a national priority. Founded by Colin Powell that same year, the Alliance now has more than 140 partnering organizations.

For more information on America’s Promise Alliance: <http://www.americaspromise.org/>.

For more information on The Presidents’ Summit for America’s Future: <http://clinton3.nara.gov/WH/New/Summit/>.
The Center established the North Carolina Education Research Data Center (NCERDC) in 2000-2001, with funding from The Spencer Foundation. NCERDC serves researchers and the broader policy community with ready access to the data they need for policy-oriented research. Clara Muschkin is Director of the NCERDC; Kara Bonneau is Associate Director.

NCERDC resources include education data from the North Carolina Department of Public Instruction, the National Center for Education Statistics and other agencies. In addition, the NCERDC has obtained public use datasets from sources such as the U.S. Census Bureau and the U.S. Department of Education. By pooling resources and standardizing data across datasets, NCERDC provides a wide variety of information from the student level to the district level. In order to ensure the confidentiality of student records, data are encrypted such that information cannot be linked to individuals.

One of the major contributions of the NCERDC has been to create longitudinal student and teacher databases, which allow researchers to follow students and teachers over time and to link their records across files. For example, teacher qualifications can be linked to school characteristics, and student academic performance can be associated with classroom, school and district attributes.

Since January 2001, NCERDC has been involved in 60 faculty research projects and 46 graduate student projects, primarily for doctoral dissertation research. During the past year, the NCERDC received more than 60 new research inquiries from faculty and students across the United States. Scholars have reported results in professional conferences, academic journals, policy briefs and reports.

Topics of study have included the minority achievement gap, attracting and retaining qualified teachers, school accountability and choice, the academic performance of at-risk children, problem behavior in schools, the impact of new middle and high school programs on student achievement, and the effectiveness of programs for gifted as well as special needs students.

Examples of research

The NCERDC provides ongoing support to multyear research projects. It provides data for the evaluation of the state-funded Child and Family Teams project and is a key component of two multyear awards from the U.S. Department of Education:

- CALDER (Center for Analysis of Longitudinal Data in Education Research): a federally funded national education research center with scholars from the Urban Institute, Duke University, Stanford University, The University of Texas at Dallas, the University of Florida, the University of Washington and the University of Missouri. CALDER research involves cross-state collaborations among researchers on studies of the outcomes of teacher policies, governance policies, and social and economic community conditions.

- Early College High School Evaluation: an experimental study of a complex high school model that is being widely implemented throughout the United States. Through the use of random assignment of students to schools, the research project will be able to make causal inferences about the impact of the Early College Model on student achievement and attainment.

The Data Center has supported numerous other studies from multiple universities and departments. Some recent study topics:

- The impact of peer learning on teacher effectiveness
- The effects of performance rewards for teachers on student achievement
- The differential effect of accountability on students’ gains in academic performance, through comparisons of students at various levels of pre-test-score distributions
- Outcomes for students enrolled in the 70 alternative schools located across North Carolina
- Predictors and outcomes of student transitions in and out of special education placements
- Success of a teacher education program
- Retention of new teachers in the North Carolina workforce
- Dimensions of teacher mobility in public education, focusing on charter school teachers
• Effects on students and teachers of a school-based intervention program based on positive behavior training and reinforcement
• Effects of students’ mobility on their academic performance and behavior in school
• The prevalence of underachievement among students identified as academically gifted
• Education outcomes among North Carolina children with chronic kidney disease
• Effects of Teach for America teachers on student achievement
• The extent to which there is a “fade-out” in teacher value-added impacts on student test scores over time
• The impact of innovative high school programs on students’ progress and persistence through math and science pipelines

The NCERDC conducts its activities in strict compliance with the Family Educational Rights and Privacy Act (FERPA) and with the terms of a Memorandum of Understanding with the North Carolina Department of Public Instruction.

For more information on the NCERDC: <http://www.childandfamilypolicy.duke.edu/ep/nceddatacenter/index.html>.
Focus on research support: 
Duke University School Research Partnership Office

The Center is home to the Duke University School Research Partnership (SRP) Office, which facilitates collaborations between Duke researchers and area school districts to create and maintain mutually beneficial relationships. Assistant Professor of Psychology and Neuroscience Gary Feng, Ph.D., is the Faculty Liaison for the SRP Office; Research Scientist Ann Brewster, Ph.D., is the School Liaison.

The SRP Office was established with support from the Office of the Provost and the Center for Child and Family Policy. Begun in 2006, the SRP Office is an integral part of the work of the Center.

The SRP Office strives to serve as a portal between Duke and area school districts. This function streamlines processes to maximize the benefits of the research conducted for school districts, schools, students and Duke researchers. Researchers include staff and faculty from Duke University, Duke Medical Center and other organizations collaborating with Duke on specific research projects.

