What impact has Duke’s Center for Child and Family Policy had in its first 10 years? Joel Rosch, senior research scholar at the Center, describes it this way, “If you climbed into a time machine and went back to 1999 and talked to North Carolina public officials in agencies that serve kids and you asked them about their contact with Duke, they would have said, ‘Duke who? The basketball team?’ But today none of the public agencies that serve children do much without talking to us. We’re able to enter into partnerships with agencies and share our research results in ways that make the information meaningful and useful to policymakers and practitioners.”

“The impetus for starting the Center for Child and Family Policy,” says William Chafe, “was the desire to strengthen the programmatic initiatives of public policy and to develop a Center that would have both singular relevance and enormous potential for growth.” In 1998, Chafe, who was then the dean of the faculty of the College of Arts and Sciences, recruited Ken Dodge from Vanderbilt to be the director. “Ken did a brilliant job of attracting external support to make the Center grow and grow and grow,” Chafe says.

“The Center was created with a four-part mission of promoting research, teaching, policy engagement and service,” says Director Ken Dodge, “with the overarching goal of bringing the knowledge and research of Duke faculty to bear on issues of importance in public policy relative to children and their families.”

Today, the Center does just that, with more than $7 million in yearly grant funds and 70 employees, including researchers, computer programmers, and social workers, plus about 40 associated faculty members. Faculty and staff work together to discover and evaluate strategies to improve outcomes for children and families and to share their discoveries with policymakers and public agencies. Members of the Center are often called upon to testify and advise on policy matters on a state-wide and nation-wide level. The Center also gives high priority to teaching. Both undergraduates and graduate students take classes and pursue research through internships and fellowships at the Center, and undergraduates can earn an interdisciplinary certificate in Children in Contemporary Society through the Center.

At the ten-year mark, Chafe says of the Center, “It’s been one of the great successes of my deanship. I think it’s been a model of how to use an academic institute as a means of having an impact on pivotal issues.”
From the Director

These are unprecedented times for the field of child and family policy. The recently passed federal health-care legislation includes one-and-a-half billion dollars for the Maternal, Infant, and Early Childhood Home Visiting Program, which will provide early-intervention services in the homes of mothers of newborn infants who may be at risk of maltreatment. Even more remarkable is the crucial role that scientific research has played in the generation and passage of this bill and will play in its implementation and evaluation. Center for Child and Family Policy scientists have briefed the President and legislators and will participate at the local level in the bill’s implementation. Ron Haskins of the Brookings Institution called the bill “a major achievement for the social science community” (Future of Children, 2009) because it is “a tale of evidence shaping public policy.” Peter Orszag, the Director of the federal Office of Management and Budget and President Obama’s closest advisor on budget policy, has stated that he and the President are placing “rigorous” scientific evidence about child development and program impact at the center of their decision making. Science is influencing not only the executive and legislative branches of government but the judicial branch as well. Any day now, the U.S. Supreme Court will rule on whether it is legal to sentence adolescent minors to life in prison without parole, so-called “death in prison.” Child development scientists at the Center have weighed in with briefs to the Court that cite recent evidence about adolescent brain development and the cognitive and emotional capacity of adolescents. And so, psychologists, economists, sociologists, neuroscientists, and policy scientists at our Center for Child and Family Policy have an opportunity and a responsibility to participate in policy making like never before.

This issue of Bridge highlights some of the ways that members of the Center are contributing to science and policy in child development. Lisa Berlin’s leading a study of how the experience of maltreatment in childhood leads some girls to grow up to repeat that awful process when they become mothers. Her findings inform the content of the home-visiting programs that the Obama home-visiting bill will support. Charlie Clotfelter is leading a group of scholars in the Sanford School of Public Policy in studies of the importance (or un-importance) of academic test scores in predicting success in early adulthood. One member of that team, Helen “Sunny” Ladd, leads a national group called A Broader, Bolder Approach to Education, that is translating the science into policy. These studies surely will inform the next version of the federal No Child Left Behind education legislation. Jenni Owen leads our Center in learning how to make that translation effectively. This is what the Center does: we generate relevant scientific findings, translate those findings into practices and policies, engage with policy makers, evaluate the impact of policies on outcomes for children, and then bring that experience back to the scientific laboratory for the next generation of research.

On March 29th of this year, the Center marked its tenth year of operation by celebrating its relationships with local, state, and federal leaders and its contributions to public policy on behalf of children and families. What an inspiring day! I was overwhelmed by the energy of the 300+ scholars, students, policy makers, and community leaders in attendance. It is time to say thanks. Thank you to Duke University administrators for supporting the Center. Thank you to the Duke University community of faculty, staff, and students for enthusiastically contributing. Thank you to community leaders and policy makers for engaging with us. Thank you to funders for your generosity and faith in us. We are, indeed, making a difference.
From the Director

These are unprecedented times for the field of child and family policy. The recently-passed federal health-care legislation includes one-and-a-half billion dollars for the Maternal, Infant, and Early Childhood Home Visiting Program, which will provide early intervention services in the homes of mothers of newborn infants who may be at risk of maltreatment. Even more remarkable is the crucial role that scientific research has played in the generation and passage of this bill and will play in its implementation and evaluation. Center for Child and Family Policy scientists have briefed the President and legislators and will participate at the local level in the bill’s implementation. Ron Haskins of the Brookings Institution called the bill “a major achievement for the social science community” (Future of Children, 2009) because it is “a tale of evidence shaping public policy.” Peter Orszag, the Director of the federal Office of Management and Budget and President Obama’s closest advisor on budget policy, has stated that he and the President are placing “rigorous” scientific evidence about child development and program impact at the center of their decision making. Science is influencing not only the executive and legislative branches of government but the judicial branch as well. Any day now, the U.S. Supreme Court will rule on whether it is legal to sentence adolescent minors to life in prison, and this ruling could be landmark for juvenile justice. Any day now, the U.S. Supreme Court will rule on the so-called “death in prison.” Child development scientists at the Center have weighed in with briefs to the Court that cite recent evidence about adolescent brain development and the cognitive and emotional capacity of adolescents. And so, psychologists, economists, sociologists, neuroscientists, and policy scientists at our Center for Child and Family Policy have an opportunity and a responsibility to participate in policy making like never before.

This issue of Bridge highlights some of the ways that members of the Center are contributing to science and policy in child development. Lisa Berlin is leading a study of how the experience of maltreatment in childhood leads some girls to grow up to repeat that awful process when they become mothers. Her findings inform the content of the home-visiting programs that the Obama home-visiting bill will support. Charlie Clotfelter is leading a group of scholars in the Sanford School of Public Policy in studies of the importance (or un-importance) of academic test scores in predicting success in early adulthood. One member of that team, Helen “Sunny” Ladd, leads a national group called A Broader, Bolder Approach to Education, that is translating the science into policy. These studies surely will inform the next version of the federal No Child Left Behind education legislation. Jenni Owen leads our Center in learning how to make that translation effectively. This is what the Center does: we generate relevant scientific findings, translate those findings into practices and policies, engage with policy makers, evaluate the impact of policies on outcomes for children, and then bring that experience back to the scientific laboratory for the next generation of research.

On March 29th of this year, the Center marked its tenth year of operation by celebrating its relationships with local, state, and federal leaders and its contributions to public policy on behalf of children and families. What an inspiring day! I was overwhelmed by the energy of the 300+ scholars, students, policy makers, and community leaders in attendance. It is time to say thanks. Thank you to Duke University administrators for supporting the Center. Thank you to the Duke University community of faculty, staff, and students for enthusiastically contributing. Thank you to community leaders and policy makers for engaging with us. Thank you to funders for your generosity and faith in us. We are, indeed, making a difference.

Investing in Children: Center’s 10-Year Anniversary Celebration March 29, 2010

Conference Focuses on Early Childhood Education by Matthew E. Milliken, Durham Herald-Sun

Speakers at a Duke conference on Monday, March 29th, called for a renewed effort to review and support early childhood programs.

“We have very strong evidence that high-quality preschool programs really do make a difference, and it radiates all the way to adulthood,” said Ron Haskins, a co-director of the Brookings Institution’s Center on Children and Families.

But another panelist, former N.C. Gov. James Hunt, said that more needed to be done to prove the effectiveness of such programs.

“We’ve got to show that these children who started out in these early childhood programs developed more cognitively,” Hunt said.

While advocates for such programs have traditionally resisted testing, he said, only hard data can persuade legislators to boost funding. Both speakers agreed that programs for children younger than 5 years of age need to be linked to K-12 education and to preparing kids for college and for the workplace. “We’ve gone as far as we can go without making that connection,” Hunt said. Education is and always has been the key to advancing in the United States, Haskins asserted. But he argued that college is more important than ever because income has fallen in recent years for all people whose education stopped short of earning bachelor’s degrees. “We simply have to get more kids into college,” Haskins said. Pointing out that minorities lag whites in income and other measurements, he called for them to receive significant early-childhood investments.

But J. Lawrence Aber, a New York University professor, noted that there tends to be little support for approaches that narrowly focus on the neediest children. During a question-and-answer session, outgoing Durham school board member Kirsten Kainz challenged the audience to ensure that all local children are guaranteed adequate health care and housing. The panel was part of a conference celebrating the 10th anniversary of Duke’s Center for Child and Family Policy. The keynote speaker was James Heckman, a Nobel laureate and University of Chicago economist, who lectured for about 90 minutes on how intellectual and other skills relate to investing in children. Heckman contended that so-called noncognitive or “soft skills” such as reliability, persistence, discipline and the ability to work with others have been underemphasized by policy makers. He showed a strong link between poor soft skills development, poor parenting and single-family households. The results of such inputs? Higher obesity, dropout, teen pregnancy and crime rates, among other things, Heckman said. Like Hunt, Heckman asserted that more study will be needed to determine what interventions work best. Early-childhood programs tend to be most cost-effective, but some support for youngsters of all ages is necessary, the economist said. Remediation for undeveloped skills is possible in many cases but can be expensive.

“The longer society waits, the more costly it is,” Heckman warned.

Investing in Children: Center’s 10-Year Anniversary Celebration
March 29, 2010

1. Left: Nearly 60 researchers, public school officials, state and local government employees, University officials, and students, etc., attended the luncheon during which Ellen Reckhow, vice chair of the Durham County Board of Commissioners, presented an exciting glimpse of the East Durham Children’s Initiative.

2. Above: Lunch attendees included Jim Heckman, Henry Schultz distinguished service professor of economics at the University of Chicago, and Ken Dodge, William McDougall professor of public policy, professor of psychology and neuroscience and director of the Center of Child and Family Policy, Duke University.

Over 180 people attended the afternoon forum entitled Economic Investments in Children. The forum was moderated by Marguerite Kondracke. Short presentations were made by Larry Aber, Ron Haskins and former N.C. Governor Jim Hunt.

3. Above, left to right: Ken Dodge, William McDougall professor of public policy, professor of psychology and neuroscience and director of the Center of Child and Family Policy, Duke University; former N.C. Governor Jim Hunt; Ron Haskins, co-director, Center on Children and Families, The Brookings Institution; Marguerite Kondracke, president and CEO, America’s Promise Alliance; Larry Aber, professor of applied psychology and public policy, Steinhardt School of Culture, Education and Human Development, New York University.

4. Above: Phil Costanzo, professor of psychology and neuroscience and associate director of the Center, asks a question during the forum.

The Center hosted an open house and poster session during the afternoon. Attendees were invited to view and discuss the 26 posters explaining various aspects of the Center’s work and research projects undertaken by undergraduate and graduate students affiliated with the Center.

5. Senior Patrick Messac, majoring in public policy, minoring in history and working on the Children in Contemporary Society certificate, discusses his poster “The Role of Identity in Decision Making: Black Adolescents and Substance Use” during the open house and poster session.

6. Christina Christopoulos, research scholar and principal investigator of the “Evaluation of the HiRAP Program in Davie County,” discusses her work with one of the many guests who attended the event.

7. Right: Senior sociology major Sarah Rabiner, who is also working on the Children in Contemporary Society certificate, presented her work in a poster entitled “Youth Gangs in Schools: Impact on Attitudes and Implications for Behavior.”

8. Above: Director of the North Carolina Education Research Data Center and Assistant Research Professor of Public Policy Clara Muschkin explains how the data center facilitates cutting-edge research by providing researchers with access to rich data on students, schools, and teachers in the N.C. public schools.

9. Above: Bill Chafe, Alice Mary Baldwin professor of history and former dean of the faculty of Trinity College of Arts and Sciences, introduced featured speaker Jim Heckman. Chafe was instrumental in providing support for the start of the Center for Child and Family Policy in 1999.

10. Above: Jim Heckman, Henry Schultz distinguished service professor of economics at the University of Chicago and winner of the 2000 Nobel Memorial Prize in Economic Sciences, delivered the keynote address entitled “The Economics of Investing in Children: The Role of Cognitive and Non-Cognitive Skills.” The lecture was attended by over 200 faculty, researchers, students and community representatives.

Please visit www.childandfamilypolicy.duke.edu/events/10yr_anniversary/overview.php for more photos and information concerning the day’s events.

www.childandfamilypolicy.duke.edu
Investing in Children: Center’s 10-Year Anniversary Celebration
March 29, 2010

Over 180 people attended the afternoon forum entitled Economic Investments in Children. The forum was moderated by Margarette Kondracke. Short presentations were made by Larry Aber, Ron Haskins and former N.C. Governor Jim Hunt.

3. Above, left to right: Ken Dodge, William McDougall professor of public policy, professor of psychology and neuroscience and director of the Center of Child and Family Policy, Duke University; former N.C. Governor Jim Hunt; Ron Haskins, codirector, Center on Children and Families, The Brookings Institution; Marguerite Kondracke, president and CEO, America’s Promise Alliance; Larry Aber, professor of applied psychology and public policy, Steinhardt School of Culture, Education and Human Development, New York University.

4. Above: Phil Costanzo, professor of psychology and neuroscience and associate director of the Center, asks a question during the forum.

The Center hosted an open house and poster session during the afternoon. Attendees were invited to view and discuss the 26 posters explaining various aspects of the Center’s work and research projects undertaken by undergraduates and graduate students affiliated with the Center.

5. Senior Patrick Messac, majoring in public policy, minoring in history and working on the Children in Contemporary Society certificate, discusses his poster “The Role of Identity in Decision Making: Black Adolescents and Substance Use” during the open house and poster session.

6. Christina Christopoulos, research scholar and principal investigator of the “Evaluation of the HIRAP Program in Davie County,” discusses her work with one of the many guests who attended the event.

7. Right: Senior sociology major Sarah Rabiner, who is also working on the Children in Contemporary Society certificate, presented her work in a poster entitled “Youth Gangs in Schools: Impact on Attitudes and Implications for Behavior.”