Research projects tend to fall into these broad categories:
- Developing and evaluating programs to enhance student performance
- Peer influence on adolescents
- Teacher characteristics, retention and professional development
- Race, ethnicity and culture
- Educational policy influences on student outcomes

Services of the SRP Office include:
- Facilitating the planning and placement of school-based research projects
- Promoting research collaborations between schools and Duke researchers by awarding research grants and fellowships to faculty and graduate students
- Disseminating research findings via an annual research conference, annual research summaries and other print or online publications

Services for Duke researchers:
- Providing information about research protocols for area public schools (and nonpublic and other schools with which the SRP Office works)
- Providing consultation on the best way to present research projects to schools to maximize mutual benefit for the researcher and the school
- Providing review of research proposals
- Providing assistance with proposal submissions to area school districts

Services for school districts:
- Overseeing the annual Duke University School Research Fellowship Grant to address priorities and research questions of schools
- Holding an annual, half-day research conference to present and discuss research findings of interest to school representatives and Duke researchers
- Providing school districts with an annual summary of research projects and findings
- Identifying experts among the Duke faculty and researchers to provide consultation to schools and school districts, upon request
- Disseminating research findings via print and online publications

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Director, Secondary Teacher Preparation Program
Since its inception, the Center has been dedicated to disseminating research findings beyond the academic setting so that knowledge can inform policies and practices that influence the lives of children and families. The Center’s commitment to service aligns well with Duke University’s 2006 strategic plan calling for “knowledge in the service of society.”

The Center’s mission statement uses the language “bridge the gap.” Its commitment serves as a guide for everyone involved with the Center when it comes to applying for grants, serving on boards and advisory committees, planning conferences and speaker series that bring experts to Duke and the broader community, making presentations at professional conferences and delivering expert and advisory testimony in numerous settings.

The Program Evaluation Services Unit is a major service initiative of the Center. Established in 2004, the unit now has a substantial portfolio of evaluation contracts with local, state and national policymakers and nonprofits who want to know if their programs are working. The Center plays a valuable role by assisting these organizations with program development, evaluation, grant writing and communications needs.

In addition, many of the Center’s research projects provide direct services to children and families in the context of evaluation and scientific study, including the Child and Family Support Teams Initiative, Comprehensive Family Assessments, Durham Connects, the Durham Family Initiative, Fast Track, the Multiple Response System, Project AIM and System of Care.

Following is a feature on the Durham Family Initiative and Durham Connects. A report from the Program Evaluation Services Unit begins on page 37.

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**Durham Family Initiative and Durham Connects**

The Durham Family Initiative (DFI) has worked to increase child well-being and reduce child maltreatment rates in Durham County. Funded by The Duke Endowment, DFI is a collaborative effort between the Center and the Center for Child and Family Health (CCFH). Kenneth Dodge is the Principal Investigator for DFI. Adele Spitz Roth, formerly of the Center, served as Co-Director; Christina Christopoulos is the Accountability Director; Jeannine Sato is Director of the Office of Community Resources; and Robert Murphy, Executive Director of CCFH, and Karen O’Donnell, Associate Clinical Professor for CCFH, serve on the leadership team.

Since 2002, DFI has worked with leading child- and family-serving agencies in the Durham community in an effort to:

- Revise policies and practices
- Enhance collaboration among community services to families
- Establish a universal screening procedure to identify factors that may place a family at risk for maltreatment
- Test different models of service provision for families with different levels of risk

During this period, the rates of substantiated child maltreatment in Durham County have decreased by 73 percent among children ages birth to 17, as compared to 25 percent among children in five comparison counties. Similar but smaller decreases have been evident in the rates of “recidivism,” that is, children who had an additional maltreatment report within six months of the first report (Durham, 38 percent vs. comparison counties, 20 percent).

Corroborating these results is a survey of professionals that DFI conducted in 2004 and 2007. Ten professional groups who come in daily contact with children and families were surveyed about their perceptions of the percentage of children experiencing different types of parenting behaviors. Children in Durham were perceived to have experienced improvements in their parents’ behaviors across the two-year span, whereas children in a matched comparison county experienced mostly deteriorations in parenting behaviors or no change.

Finally, DFI examined rates of emergency department
visits with a diagnostic code associated with possible maltreatment. The Durham County rates evidenced a slight decrease of 10 percent in these rates, whereas the rates in a matched comparison county increased by 23 percent. Pediatric hospital visits showed the same pattern.

Even though all three sources of data suggest a decrease in child maltreatment in Durham County, the interpretation of these results must take into consideration a multitude of factors that may have contributed to the decrease. The introduction of the Multiple Response System that commenced in 2002, changes in policy and practice within the Durham Department of Social Services, changes in other societal variables (e.g., unemployment rates, crime rates, etc.), as well as the multiple DFI interventions, all likely contributed to the decrease.

**Durham Connects**

In 2008, DFI prepared to launch a new program called Durham Connects, with the generous support of The Duke Endowment. The program is a collaborative effort between DFI and the Durham County Health Department that will provide universal support for the 4,000 babies born annually in Durham County and their families.

Beginning in August 2008, Durham Connects will provide in-home health assessments of mothers and newborns, as well as discuss the social conditions affecting the new family. Visits are conducted by licensed public health nurses hired by the Health Department and specially trained for Durham Connects. The nurses will follow a standardized protocol, developed through research and intensive piloting. The initial visit will be made when the babies are between two and 12 weeks of age. Up to two follow-up visits are also part of the protocol. The assessments will address four areas:

- Support for health care (infant and maternal health, health care plans)
- Support for caring for an infant (parent-child relationships, child care plans)
- Support for a safe home (household material needs and safety)
- Support for parents (parental well-being, social support)

According to research conducted by the Center, problems in these areas can increase the risk of child maltreatment. Relevant information from the assessment will be provided to the family’s pediatrician or family practitioner.

The assessments will be the starting point for further conversations. If the nurse identifies a need and the family would like support, the nurse will connect the family with resources to address the need. Nurses will make every effort to assure families are connected with appropriate services.

As director of Durham Connects’ newly created Office of Community Resources, Jeannine Sato builds relationships with Durham agencies that partner with Durham Connects to provide the supports that families need. She is also developing a social marketing campaign for the program. Under Sato’s leadership, the office will maintain a database of community resources, provide individual case consultations for the nurses and continuously market the program to hospitals, pediatricians, family practitioners, businesses, churches, child care centers and other organizations involved with Durham families.

**Jeff Quinn** created the community resource database for Durham Connects, which contains an extensive list of Durham agencies, both public and private, that serve both parents and children.

During program rollout, nurses will be hired and trained over time and will be assigned to cover specific geographic areas in Durham so they will earn credibility with the families and develop further local connections. The program will have 20 nurses in place by 2010. On average, each nurse will serve about 200 families a year, or about four new families a week.

Durham Connects is service-oriented but also embedded in rigorous evaluation. An accountability team will monitor implementation and make sure that families get connected with the services and clinical care they need. The team will also examine more global indicators of infant and child health, such as rates of emergency department and hospital visits, reports of child maltreatment, and compliance with pediatric well-baby visits. Outcomes for each geographic area during implementation will be compared with outcomes for the five years previous to implementation. In addition, outcomes for the first 10 units to receive implementation will be contrasted with outcomes from the remaining 10. After Durham Connects is implemented across the entire county, child maltreatment and emergency department and hospital visit outcomes in Durham County will be contrasted with five other North Carolina counties that are similar to Durham on numerous demographic indicators.

DFI and Durham Connects are putting research to work in a real-life setting. The programs have the potential to create better outcomes for all children in Durham County.

For more information about Durham Connects: <http://www.durhamconnects.org/>.
The Center brings together scholars from many disciplines, policymakers and practitioners to address problems facing children and families in contemporary society. In the Program Evaluation arm of the Center, we draw on the expertise of more than 80 highly trained researchers and staff to identify, implement and evaluate programs that can positively affect the lives of children and families. We also draw on the world-class faculty of Duke University to assist in the Center’s program evaluation activities.

Since its inception in 1999, the Center has successfully completed a range of program evaluation efforts, including evaluations of large randomized trials, longitudinal descriptive studies that have tracked children’s development over time and Web-based survey studies. This work has been supported by, and undertaken for, a diverse range of clients and organizations, including federal granting agencies, state government agencies, public school systems and community organizations. Through a variety of evaluation research projects, our staff has acquired extensive experience in all aspects of evaluation research relevant to children and families, including:

- Developing and implementing evidence-based interventions
- Consenting large samples of youth and parents
- Tracking participants longitudinally so that change over time can be assessed
- Working closely with state and local agencies that serve children and families
- Conducting focus groups and other qualitative evaluation research strategies
- Developing Web-based data collection systems
- Developing surveys and other measurement instruments
- Managing and analyzing large and complex data sets

The Center also has developed significant capacity for translating research results so that policymakers can be informed about evidence-based programs for children and families. This combination of experience and expertise is a unique strength for the Center and enables us to work closely and effectively with organizations across a wide range of program evaluation activities. In all these activities, our goal is to provide clients with solutions to their program evaluation needs that combine rigorous scientific methodology with a practical approach for getting work done in community settings. This is consistent with the overall mission of the Center, which is to “bridge the gap between research and public policy to improve the lives of children and families.”

During 2007-2008, Center research scientists and staff were involved in nearly a dozen different program evaluation efforts with a range of community partners. Below are a few examples of this work and references to where additional information about each can be found in this report.

**Durham Connects**
*(part of the Durham Family Initiative)*
- Principal Investigator: Kenneth Dodge
- Sponsor: The Duke Endowment
- See details on page 36.

**Evaluation of The Hill Center Program in Davie County Schools**
- Principal Investigator: Christina Christopoulos
- Sponsor: The Hill Center
- See details on page 25.

**Evaluation of The Hill Center Program in Durham Public Schools**
- Principal Investigator: Christina Christopoulos
- Sponsor: The Hill Center
- See details on page 25.

**National Action Strategies Evaluation**
*(America’s Promise Alliance)*
- Principal Investigators: Kenneth Dodge and Elizabeth Gifford
- Sponsor: America’s Promise Alliance
- See details on page 31.

**QuitAssist™ External Evaluation Plan**
- Principal Investigator: Rick Hoyle
- Sponsor: Philip Morris USA
- See details on page 27.

**A Six-Month Follow-up Study of the Sustainability of the North Carolina Domestic Violence Shelter Screening Project**
- Principal Investigator: Yvonne Wasilewski
- Sponsor: The Duke Endowment
- See details on page 23.
During the past year, the Center has continued to enhance its efforts to connect research with policy and practice. We are pleased that as a result of our engagement activities, policymakers and practitioners frequently seek expertise and insight from Center researchers and faculty for the latest research on a wide range of child and family issues. The range of stakeholders who look to the Center as a resource continues to grow; we fulfill numerous requests for research, information, expert advice, evaluation services and speakers. When the Center cannot provide expertise on a particular issue, we strive to serve as a liaison to those who can.

The Center’s policy engagement work reflects and is aligned with Duke’s commitment to “knowledge in the service of society.” In addition to being responsive, the Center is proactive, continuously looking for opportunities to share research results in ways that make the information meaningful and useful to policymakers and practitioners.