8. Above: Director of the North Carolina Education Research Data Center and Assistant Research Professor of Public Policy Clara Muschkin explains how the data center facilitates cutting-edge research by providing researchers with access to rich data on students, schools, and teachers in the N.C. public schools.

9. Above: Bill Chafe, Alice Mary Baldwin professor of history and former dean of the faculty of Trinity College of Arts and Sciences, introduced featured speaker Jim Heckman. Chafe was instrumental in providing support for the start of the Center for Child and Family Policy in 1999.

10. Above: Jim Heckman, Henry Schultz distinguished service professor of economics at the University of Chicago and winner of the 2000 Nobel Memorial Prize in Economic Sciences, delivered the keynote address entitled “The Economics of Investing in Children: The Role of Cognitive and Non-Cognitive Skills.” The lecture was attended by over 200 faculty, researchers, students and community representatives.

Please visit www.childandfamilypolicy.duke.edu/events/10yr_anniversary/overview.php for more photos and information concerning the day’s events.
Faculty Team Studying Links between Testing and Success in Early Adulthood by Jackie Ogburn

EOGs, Benchmarks, NAEP, NCCLAS—North Carolina schoolchildren wade through an alphabet soup of standardized tests each year. Do these tests really predict a successful young adulthood for the student? Do poor scores mean higher risk for criminal activity?

A dozen Sanford School of Public Policy faculty members are examining these and other questions through the project “Beyond Test Scores: Schooling and Life-Course Outcomes,” funded by a two-year grant of $692,000 from the Smith Richardson Foundation. Charles Clotfelter, Z. Smith Reynolds Professor of Public Policy and CCFP Faculty Fellow, is the principal investigator.

“This is an opportunity that doesn’t happen often,” Clotfelter said. “It’s extraordinary to have such a large number of faculty working together on a sustained and integrated set of research topics.”

The project links data from the North Carolina Education Research Database (housed in the Center for Child and Family Policy) with other data sets, and includes six initial research topics, a research workshop series, and a conference in the fall of 2010.

The project will have enormous importance for educational policy, particularly the research pertaining to community colleges, Clotfelter said. Community colleges are numerically a large part of secondary education, but are included in only a small fraction of the research. They play a large role in training young people who are not the top students, but who are being strongly affected by global changes and the recession.

The resulting research will have policy implications for issues such as reforming state accountability programs, how remedial programs should be used, identifying effective policies for reducing criminal behavior, and lessening the impact of trade-related economic downturns.

Since the project began in January 2009, the research team has met for a series of workshops every two weeks. The workshops include guest speakers who know the state policy terrain, such as officials from the N.C. Department of Public Instruction and the Employment Security Commission. Public policy graduate students and faculty from other Duke departments and local universities also are brought into the workshops.

“We have hired a full-time statistician, D. J. Cratty, to do the computing heavy lifting,” Clotfelter said.

Cratty will help link the student data in the N.C. Education Research Data Center to previously unconnected data sets on enrollment and performance in community colleges and universities, employment, the criminal justice system and family formation. The resulting detailed longitudinal micro data will allow new research on young people’s important life decisions and the consequences for both the development of their productive capacities and their personal well-being.

In addition to Clotfelter, the research team includes Sanford faculty members and CCFP Faculty Fellows Elizabeth Ananat, Philip J. Cook, William A. “Sandy” Darity Jr., Kenneth A. Dodge, Anna Gassman-Pines, Christtina M. Gibson-Davis, Helen F. Ladd, Clara G. Muschkin, Seth Sanders, and Jacob L. Vigdor in addition to Jim Johnson. Charles Thompson, Lora King Professor of Education at East Carolina University, is also part of the research team.

Originally published in the summer 2009 issue of the Sanford School’s Public Policy Focus.

Preventing Intergenerational Continuity in Child Abuse and Neglect by Lisa Berlin, Karen Appleyard and Kenneth Dodge

Child maltreatment is a serious public health problem, most urgently for infants and toddlers. Child development research can be brought to bear on the problem of child maltreatment through studies of known risk factors for child victimization, and of developmental processes that may help explain how these risk factors operate. We found that by the time their children were two years of age, mothers with a history of physical abuse were more likely to have children who also became victims of child abuse or neglect. Moreover, this intergenerational continuity was explained in part by mothers’ greater social isolation and aggressive tendencies toward other adults.

The study followed 499 white, African-American and Hispanic mothers and their infants. We interviewed mothers during pregnancy. Each mother reported on her history of maltreatment during childhood, mental health problems, social isolation, and social information processing patterns (tendencies to make hostile attributions and to suggest aggressive responses in ambiguous social situations). To assess victimization of the children, official county records were reviewed. For this study, children were classified as victimized if they had at least one allegation or substantiation of abuse or neglect during or before age 26 months. Our analysis sought to determine first whether there were associations between mothers’ histories of physical abuse and neglect and their child’s victimization. We then examined the extent to which these associations might be mediated (explained) by mothers’ mental health problems, social isolation, and hostile/aggressive tendencies.

We found that mothers with a history of physical abuse were more likely to have children who also became victims of child abuse or neglect. Specifically, after accounting for maternal race/ethnicity, age, education, family income and childhood neglect, the mothers who experienced physical abuse were 19% more likely than those who did not experience physical abuse to have children who were victimized by the age of 26 months.

This intergenerational continuity was explained in part by child abuse prevention programs should consider a mother’s history of childhood physical abuse as a risk factor for her children’s well-being. Mothers’ greater social isolation and aggressive tendencies toward other adults. That is, mothers’ history of physical abuse predicted their social isolation and aggressive tendencies, which in turn predicted their offspring’s victimization. Mothers’ childhood neglect, however, did not predict their offspring’s victimization. This study adds to the understanding of intergenerational continuity in child maltreatment. We show not only that there is intergenerational continuity, but also how and why it may operate (i.e., through mothers’ social isolation and aggressive tendencies). There are two implications for the prevention of child maltreatment.

First, a mother’s history of childhood physical abuse should be considered an important risk factor by maltreatment prevention programs. Second, for mothers who were victims of physical abuse, our findings underscore the importance of reducing mothers’ social isolation. Our findings also suggest that mothers who were victims of physical abuse require help in reducing aggressive tendencies. Finally, child maltreatment is, at its core, a malfunctioning relationship, and both social isolation and aggressive tendencies could be improved through enhancing mothers’ relationship skills. Thus, interventions that directly target mothers’ relationship skills may be especially valuable for mothers with histories of child maltreatment.

Mothers who were victims of physical abuse may need special help with reducing social isolation and curbing their own aggressive tendencies.

SUMMARIZED FROM:

FUNDED: This research was supported by NIMH K02MH70378 awarded to Lisa Berlin, by NIDA P2D0A137589 and NIDA P3D0A1302306, awarded to the Duke University Transdisciplinary Prevention Research Center, and by NIDA K05DA015256 and a grant from The Duke Endowment awarded to Kenneth Dodge.
Faculty Team Studying Links between Testing and Success in Early Adulthood by Jackie Ogburn

EOGs, Benchmarks, NAEP, NCCLAS—North Carolina schoolchildren wade through an alphabet soup of standardized tests each year. Do these tests really predict a successful young adulthood for the student? Do poor scores mean higher risk for schoolchildren wading through an alphabet soup of standardized tests each year.

A dozen Sanford School of Public Policy faculty members are examining these and other questions through the project “Beyond Test Scores: Schooling and Life-Course Outcomes in Adulthood,” funded by a two-year grant of $692,000 from the Smith Richardson Foundation. Charles Clotfelter, Z. Smith Reynolds Professor of Public Policy and CCFP Faculty Fellow, is the principal investigator.

“This is an opportunity that doesn’t happen often,” Clotfelter said. “It’s extraordinary to have such a large number of faculty working together on a sustained and integrated set of research topics.”

The project links data from the North Carolina Education Research Database (housed in the Center for Child and Family Policy) with other data sets, and includes six initial research topics, a research workshop series, and a conference in the fall of 2010. The project will have enormous importance for educational policy, particularly the research pertaining to community colleges, a research workshop series, and a conference in the fall of 2010.

In addition to Clotfelter, the research team includes Sanford faculty members and CCFP Faculty Fellows Elizabeth Ananat, Philip J. Cook, William A. “Sandy” Darlity Jr., Kenneth A. Dodge, Anna Gassaman-Pines, Christina M. Gibson-Davis, Helen F. Ladd, Clara G. Muschkin, Seth Sanders, and Jacob L. Vigdor in addition to Jim Johnson, Charles Thompson, Lora King Professor of Education at East Carolina University, is also part of the research team.

Originally published in the summer 2009 issue of the Sanford School’s Public Policy Focus.

RESEARCH

Preventing Intergenerational Continuity in Child Abuse and Neglect by Lisa Berlin, Karen Appleyard and Kenenath Dodge

Child maltreatment is a serious public health problem, most urgently for infants and toddlers. Child development research can be brought to bear on the problem of child maltreatment through studies of known risk factors for child victimization, and of developmental processes that may help explain how these risk factors operate. We found that by the time their children were two years of age, mothers with a history of physical abuse were more likely to have children who also became victims of child abuse or neglect. Moreover, this intergenerational continuity was explained in part by mothers’ greater social isolation and aggressive tendencies toward other adults.

The study followed 499 white, African-American and Hispanic mothers and their infants. We interviewed mothers during pregnancy. Each mother reported on her history of maltreatment during childhood, mental health problems, social isolation, and social information processing patterns (tendencies to make hostile attributions and to suggest aggressive responses in ambiguous social situations). To assess victimization of the children, official county records were reviewed. For this study, children were classified as victimized if they had at least one allegation or substantiation of abuse or neglect during or before age 26 months. Our analysis sought to determine first whether there were associations between mothers’ histories of physical abuse and neglect and their children’s victimization. We then examined the extent to which these associations might be mediated (explained) by mothers’ mental health problems, social isolation, and hostile/aggressive tendencies.

The study found that mothers with a history of physical abuse were more likely to have children who also became victims of child abuse or neglect. Specifically, after accounting for maternal race/ethnicity, age, education, family income and childhood neglect, the mothers who experienced physical abuse were 19% more likely than those who did not experience physical abuse to have children who were victimized by the age of 26 months.

This intergenerational continuity was explained in part by child abuse prevention programs should consider a mother’s history of childhood physical abuse as a risk factor for her children’s wellbeing. Mothers with a history of childhood physical abuse are more likely to have children who also become victims of child abuse or neglect. Specifically, after accounting for maternal race/ethnicity, age, education, family income and childhood neglect, the mothers who experienced physical abuse were 19% more likely than those who did not experience physical abuse to have children who were victimized by the age of 26 months.

Mothers’ greater social isolation and aggressive tendencies toward other adults. That is, mothers’ history of physical abuse predicted their social isolation and aggressive tendencies, which in turn predicted their offspring’s victimization. Mothers’ childhood neglect, however, did not predict their offspring’s victimization.

SUMMARIZED FROM:


FUNDING:

This research was supported by NIMH K01MH70378 awarded to Lisa Berlin, by NIDA 5R01DA021759 and NIDA 7F37DA023026 awarded to the Duke University Transdisciplinary Prevention Research Center, and by NIDA K55DA015226 and a grant from The Duke Endowment awarded to Kenneth Dodge.
Making Social Policy: How it happens, who’s involved and where research fits in
by Erin Yim

The Center’s Director of Policy Initiatives Jenni Owen developed the course Making Social Policy in 2008, in large part, as a result of student interest. The course, which originates in the Sanford School of Public Policy and is cross listed as CCS 270S and Soc 2345, is open to both graduate and undergraduate students. The focus of the class is on the policymaking process, the actors involved and connections between research and policy.

Making Social Policy is the first course at Duke that concentrates on the research-to-policy gap and strategies for bridging it. As its name suggests, the course highlights social policy issues such as welfare reform, juvenile justice and school dropout prevention. A feature of the course is student attendance at “policy events,” where they pay special attention to the use of research in policymaking—or the lack thereof.

Owen notes, “Students constantly ask about the policy world. They want to see it “live” and learn about how it really works. It provides a nice balance with the focus on theory that they get elsewhere.”

Owen’s training and experience made it possible to develop a course to respond to the student interest. Owen has a Masters in Public Administration from Harvard’s Kennedy School of Government but, perhaps more importantly, her work experience includes a stint with the U.S. Senate Labor Subcommittee and several years in North Carolina state government. In North Carolina, Owen worked both for the Department of Health and Human Services and as a senior policy advisor to former Governor Jim Hunt. Much of her current work at the Center involves interaction with public sector officials in both the executive and legislative branches.

The class is innovative in its integration of different elements. As expected, there are policy-related reading and writing assignments. But, there is also a role play exercise and Owen further supplements the academic work with glimpses into the policymaking world. In addition to attending policy events, guests to the class include policymakers, policy research experts, advocates, and legislative staff, all of whom spend some of their time reflecting on the research-to-policy conundrum.

Making Social Policy will be offered for the third time in fall 2010. Owen says, “By looking at social policy issues through new and different lenses, I hope to further equip students for later studies and the workplace, whether they pursue the research or policy realm—or something else. The material and processes we examine help them to become better consumers of information.”

Students’ comments about the course reflect the value of the course. Stefanie Feldman, a senior undergraduate public policy major at Duke, says, “[Owen] has an excellent understanding of how policy works, particularly in North Carolina. She herself is very involved in translating research into policy, and she really facilitated that discussion.”

Kristy Marynak, a second-year graduate student at Sanford added, “She is a professor of the practice, not simply an academic. I find the writing assignments to be very useful and helpful. In particular, we wrote a policy brief, an op-ed, and a long memo discussing both research and research-based policy options.”

Any good class will teach material that remains relevant to students as they venture out of the classroom into the real world. Feldman says, “Through the class, I’ve reached an understanding that there needs to be agent in the policy-making process who can use research to make a difference for policy. That is a role that needs to be filled.”

Such awareness is important for students who hope to truly have an impact on public policy, regardless of the position from which they do it.

One student is already on that track. At Owen’s suggestion, Marynak expanded the policy brief she wrote for Making Social Policy and it will be published in the new Sanford Journal of Public Policy.

For as future versions of the course, Owen is looking at incorporating the Service Learning designation to enhance the focus on connections among research, policy, and practice.