Policy engagement is an integral part of the Center’s mission. We welcome all opportunities to enhance our work in this area.

Policy engagement activities

Center faculty, researchers and staff participated in a wide range of policy engagement activities throughout 2007-2008. Following are some of the highlights of this work.

One of the Center’s key policy engagement activities involves **writing and disseminating publications** for stakeholders who work in the policy and practice realms. Examples include:

- **Supporting Healthy Relationships between Young Children and Their Parents:** Lessons from attachment theory and research. The Center electronically disseminated this brief by Lisa Berlin and Karen Appleyard to more than 600 individuals and organizations (September 2007). More than 20 organizations added the document to their online resources, including the Institute for Youth, Education and Families; the National Institute for Early Education Research; the Australian Infant, Child, Adolescent and Family Mental Health Association Ltd.; and the U.S. Department of Health and Human Resources, through the Child Welfare Information Gateway, run by the U.S. Children’s Bureau.


In addition to written policy engagement work, numerous Center faculty, staff and researchers offered testimony, **talks and presentations** in the policy arena. Examples of this work are highlighted in the Key Presentations section beginning on page 45.

A further component of the Center’s policy engagement includes representation on public and nonprofit policy- and practice-related **working groups, task forces and commissions**, such as:
• **Karen Appleyard** serves on the Parents as Teachers (PAT) State Advisory Board.

• **Lisa Berlin** leads an Early Childhood Comprehensive System Think Tank subgroup on strategic planning related to supporting early childhood social-emotional development.

• **Kara Bonneau** serves on the Action for Children North Carolina Data Advisory Council.

• **Shari Miller-Johnson** (formerly of the Center) serves on the state Department of Juvenile Justice and Delinquency Prevention’s gender-specific task force for programming for girls with juvenile justice needs.

• **Katie Rosanbalm** serves on the PAT State Advisory Board; participates in the Healthy Families Workgroup, led by Prevent Child Abuse North Carolina; and serves on the Family Support Outcomes Task Force, led by the North Carolina Partnership for Children.

• **Joel Rosch** is co-chair of the North Carolina Collaborative for Children, Youth and Families; is on the board of the Alcohol and Drug Council of North Carolina; serves on the Adolescent Health Task Force run by the Institute of Medicine; and serves on the Action for Children North Carolina Data Advisory Council.

• **Liz Snyder** sits on the North Carolina Collaborative for Children, Youth and Families and is co-chair of the evaluation committee for the state collaborative.

• **Yvonne Wasilewski** serves on the Duke-Durham Adolescent Health Collaborative.

The Center encourages features of its work in the media so that the latest relevant research reaches a wide audience. Important media hits:

• **Lisa Berlin** was featured on *Good Morning America* on the topic of spanking (Nov. 28, 2007).

• A study about students’ transition to middle school by Duke TPRC investigators **Philip Cook, Jacob Vigdor** and **Clara Muschkin** and University of California Berkeley’s Robert MacCoun was referenced in the April 2008 edition of *Family Circle*.

• **Joel Rosch** spoke with *The State of Things* host Frank Stasio (WUNC) regarding violent crime in North Carolina (June 25, 2008).

Multiple Center projects have research components that are embedded in the community. These projects often provide direct services to citizens. Some also result in public, user-friendly resources. Of note:

• **Beth Gifford** was awarded a subcontract from UNC Greensboro, *Monitoring Substance Use Indicators for North Carolina Adolescents*. She created a Web-based data reporting system describing trends in adolescent substance abuse indicators in North Carolina and a Web site (<http://substanceabuse.ssrri.duke.edu/>) to help communities identify substance abuse issues and track trends over time (began February 2008).


• **David Rabiner** writes and disseminates a newsletter focused on current issues in the development and treatment of Attention Deficit Hyperactivity Disorder (ADHD); the newsletter has more than 35,000 subscribers. For more information: <http://www.helpforadd.com/>. He also oversees the evaluation of The Hill Center’s Reading Achievement Program and its Written Language Program within selected Durham Public Schools elementary and middle schools (began June 2008).

• **Yvonne Wasilewski** led the collaborative evaluation project *Identifying and Responding to the Needs of Children in Domestic Violence Shelters* (Final Report: June 2008).

• **Durham Connects** (part of the Durham Family Initiative) will provide universal newborn screenings in Durham (beginning August 2008).

In addition to the efforts noted above, Center staff help faculty and researchers at the Center, at Duke broadly, and beyond to connect their work and expertise to policy and practice stakeholders.

### Policy Team

Members of the Center’s Policy Team have a particular interest in policy and collaborate to improve the Center’s policy engagement contributions.

**2007-2008 Policy Team members**  
Jenni Owen, chair  
Jana Alexander  
Nicole Lawrence  
Jeff Quinn  
Katie Rosanbalm  
Joel Rosch  
Liz Snyder  
Yvonne Wasilewski
Jenni Owen directs the NCFIS, which is part of the Policy Institute for Family Impact Seminars network. The Institute was founded in 1999 at the University of Wisconsin-Madison/Extension and continues the mission of the federal Family Impact Seminar, which operated from 1976 to 1998 in Washington, D.C.

Family Impact Seminars are a series of seminars, briefing reports and follow-up activities that provide nonpartisan, solution-based research on topics of current concern to North Carolina legislators as well as legislative staff and agency officials. The NCFIS Legislative Advisory Committee guides selection of the topic each year.