Spring 2010 Courses

Title: Children in Contemporary Society (CCS 150/PubPol 124)
Instructor: Leslie Babinski, Research Scientist

Using an interdisciplinary approach, this course provides an overview of key issues facing today’s youth. The course outlines the major developmental stages of childhood and addresses the intersection between the child and the major influences in a child’s life: parents and family life, education, health, and service systems; neighborhoods and communities; the media; and the economy. A core objective is to develop an understanding of risk and protective factors related to childhood adversity—including health inequities, family violence, mental health problems, delinquency, and poverty—and the role of social programs and policies in shaping children’s lives. Emphasis is placed on applying theory to solving complex societal problems, and using materials and methodologies from different disciplines (psychology, public policy, sociology, economics) to facilitate learning across traditional disciplinary boundaries. This course is required for students working on the Children in Contemporary Society certificate.

Title: Multidisciplinary Approaches to Contemporary Children’s Issues (CCS 210S/PubPol 210S)
Instructor: Kenneth Dodge, William McDougal Professor of Public Policy and Professor of Psychology and Neuroscience

The goal of this course is to teach students how to translate scholarship to policy-relevant actions. This course teaches students how to translate the knowledge they have gained from their project into public policy and practice. The course also enhances students’ ability to relate their acquired knowledge to other disciplines. Students write several manuscripts for diverse audiences (e.g., an op-ed for the public, a brief for policy makers, a research summary for scientists in other disciplines). Students critique scholarship from other disciplines and translate it to their own. Students learn how to present their analyses in oral, academic, and lay-public forums. This course is required for students working on the Children in Contemporary Society certificate.

Title: Social Science Policy Research (PubPol 183S/Psy 160S)
Instructor: Elizabeth Snyder-Fickler, Research Scientist

In this course students examine the crucial steps to conducting social science research, including developing research questions and hypotheses, research designs, and methods of data analysis. This class helps students understand and critically evaluate the research of others, in addition to providing them with the necessary tools to develop their own research projects. Some of the topics that are covered include theories and hypotheses, ethics of social research, how to design a research project, sampling, indexes and scales, experimental designs, survey research, quantitative and qualitative research. One of the objectives of this course is that students will identify important contemporary problems and then develop research questions and methods to address those questions. This course fulfills the research methods requirement for the Children in Contemporary Society certificate program.

Title: Service Delivery Systems (PubPol 388)
Instructor: Joel Rosch, Senior Research Scholar and Policy Liaison

This course is about what happens to policy after laws are made; budgets are approved, and either public or nonprofit agencies try to implement public policy. The focus is on how modern management can improve the way services are delivered to the public. This course provides students with a way to understand the issues involved in managing and delivering services to the public at the “street level.” It also gives students an overview of a wide variety of services including: child protective services, law enforcement, education, mental health, juvenile justice, public health, and other services that governments, and increasingly nonprofit and for profit organizations, try to deliver to the public. While many of the examples used in the course are drawn from child-serving agencies in the United States, others are drawn from countries around the world.
Making Social Policy: How it happens, who’s involved and where research fits in
by Erin Yim

The Center’s Director of Policy Initiatives Jenni Owen developed the course Making Social Policy in 2008, in large part, as a result of student interest. The course, which originates in the Sanford School of Public Policy and is cross listed as CCS 270S and SOC 2345, is open to both graduate and undergraduate students. The focus of the class is on the policymaking process, the actors involved and connections between research and policy. Making Social Policy is the first course at Duke that concentrates on the research-to-policy gap and strategies for bridging it. As its name suggests, the course highlights social policy issues such as welfare reform, juvenile justice and school dropout prevention. A feature of the course is student attendance at “policy events” where they pay special attention to the use of research in policy-making—or the lack thereof.

Owen notes, “Students constantly ask about the policy world. They want to see it “live” and learn about how it really works. It provides a nice balance with the focus on theory that they get elsewhere.”

Owen’s training and experience made it possible to develop a course to respond to the student interest. Owen has a Masters in Public Administration from Harvard’s Kennedy School of Government but, perhaps more importantly, her work experience includes a stint with the U.S. Senate Labor Subcommittee and several years in North Carolina state government. In North Carolina, Owen worked both for the Department of Health and Human Services and as a senior policy advisor to former Governor Jim Hunt. Much of her current work at the Center involves interaction with public sector officials in both the executive and legislative branches.

The class is innovative in its integration of different elements. As expected, there are policy-related reading and writing assignments. But, there is also a role play exercise and Owen further supplements the academic work with glimpses into the policymaking world. In addition to attending policy events, guests to the class include policymakers, policy research experts, advocates, and legislative staff, all of whom spend some of their time reflecting on the research-to-policy conundrum.

Making Social Policy will be offered for the third time in fall 2010. Owen says, “By looking at social policy issues through new and different lenses, I hope to further equip students for later studies and the workplace, whether they pursue the research or policy realm—or something else. The material and processes we examine help them to become better consumers of information.”

Students’ comments about the course reflect the value of the course. Stefanie Feldman, a senior undergraduate public policy major at Duke, says, “[Owen] has an excellent understanding of how policy works, particularly in North Carolina. She herself is very involved in translating research into policy, and she really facilitated that discussion.”

Kristy Marynak, a second-year graduate student at Sanford added, “She is a professor of the practice, not simply an academic. I found the writing assignments to be very useful and helpful. In particular, we wrote a policy brief, an op-ed, and a long memo discussing both research and research-based policy options.”

Any good class will teach material that remains relevant to students as they venture out of the classroom into the real world. Feldman says, “Through the class, I’ve reached an understanding that there needs to be agent in the policy-making process who can use research to make a difference for policy. That is a role that needs to be filled.”

Owen notes, “Students constantly ask about the policy world. They want to see it “live” and learn about how it really works. It provides a nice balance with the focus on theory that they get elsewhere.”

Such awareness is important for students who hope to truly have an impact on public policy, regardless of the position from which they do it.

One student is already on that track. At Owen’s suggestion, Marynak expanded the policy brief she wrote for Making Social Policy and it will be published in the new Sanford Journal of Public Policy. As for future versions of the course, Owen is looking at incorporating the Service Learning designation to enhance the focus on connections among research, policy, and practice.

Spring 2010 Courses

Spring 2010 Courses

| Title: | Social Science Policy Research (PubPol 1835/Psy 1605) |
| Instructor: | Elizabeth Snyder-Fickler, Research Scientist |
| Description: In this course students examine the crucial steps to conducting social science research, including developing research questions and hypotheses, research designs, and methods of data analysis. This class helps students understand and critically evaluate the research of others, in addition to providing them with the necessary tools to develop their own research projects. Some of the topics that are covered include theories and hypotheses, ethics of social research, and how to design a research project, sampling, indexes and scales, experimental designs, survey research, qualitative and quantitative research. One of the objectives of this course is that students will identify important contemporary problems and then develop research questions and methods to address those questions. This course fulfills the research methods requirement for the Children in Contemporary Society certificate program. |

| Title: | Multidisciplinary Approaches to Contemporary Children’s Issues (CCS 2105/PubPol 210S) |
| Instructor: | Kenneth Dodge, William McDougal Professor of Public Policy and Professor of Psychology and Neuroscience |
| Description: Using an interdisciplinary approach, this course provides an overview of key issues facing today’s youth. The course outlines the major developmental stages of childhood and addresses the intersection between the child and the major influences in a child’s life: parents and family life, education, health, and service systems. | Special Problems in Social Science Policy Research (CCS 150/PubPol 124) |
| Instructor: | Leslie Babinski, Research Scientist |
| Description: This course is about what happens to policy after laws are made, or the lack thereof. It covers the major areas of federal policy, including health, education, and human services. The course will identify important contemporary problems and then develop research questions and methods to address those questions. This course fulfills the research methods requirement for the Children in Contemporary Society certificate program. |

www.childandfamilypolicy.duke.edu
The Children in Contemporary Society (CCS) certificate program, which began in spring 2007, was created to encourage undergraduates to explore issues related to children and families through interdisciplinary coursework and to engage students in research that informs policy and practice. Christina Gibson-Davis, director of the program and assistant professor of public policy, says she and others at the Center created the CCS certificate program when they realized that students wanted to connect their major coursework to other disciplines and to real-world contexts. Students interested in family issues might be overlooking relevant courses, which are spread out among different departments from education to sociology to economics. “If you were majoring in one discipline,” she says, “you might not be aware of courses in other disciplines that would be of interest to you.”

To earn the certificate, students must complete three core courses, one research methods course, and two electives. The signature of the program is a research project. “We want the students to choose a topic of interest to them and work one-on-one with a professor or mentor to produce an empirically rigorous paper,” says Gibson-Davis.

After only three years, two students have already earned the CCS certificate and ten more are on track to earn it this spring. “Early indications are that we are meeting a need in Duke undergraduate education,” Gibson-Davis says. “Students seem really happy with the program.”

Senior Sarah Rabiner, a sociology major, was hooked on the certificate program as soon as she took the cornerstone course (CCS 150) with Clara Muschkin during her sophomore year. She notes, “The certificate is really interdisciplinary and allows you to take classes that specifically fit your interests—economics, public policy, psychology, sociology. It gives you a pretty diverse understanding of issues that kids face. And the faculty is great.” For her research, Rabiner is studying the effects of gang presence on student attitudes toward school and behavior in school. When she graduates, she hopes to work in the Durham Public School system, with the juvenile justice system, or with Child Protective Services.

Sarah and nine of her classmates will receive the CCS certificate when they graduate in May:

Amy Caza – public policy major; psychology minor
Michelle McCree – public policy major
Kerry McGregor – psychology major; Markets and Management Studies certificate
Patrick Messac – public policy major; history minor
Lauren Miller – psychology major
Alexandra Nevid – public policy major
Sarah Rabiner – sociology major
Kayla Roby – public policy major; African and African American Studies minor
Saleem Tsegaye – cultural anthropology major; English minor
Karmel Wong – psychology major

For more information about the certificate program, please contact faculty director Christina Gibson-Davis (cgbison@duke.edu) or certificate administrator Barbara Pollock (bpollock@duke.edu).

Certificate students and faculty gathered for dinner and conversation in February 2010.

First row, left to right: Kayla Roby, Jacqueline Sims, Michelle McCree and Barbara Pollock.
Second row, left to right: Clara Muschkin, Alexandra Nevid, Ken Dodge, Karmel Wong, Amy Caza, Joel Roschi and Christina Gibson-Davis.

Honoring Mothers with Cribs
by Jennifer Gill, MSW

Becoming a parent is a life transition for which there is no formal training. When an infant is born, suddenly parents are faced with the naked vulnerability of their child. While good protective instincts often support many of the child’s needs, too many Durham parents suffer from a lack of basic material support. Cribs for Kids of Durham was established to help fill the need for a safe sleep environment for a newborn. This initiative is funded solely through community donations and small community grants. Since 2008, the program has provided 214 cribs (and counting) to families in need of a safe place for their baby to sleep.

The program is a local chapter of the National Cribs for Kids program. Through an exclusive agreement with Graco® Children's Products Inc., Cribs for Kids is able to purchase brand new “pack-n-play” porta-cribs for parents in need. The Durham chapter was developed in 2008 when Durham Connects’ home visiting nurses noticed a large number of babies without a designated place to sleep. That meant that babies were sleeping in car seats, or on sofas, air mattresses, or adult beds, all of which have been shown to increase the risk of SIDS.

Families with low incomes are referred to Cribs for Kids by area agencies and must be willing to participate in a safe sleep training session. Families are responsible for a $10 co-pay, which covers the shipping costs of bringing the cribs to Durham. Community Partner Clarine Hyman notes, “We rely on a professional referral to help us help parents who are truly in need of a crib and wouldn’t be able to purchase one otherwise. As our motto says - ‘It’s for the babies.’”

On the occasion of Mother’s Day 2010, Cribs for Kids is hosting a Mother’s Day Crib Fundraising Drive. Those wishing to honor their mother, grandmother, or other important mother figure in their lives are encouraged to make a $50 tax deductible donation to help a needy family comfort and provide for their infant. In return, they will receive an acknowledgement card and personal thank you note from a crib recipient they helped in the Durham community. Please consider honoring a mother figure in your life by providing a crib for a newborn!

Above: Cathy Postal and Clarine Hyman show a new mom how to set up a pack-n-play porta-crib.

Tax deductible donations may be sent to:
Cribs for Kids
Duke University
Box 90539
Durham, NC 27708-0539

For more information, call 919-668-3279 or visit http://durhamconnects.org/programs_cribs.html
Congratulations to May 2010 Graduates
Earning the Children in Contemporary Society Certificate by Mary-Russell Roberson

The Children in Contemporary Society (CCS) certificate program, which began in spring 2007, was created to encourage undergraduates to explore issues related to children and families through interdisciplinary coursework and to engage students in research that informs policy and practice. Christina Gibson-Davis, director of the program and assistant professor of public policy, says she and others at the Center created the CCS certificate program when they realized that students wanted to connect their major coursework to other disciplines and to real-world contexts. Students interested in family issues might be overlooking relevant courses, which are spread out among different departments from education to sociology to economics. “If you were majoring in one discipline,” she says, “you might not be aware of courses in other disciplines that would be of interest to you.”

To earn the certificate, students must complete three core courses, one research methods course, and two electives. The signature of the program is a research project. “We want the students to choose a topic of interest to them and work one-on-one with a professor or mentor to produce an empirically rigorous paper,” says Gibson-Davis.

After only three years, two students have already earned the CCS certificate and ten more are on track to earn it this spring. “Early indications are that we are meeting a need in Duke undergraduates,” says Gibson-Davis. “Students seem really happy with the program.”

Senior Sarah Rabiner, a sociology major, was hooked on the certificate program as soon as she took the cornerstone course (CCS 150) with Clara Muschkin during her sophomore year. She notes, “The certificate is really interdisciplinary and allows you to take classes that specifically fit your interests—economics, public policy, psychology, sociology. It gives you a pretty diverse understanding of issues that kids face. And the faculty is great.” For her research, Rabiner is studying the effects of gang presence on student attitudes toward school and behavior in school. When she graduates, she hopes to work in the Durham Public School system, with the juvenile justice system, or with Child Protective Services.

Sarah and nine of her classmates will receive the CCS certificate when they graduate in May:

Amy Czaja – public policy major; psychology minor
Michelle McCree – public policy major
Kerry McGregor – psychology major; Markets and Management Studies certificate
Patrick Messac – public policy major; history minor
Lauren Miller – psychology major
Alexandra Nevid – public policy major
Sarah Rabiner – sociology major
Kayla Roby – public policy major; African and African American Studies minor
Salem Tsegaye – cultural anthropology major; English minor
Karmel Wong – psychology major

For more information about the certificate program, please contact faculty director Christina Gibson-Davis (cgibson@duke.edu) or certificate administrator Barbara Pollock (bpollock@duke.edu).