On June 19, 2008, the fourth annual NCFIS brought together research, practice and policy experts from a range of disciplines for the seminar Dropout Prevention: Strategies for improving high school graduation rates. To enhance the seminar’s reach and impact, the invitation was extended to all North Carolina school district superintendents, school board chairs and dropout prevention coordinators. More than 130 people attended, including legislators, legislative staff, executive branch staff from multiple agencies and representatives from 30 different school districts.

The 2008 NCFIS provided the policymakers and other stakeholders with objective information, insight and policy options concerning the overall school dropout crisis, the characteristics of students most likely to drop out of school, the most promising interventions, and strategies for getting dropouts back on a path to adult success.

The seminar included these presentations:

- Setting the Stage: The Dropout Problem in the United States and North Carolina, by Jim Johnson, former Director of the N.C. General Assembly Fiscal Research Division and Visiting Professor of the Practice of Public Policy at Duke University

- Identifying and Addressing the Conditions that Push Students Out of School, by Irving Hamer, Ed.D., Executive Vice President for Client Services and Strategic Development, The Millennium Group

- Meeting the Six Critical Challenges for Improving Low-Performing High Schools, by James Kemple, Ed.D., Director of K-12 Education Policy Area, MDRC

- Building System Capacity to Improve High School Graduation Rates, by Russell W. Rumberger, Ph.D., Professor of Education in the Gervitz Graduate School of Education at the University of California, Santa Barbara; Director, University of California Linguistic Minority Research Institute; and Director, California Dropout Research Project

In conjunction with each seminar, the Center for Child and Family Policy produces a report that includes briefs and extensive resource information pertaining to the seminar topic. The briefs highlight knowledge about the topic stemming from research and practice as well as options for policymakers to consider. The 2008 report is available online: <http://www.childandfamilypolicy.duke.edu/familyimpact/index.html>.

2008 NCFIS Legislative Advisory Committee:
- Rep. Jeff Barnhart
- Rep. Rick Glazier
- Sen. Kay Hagan
- Sen. Fletcher Hartsell
- Sen. Vernon Malone
- Sen. Jean Preston
- Rep. William Wainwright

2008 NCFIS Funders:
- The Warner Foundation
- Z. Smith Reynolds Foundation
- The Prentice Foundation

Past NCFIS Topics:
- 2005: Medicaid Cost Containment Strategies in North Carolina and Other States
- 2006: Children’s Mental Health: Strategies for providing high quality and cost-effective care
- 2007: Juvenile or Adult? Adolescent offenders and the line between the juvenile and criminal justice systems
The Center sponsors and supports conferences, seminars, meetings and lectures to stimulate the intellectual community within the Center, across Duke and beyond, and to share knowledge with interested policymakers and practitioners. In 2007-2008, the Center sponsored a major conference on child maltreatment; supported the Child Neglect Consortium conference; presented the 2008 North Carolina Family Impact Seminar for the state legislature; led four key meetings; hosted three special lecturers; and produced three speaker series.

Major conferences and key meetings sponsored

**October 8-9, 2007**
Community Prevention of Child Maltreatment Conference
Under direction of: Kenneth Dodge
Purpose: To bring together scholars from psychology, law, pediatrics, psychiatry, sociology and social work with leading practitioners and policymakers for the purposes of understanding the state of knowledge and practice in the community prevention of child maltreatment and formulating innovative proposals for change.

**November 5, 2007**
North Carolina Education Research Data Center Meeting
Under direction of: Clara Muschkin
Purpose: To promote communication among Duke NCERDC data users, exchange information and ideas about ongoing research projects, evaluate current and future data needs, discuss future funding for the Data Center and introduce new staff.

**January 8, 2008**
Duke Transdisciplinary Prevention Research Center Retreat
Under direction of: Susan Alexander
Purpose: To learn about participants’ ongoing research, their research needs and opportunities for the Center to create synergies for them.

**January 17-18, 2008**
Parent Behavior and Child Adjustment across Cultures
Under direction of: Jennifer Lansford
Purpose: To bring together researchers from across the world who are participating in this research study.

**April 25, 2008**
Duke University School Research Partnership Office Meeting
Under direction of: Ann Brewster
Purpose: To promote relationship building between Duke researchers who conduct research in the schools and Durham Public Schools administrators and staff.

**June 19, 2008**
2008 North Carolina Family Impact Seminar
Under direction of: Jenni Owen
Purpose: To provide policymakers with objective, nonpartisan, solution-based research on timely policy issues.
Major conference supported

September 24-25, 2007
Child Neglect Consortium
Under direction of: Michael De Bellis, Director, Healthy Childhood Brain Development and Developmental Traumatology Research Program, Duke University Medical Center
Purpose: Annual scientific meeting of the Federal Child Neglect Research Consortium, which is funded by the NIMH and other NIH agencies.

Special lectures

September 24, 2007
Effects of a Therapeutic Intervention on Psychosocial and Neurobiological Functioning Following Chronic Early Neglect, featuring Philip A. Fisher, Research Scientist at the Oregon Social Learning Center and a Senior Scientist at the Center for Research to Practice.

March 5, 2008
What Works Clearinghouse, featuring Jill Constantine, Senior Researcher and Associate Director, and Barbara Devaney, Senior Vice President and Managing Director, Human Services Research, Mathematica Policy Research Inc.

March 19, 2008
Muppet Diplomacy: How Sesame Street is changing our world, featuring Gary E. Knell, President and CEO of Sesame Workshop.