Honoring Mothers with Cribs
by Jennifer Gill, MSW

Becoming a parent is a life transition for which there is no formal training. When an infant is born, suddenly parents are faced with the naked vulnerability of their child. While good protective instincts often support many of the child’s needs, too many Durham parents suffer from a lack of basic material support.

Cribs for Kids of Durham was established to help fill the need for a safe sleep environment for a newborn. This initiative is funded solely through community donations and small community grants. Since 2008, the program has provided 214 cribs (and counting) to families in need of a safe place for their baby to sleep.

The program is a local chapter of the National Cribs for Kids program. Through an exclusive agreement with Graco® Children’s Products Inc., Cribs for Kids is able to purchase brand new “pack-n-play®” porta-cribs for parents in need. The Durham chapter was developed in 2008 when Durham Connects’ home visiting nurses noticed a large number of babies without a designated place to sleep. That meant that babies were sleeping in car seats, or on sofas, air mattresses, or adult beds, all of which have been shown to increase the risk of SIDS.

Families with low incomes are referred to Cribs for Kids by area agencies and must be willing to participate in a safe-sleep training session. Families are responsible for a $30 co-pay, which covers the shipping costs of bringing the cribs to Durham. Community Partner Clarine Hyman notes, “We rely on a professional referral to help us help parents who are truly in need of a crib and wouldn’t be able to purchase one otherwise. As our motto says - It’s for the babies.”

On the occasion of Mother’s Day 2010, Cribs for Kids is hosting a Mother’s Day Crib Fundraising Drive. Those wishing to honor their mother, grandmother, or other important mother figure in their lives are encouraged to make a $50 tax deductible donation to help a needy family comfort and provide for their infant. In return, they will receive an acknowledgement card and personal thank you note from a crib recipient they helped in the Durham community. Please consider honoring a mother figure in your life by providing a crib for a newborn!

Certificate students and faculty gathered for dinner and conversation in February 2010.

First row, left to right: Kayla Roby, Jacqueline Sims, Michelle McCree and Barbara Pollock.
Second row, left to right: Clara Muschkin, Alexandra Nevid, Ken Dodge, Karmel Wong, Amy Czaja, Joel Rosch and Christina Gibson-Davis.

Above: Cathy Postal and Clarine Hyman show a new mom how to set up a pack-n-play porta crib.

Tax deductible donations may be sent to:

Cribs for Kids
Duke University
Box 90539
Durham, NC 27708-0539

For more information, call 919-668-3279
or visit http://durhamconnects.org/programs_cribs.html
Few issues incense citizens more than the exorbitant bonuses awarded to corporate executives, and yet little has been done to stop this practice.

Just this week, published reports said AIG, which accepted a $180 billion government bailout, is set to pay about $100 million in bonuses to its employees. It’s as if it is somehow un-American to prohibit our entrepreneurs and executives from earning more and more millions, even when average workers are struggling to make ends meet and taxpayers are footing the bill.

I offer a legislative proposal that will make everyone wish top executives Godspeed in their quest for the American dream: Allow executives of publicly traded companies, companies receiving public aid, and companies doing business with the government to earn as much compensation as their boards allow, as long as the total amount does not exceed 100 times the salary of that company’s lowest-paid, full-time employee.

For example, if the lowest-paid worker at a company earns the federal minimum wage (currently, $7.25/hour, yielding an annual income of $15,080), then the total compensation for the top executive (including stock options and yacht) would be limited to $1,508,000. If a company gives its lowest-paid worker a “living wage” (for a single mother with one child living in New York City, $19.66/hour), the worker would earn $40,893 and the top executive could take home more than $4 million. By way of comparison, annual compensation for S&P 500 CEOs now averages over $10 million, which is more than 300 times the annual pay of the average worker in those corporations.

It’s not that Americans begrudge all executives for earning millions. Bill Gates and Warren Buffet are generally revered and which is more than 300 times the annual pay of the average worker in those corporations.

For example, if the lowest-paid worker at a company earns the federal minimum wage (currently, $7.25/hour, yielding an annual income of $15,080), then the total compensation for the top executive (including stock options and yacht) would be limited to $1,508,000. If a company gives its lowest-paid worker a “living wage” (for a single mother with one child living in New York City, $19.66/hour), the worker would earn $40,893 and the top executive could take home more than $4 million. By way of comparison, annual compensation for S&P 500 CEOs now averages over $10 million, which is more than 300 times the annual pay of the average worker in those corporations.

It’s not that Americans begrudge all executives for earning millions. Bill Gates and Warren Buffet are generally revered and envied. Sports figures are heroes, despite earning millions. The problem is not the absolute bonus amount but rather the disparity between the haves and the have-nots.

It’s not that American workers live in abject poverty. Compared to workers around the world, Americans do very well. However, studies have shown that income disparity:

• disrupts a society’s social cohesion, reduces social capital and social mobility, and isolates us from each other;
• lowers society’s overall child health, well-being, and educational achievement;
• contributes to stress disorders including obesity, substance abuse, and cardiovascular disease, and may be a more important cause of mental disorders and distress than poverty itself;
• increases mortality by reducing hope, promoting self-destructive risky behavior, and igniting violence.

The malignant effects reach both the wealthy and the poor, and they are magnified by 21st century media that remind us 24/7 that disparities are ever-present.

Fifty years ago, income disparity in S&P 500 companies was just 30 times between the highest-paid and average worker, but it has skyrocketed since then, in spite of the War on Poverty. According to economists, income inequality is at an all-time high: the top one percent of Americans now earn a quarter of all income in this country, and the top 10 percent of Americans now earn 50 percent of all income.

Income inequality is higher in the United States than in any other developed society in the world, save Hong Kong, which has no minimum wage.

And it is not even close: our income inequality doubles the levels of most European societies. Within the United States, inequality is highest in the state of New York. A version of the proposal that I offer, called the Income Equity Act, is regularly introduced to Congress but never gets out of committee. The act would deny a tax deduction to corporations whose executive incomes exceed 25 times the income of the lowest-paid employee. Another version links government contracts to corporate income distribution: more than three-fourths of the federal government’s top contractors now pay their executives more than 100 times the level of their average worker.

One might quibble with the ratio that I propose. Go ahead and make it 200. Or 50. If we begin to debate the magnitude of wealth disparity that we can tolerate as a society, then we are moving in the right direction. Under the proposal that I offer, corporate executives would have an incentive to do what they rarely do—think about the little guy. Every dollar-an-hour wage increase for the lowest-paid worker could bring a $200,000 bonus for the chief executive. The little guys would be cheering on the executives to lavish themselves with bonuses. It’s win-win.


May 18-19, 2010, Conference Tackles Campus Drug and Alcohol Culture by Luke Walker

Alcohol use among college students has long been a salient issue for campus administrators and policymakers. In recent years, however, the problem of alcohol use has been compounded by the rising abuse of other drugs, including marijuana, opiates, and prescription amphetamines. Misuse of prescription drugs is also on the rise as a recent survey at Duke University found that 20% of Duke seniors reported the nonprescription use of ADHD medications during their college years, a figure that is consistent with that found in other surveys of students attending schools with highly competitive admission standards.

New policies and prevention programs are needed to reduce the abuse of alcohol and other substances by college students. A May conference hosted by the Center for Child and Family Policy seeks to review a number of issues related to drug and alcohol use on America’s college campuses, while also exploring potential intervention and prevention strategies.