Sulzberger Distinguished Lecture Series
The Sulzberger Distinguished Lecture Series, which began in 2006, is endowed by the Arthur Sulzberger Family. The series brings world-renowned scholars to Duke to deliver a public lecture, to present a colloquium for research scientists and to meet with local policymakers and practitioners.

September 19, 2007
Anti-Poverty Policy and Human Development: Toward principled and reasoned action, featuring J. Lawrence Aber, the 2007 Nannerl O. Keohane Distinguished Visiting Professor at Duke University and The University of North Carolina at Chapel Hill. Aber is a Professor of Applied Psychology and Public Policy at the Steinhardt School of Education at New York University, where he is also the Academic Director of the Institute for Human Development and Contextual Change.

September 20, 2007
Poverty and Human Development as Multi-dimensional Concepts: Implications for measurement, featuring J. Lawrence Aber.

October 10, 2007
The Nurse-Family Partnership, featuring David Olds, Professor, Department of Pediatrics, Psychiatry, Preventive Medicine and Nursing at the University of Colorado Health Sciences Center; and Director, Prevention Research Center for Family and Child Health. Olds won the 2007 Stockholm Prize in Criminology.

April 8, 2008
Adolescents, Neighborhoods and Violence, featuring Felton Earls, Professor of Social Medicine and Child Psychiatry at Harvard Medical School and Professor of Human Behavior and Development at the Harvard School of Public Health.

April 9, 2008
Young Citizens as Health Agents in the Creation of HIV-Competent Communities in Tanzania, featuring Felton Earls.
April 21, 2008
Unmarried Fathers' Earnings Trajectories: Does partnership status matter?, featuring Sara McLanahan, the William S. Tod Professor of Sociology and Public Affairs at Princeton University; Director of the Bendheim-Thoman Center for Research on Child Wellbeing; and Editor-in-Chief of *Future of Children*.

April 22, 2008
Fragile Families and the Reproduction of Inequality, featuring Sara McLanahan.

### NIDA Science to Service Seminar Series
The NIDA Science to Service Seminar Series is co-sponsored by the NIDA-funded Duke Transdisciplinary Prevention Research Center.

**September 26, 2007**
*Toward an Understanding of the Impact of the Media on Adolescent Sexual Development*, featuring Martin Fishbein, the Harry C. Coles Jr. Distinguished Professor in Communication at the Annenberg School for Communication and Director of the Health Communication Program at the Annenberg Public Policy Center, University of Pennsylvania.

**October 3, 2007**
*Biological Bases of Tobacco Addiction: Implications for prevention and treatment*, featuring Jed Rose, Ph.D., Director of the Duke Center for Nicotine and Smoking Cessation Research and Research Professor in the Department of Psychiatry and Behavioral Sciences, Duke University Medical Center.

**November 7, 2007**
*Nicotine Dependence, Smoking, and ADHD*, featuring Scott Kollins, Ph.D., Associate Professor in the Department of Psychiatry and Behavioral Sciences and Director of the Duke ADHD Program, Duke University Medical Center.

**December 6, 2007**

**January 9, 2008**
*Does Money Prevent Substance Abuse? A longitudinal investigation*, featuring Jane Costello, Professor of Medical Psychology, Department of Psychiatry and Behavioral Sciences, Duke University Medical Center.

**February 6, 2008**
*The Peer Context of Adolescent Cigarette Smoking*, featuring Susan Ennett, Associate Professor, Department of Health Behavior and Health Education, School of Public Health, The University of North Carolina at Chapel Hill.

**March 27, 2008**
*The Adult Health Consequences of Early Exposure to Drugs and Alcohol among Teens*, featuring Candice Odgers, Assistant Professor in the Department of Psychology and Social Behavior, University of California, Irvine.

### Child and Family Research Seminar Series
These seminars provide a collaborative environment for researchers to share recent findings and preview presentations and publications.

**November 28, 2007**
*Poverty Alleviation in South Africa: Different perspectives, unique strategies*, featuring Jenni Owen, Associate Director for Policy and Translation at the Center for Child and Family Policy, Duke University.
February 20, 2008
Evaluating the Durham Family Initiative: Methodological and statistical approaches, featuring the DFI Research Evaluation Team, part of the Center for Child and Family Policy, Duke University.

May 9, 2008
High School Illicit Drug Use Onset and Early School Dropout: A survival analysis using Fast Track data, featuring Ann Brewster, Research Associate in the Transdisciplinary Prevention Research Center at Duke University, and Patrick Malone, Associate Professor of Quantitative Psychology at the University of South Carolina.

Nicole Lawrence, & Liz Snyder presented Multiple Response and System of Care evaluations: Measures, tools, and outcomes.


Dorene MacKinnon was selected by the Robert Wood Johnson Foundation to participate in a Research and Coaching group.

American Society of Criminology, Atlanta, GA (November 2007).

Dorene MacKinnon presented the poster Contextual dimensions associated with adolescent substance use.


Clara Muschkin, & Beck, A. presented the paper The enduring impact of race: Understanding disparities in behavior and achievement.

Association for Psychological Science, Chicago, IL (May 2008).

Donahue, K.L., D’Onofrio, B.M., Bates, J.E., Kenneth Dodge, Jennifer Lansford, & Pettit, G.S. presented the poster Early exposure to marital instability: Implications for sexual behavior and mental health.

Behavior Genetics Association Annual Meeting, Louisville, KY (June 2008).


Carolina Consortium on Human Development Proseminar Series: Developmental Perspectives on Psychosocial Interventions, Chapel Hill, NC (October 2007).

David Rabiner presented Attention problems and academic achievement: Developmental and intervention findings.

Center for Child and Family Policy, Duke University, Durham, NC.


Comprehensive Family Assessment Grantee Meeting (Fall), Washington, DC (November 2007).

Liz Snyder presented Developing, implementing, and evaluating a comprehensive family assessment in Alamance County, NC.

Conference on Human Development, Indianapolis, IN (April 2008).


Jennifer Lansford, Yu, T., Erath, S., Pettit, G.S., Bates, J.E., & Kenneth Dodge presented the paper Developmental precursors of risky sexual behavior.

Durham Public Schools Social Workers Quarterly Meeting, Durham, NC (February 2008).

Ann Brewster presented The impact of elementary school tardiness and truancy on school dropout.
International Family Violence and Child Victimization Research Conference, Portsmouth, NH (July 2007).

Karen Appleyard chaired the symposium Effects of childhood maltreatment on new mothers’ psychosocial functioning and parenting: Mechanisms underlying intergenerational continuity and discontinuity.

Karen Appleyard, Lisa Berlin, & Kenneth Dodge presented Child maltreatment and later mental health problems: The mediating and moderating roles of social support during the transition to parenting.

Lisa Berlin, & Kenneth Dodge presented Mediators of the links between childhood maltreatment and early parenting.

Fuhrman, L., Katie Rosanbalm, & Kenneth Dodge presented the paper Depression as a mediator of the link between child maltreatment and adult re-victimization: Implications for screening and intervention.

International Society for Traumatic Stress Studies, Baltimore, MD (November 2007).

Katie Rosanbalm, Williams, J., Shaw, L., Karen Pope, & O’Donnell, K. presented the paper Psychosocial predictors of initial engagement in a home visiting program for first-time mothers.


Shaw, L., Katie Rosanbalm, Karen Pope, & O’Donnell, K. presented the paper Mental health and parenting factors among CPS reported children: Indicators of engagement with an in-home parenting program.

Learning & the Brain Conference, San Francisco, CA (February 2008)

David Rabiner presented Can children with ADHD be taught better attention skills?


Shari Miller-Johnson presented the paper Developmental sequences of girls’ delinquent behavior, co-authored with Huizinga, D., & the Conduct Problems Prevention Research Group.

National Smart Start Conference, Greensboro, NC (May 2008).

Katie Rosanbalm, & Sayers, A. presented Healthy Families: Where we are going in North Carolina.

North Carolina Association of School Social Workers (February 2008).

Audrey Foster, & Joel Rosch made a presentation outlining the Center’s evaluation work with the North Carolina Child and Family Support Teams Initiative.

North Carolina Division of Social Services Leadership Team, Raleigh, NC (March 2008).

Liz Snyder, & Ander, G. presented System of Care highlights and achievements.

North Carolina General Assembly’s Education Oversight Committee (February 2008).

Jenni Owen, & Crocker, J. made a presentation about the Professional Development Initiative.


Novartis Foundation and the University of Otago, New Zealand, Dunedin, New Zealand (November 2007).

Kenneth Dodge participated in the symposium Understanding how gene-environment interactions work to predict disease and presented Practice and public policy in the era of gene-environment interactions.

Period of Purple Crying Leadership Committee, Chapel Hill, NC (March 2008).

Kenneth Dodge participated in a conference as a member of the Leadership Committee of this child abuse prevention program in North Carolina, funded by the Centers for Disease Control and Prevention and led by the Center for Child and Family Health.
Research Society on Alcoholism Annual Meeting, Washington, DC (June 2008).

Robert Wood Johnson Commission for a Healthier America, Raleigh, NC (June 2008).
Jeannine Sato testified before the field hearing regarding the Durham Connects program.

Society for Prevention Research, San Francisco, CA (May 2008).
Kenneth Dodge presented The role of the environment and development in gene by environment interactions in the plenary session.

Society for Research on Adolescence Biennial Meeting, Chicago, IL (March 2008).
Philip Costanzo chaired the Student Poster Symposium Risk and protective factors in adolescent substance use behaviors: A multi-faceted, biopsychosocial approach.

Valencia Harriott presented Race-related risk and protection in the initiation of drug use by black youths in the Student Poster Symposium. Co-presenter: Mary Terzian.


Ley Killeya-Jones, Philip Costanzo, Patrick Malone, & Dorene MacKinnon presented the poster Aggression, popularity and preference: Applications of the norm-narrowing hypothesis.

Jennifer Lansford, Ley Killeya-Jones, Shari Miller-Johnson, & Philip Costanzo presented the poster Stability of social standing in the peer group in early adolescence.

Courtnye Lloyd presented Effects of the high school transition on alcohol use in the Student Poster Symposium. Co-presenter: Clara Muschkin.

Summers Robins presented Indicators of adolescent smoking onset and cigarette use in the Student Poster Symposium. Co-presenter: Dorene MacKinnon.

System of Care Grantee Meeting (Fall), Washington, DC (November 2007).
Liz Snyder, & Huffman, R. presented the workshop Planning for sustainability.

Teachers for a New Era Institute: Building and Sustaining a Culture of Evidence for Institutional Change, Washington, DC (June 2008).
Clara Muschkin presented Data and research design.

Wake Area Health Education Lecture Series on Early Childhood Mental Health, Raleigh, NC (May 2008).
Representative Academic Publications


Numerous Duke faculty members collaborate on Center research projects and publications, and mentor students in the Children in Contemporary Society Certificate Program. The list represents a broad range of involvement and may not be exhaustive.

**J. Lawrence Aber, Ph.D.**
2007 Nannerl O. Keohane Distinguished Visiting Professor at Duke and UNC-Chapel Hill Professor of Applied Psychology and Public Policy New York University

**Lisa M. Amaya-Jackson, M.D., MPH**
Associate Professor Department of Psychiatry and Behavioral Sciences

**Elizabeth Ananat, Ph.D.**
Assistant Professor Department of Public Policy Studies

**Adrian C. Angold, M.D.**
Associate Professor Department of Psychiatry and Behavioral Sciences

**Steven Asher, Ph.D.**
Professor Department of Psychology and Neuroscience

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

**Lorna W. Chafe, MSW**
Adjunct Lecturer, The Program in Education Child Care Consultant

**Charles T. Clotfelter, Ph.D.**
Professor Department of Public Policy Studies

**John D. Coie, Ph.D.**
Professor Emeritus Department of Psychology and Neuroscience

**Doriane Lambelet Coleman, JD**
Professor School of Law

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

**Philip J. Cook, Ph.D.**
ITT/Sanford Distinguished Professor Department of Public Policy Studies

**Harris M. Cooper, Ph.D.**
Professor The Program in Education and Department of Psychology and Neuroscience

**Philip Costanzo, Ph.D.**
Associate Director, Center for Child and Family Policy Professor Department of Psychology and Neuroscience

**Elizabeth Jane Costello, Ph.D.**
Professor of Medical Psychology Department of Psychiatry and Behavioral Sciences

**John F. Curry, Ph.D.**
Associate Professor Department of Psychiatry and Behavioral Sciences

**William A. Darity Jr., Ph.D.**
Arts and Sciences Professor of Public Policy Department of Public Policy Studies

**Kenneth A. Dodge, Ph.D.**
Director, Center for Child and Family Policy William McDougall Professor of Public Policy Studies Departments of Public Policy Studies and Psychology and Neuroscience

**Helen L. Egger, M.D.**
Assistant Professor Department of Psychiatry and Behavioral Sciences

**Gary Feng, Ph.D.**
Assistant Professor Department of Psychology and Neuroscience

**Gavan Fitzsimons, Ph.D.**
Professor The Fuqua School of Business

**Anna Gassman-Pines, Ph.D.**
Assistant Professor Department of Public Policy Studies
Christina Gibson-Davis, Ph.D.
Director, Children in Contemporary Society Certificate Program
Assistant Professor
Department of Public Policy Studies

Nancy Hill, Ph.D.
Associate Professor
Department of Psychology and Neuroscience

Rick Hoyle, Ph.D.
Associate Director, Center for Child and Family Policy
Research Professor
Department of Psychology and Neuroscience

Cynthia M. Kuhn, Ph.D.
Professor
Pharmacology and Cancer Biology

Helen F. Ladd, Ph.D.
Edgar T. Thompson Distinguished Professor
Departments of Public Policy Studies and Economics

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

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

David Malone, Ph.D.
Associate Professor of the Practice
The Program in Education

Marie Lynn Miranda, Ph.D.
Associate Professor of Environmental Sciences and Policy
Nicholas School of the Environment

William “Bill” Modzeleski
Visiting Professor of the Practice of Public Policy
Associate Assistant Deputy Secretary
U.S. Department of Education's Office of Safe and Drug Free Schools

S. Philip Morgan, Ph.D.
Professor
Department of Sociology

Robert Murphy, Ph.D.
Associate Professor
Department of Psychiatry and Behavioral Sciences

Thomas Nechyba, Ph.D.
Professor
Department of Economics

Amy Needham, Ph.D.
Associate Professor
Department of Psychology and Neuroscience

Karen J. O'Donnell, M.Ed., Ph.D.
Assistant Research Professor
Departments of Pediatrics, and Psychiatry and Behavioral Sciences

Angela M. O’Rand, Ph.D.
Professor
Department of Sociology

Martha Putallaz, Ph.D.
Director, Talent Identification Program
Professor
Department of Psychology and Neuroscience

Jan Riggsbee, Ed.D.
Associate Professor of the Practice
The Program in Education

Susan Roth, Ph.D.
Vice Provost for Interdisciplinary Studies
Professor
Department of Psychology and Neuroscience

Timothy Strauman, Ph.D.
Professor
Department of Psychology and Neuroscience

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

Jacob Vigdor, Ph.D.
Associate Professor
Departments of Public Policy Studies and Economics

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

Wilkie A. Wilson Jr., Ph.D.
Research Professor
Pharmacology and Cancer Biology

Susan Wynn, Ed.D.
Director, Secondary Teacher Preparation Program
Assistant Professor of the Practice
The Program in Education
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<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Jenille Adams</td>
<td>Senior Research Aide</td>
<td>Project CLASS</td>
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<tr>
<td>Tom Ahn</td>
<td>Research Associate</td>
<td>Transdisciplinary Prevention Research Center</td>
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<tr>
<td>Pamela Ahrens</td>
<td>Director</td>
<td>Fast Track Data Center</td>
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*as of June 30, 2008*