The conference is being coordinated by David Rabiner, associate research professor of psychology and neuroscience and associate director at the Center, and Helene Raskin White, professor of sociology and a researcher in the Center for Alcohol Studies at Rutgers University. A wide variety of issues related to alcohol and drug abuse among college students will be discussed. These include basic science presentations related to risk factors for substance abuse and the effect of substance use on the young-adult brain, information on the rising rates of prescription drug abuse among college students, and a discussion of novel prevention and intervention methods.

A key aspect of the conference is that it will bring together researchers and experts from a variety of fields to share and exchange ideas, something that does not always happen. For example, researchers designing prevention programs may be lacking information on the biological explanations for abuse, and those conducting etiological studies may be unaware of the needs of policymakers.

As noted by co-organizer David Rabiner, “An important goal of this conference is to gather researchers, clinicians, and college administrators who are addressing this issue from multiple perspectives. Dr. White and I hope that the conference will provide a useful forum for professionals working in these different areas to exchange ideas and to benefit from one another’s knowledge and experience. The presentations should be of interest to researchers, clinicians, university administrators, and students, and all are encouraged to attend.”

Invited speakers are from colleges and universities across the nation, including the University of Michigan, the University of Washington, UC-Berkeley, the University of Missouri, Rutgers University, and Duke University. The full conference agenda is available on the Duke Center for Child and Family Policy website at http://www.childandfamilypolicy.duke.edu/events_detail.php?id=41

The conference will be held May 18-19 in the Sanford Rhodes Conference Room, beginning at 8:30 a.m. both days. For additional information, please visit http://www.childandfamilypolicy.duke.edu/events_detail.php?id=41
How to Make CEO Bonuses Help the Little Guy by Kenneth A. Dodge

Few issues incense citizens more than the exorbitant bonuses awarded to corporate executives, and yet little has been done to stop this practice.

Just this week, published reports said AIG, which accepted a $180 billion government bailout, is set to pay about $100 million in bonuses to its employees. It’s as if it is somehow un-American to prohibit our entrepreneurs and executives from earning more and more millions, even when average workers are struggling to make ends meet and taxpayers are footing the bill.

I offer a legislative proposal that will make everyone wish top executives Godspeed in their quest for the American dream: Allow executives of publicly traded companies, companies receiving public aid, and companies doing business with the government to earn as much compensation as their boards allow, as long as the total amount does not exceed 100 times the salary of that company’s lowest-paid, full-time employee.

For example, if the lowest-paid worker at a company earns the federal minimum wage (currently, $7.25/hour, yielding an annual income of $15,080), then the total compensation for the top executive (including stock options and yachts) would be limited to $1,508,000. If a company gives its lowest-paid worker a “living wage” (for a single mother with one child living in New York City, $19.66/hour), the worker would earn $40,893 and the top executive could take home more than $4 million. By way of comparison, average compensation for S&P 500 CEOs now averages over $10 million, and the top 10 percent of Americans now earn 50 percent of all income.

Income inequality is higher in the United States than in any other developed society in the world, save Hong Kong, which has no minimum wage.

And it is not even close: our income inequality doubles the levels of most European societies. Within the United States, inequality is highest in the state of New York.

A version of the proposal that I offer, called the Income Equity Act, is regularly introduced to Congress but never gets out of committee. The act would deny a tax deduction to corporations whose executive incomes exceed 25 times the income of the lowest-paid employee. Another version links government contracts to corporate income distribution: more than three-fourths of the federal government’s top contractors now pay their executives more than 100 times the level of their average worker.

One might quibble with the ratio that I propose. Go ahead and make it 200. Or 50. If we begin to debate the magnitude of wealth disparity that we can tolerate as a society, then we are moving in the right direction.

Under the proposal that I offer, corporate executives would have an incentive to do what they rarely do—think about the little guys...
Faculty and Researcher News

by Barbara Black Pollock

Thirty-nine Duke faculty recently were appointed fellows of the Center for Child and Family Policy for a three-year renewable term. Those named Faculty Fellows have a long-term stake and interest in the Center and are encouraged to attend Center-sponsored lectures, seminars, conferences, etc., collaborate with Center researchers, serve as mentors for undergraduate students participating in the Children in Contemporary Society certificate program, and report on their activities, publications, awards, etc., for inclusion in this newsletter and our annual report. The Center offers the Fellows a variety of support services: assistance translating research findings to policymakers, help with literature searches, publicity for research findings, Institutional Review Board (IRB) assistance, and help placing research in the public schools, among other things.

Eleven different departments, institutes, and schools across the University and medical center are represented in this group of Faculty Fellows:

Elizabeth Ananat, Assistant Professor of Public Policy
Allison Ashley-Koch, Associate Professor of Medicine
Linda Burton, James B. Duke Professor of Sociology
Avalashon Caspi, Edward M. Arnett Professor of Psychology and Neuroscience
Tanya Chantrad, Professor, Fuqua School of Business
Charles Clotfelter, Z. Smith Reynolds Professor of Public Policy; Professor of Economics and Law; Director, Center for the Study of Philanthropy and Voluntarism
Dorane Coleman, Professor of Law
Philip Cook, Senior Associate Dean for Faculty and Research, Sanford School of Public Policy; ITT/Sanford Professor of Public Policy; Professor of Economics and Sociology
Philip Costanzo, Associate Director, Center for Child and Family Policy; Professor of Psychology and Neuroscience
E. Jane Costello, Associate Director of Research, Center for Child and Family Policy; Professor of Psychiatry and Behavioral Sciences
John Curry, Professor of Psychiatry and Behavioral Sciences
William (Sandy) Darby, Professor of Public Policy, Professor of African and African-American Studies and Economics
Kenneth Dodge, Director, Center for Child and Family Policy; William McDougal Professor of Public Policy, Professor of Psychology and Neuroscience
Gary Feng, Assistant Professor of Psychology and Neuroscience
Gavan Fitzsimons, F.M. Kirby Research Fellow and Professor of Marketing and Psychology
Anna Gassman-Pines, Assistant Professor of Public Policy and Psychology and Neuroscience
Christina Gibson-Davis, Director, Children in Contemporary Society Certificate Program; Assistant Professor of Public Policy, Sociology, and Psychology and Neuroscience
Rick Hoyle, Associate Director, Center for Child and Family Policy; Professor of Psychology and Neuroscience
Scott Huedell, Associate Professor of Psychiatry and Behavioral Sciences
Scott Killos, Associate Professor of Psychiatry and Behavioral Sciences
Cynthia Kuhn, Professor of Pharmacology and Cancer Biology
Helen (Sunny) Ladd, Edgar T. Thompson Distinguished Professor of Public Policy; Professor of Economics
Jennifer Lansford, Associate Research Professor, Social Science Research Institute
Terrie Moffitt, Knut Schmidt Nielsen Professor; Professor, Psychology and Neuroscience, Psychiatry and Behavioral Sciences
Robert Murphy, Assistant Professor of Psychiatry and Behavioral Sciences
Desinee Murray, Assistant Professor of Psychiatry and Behavioral Sciences
Clara Muschik, Director, North Carolina Education Research Data Center, Center for Child and Family Policy; Assistant Research Professor of Public Policy
Thomas Nechyba, Professor of Economics and Public Policy
Karen O’Donnell, Associate Professor of Psychiatry and Behavioral Sciences
Martha Putallaz, Professor of Psychology and Neuroscience; Director, Duke Talent Identification Program
David Rabiner, Associate Director for Program Evaluation Services, Center for Child and Family Policy; Associate Research Professor of Psychology and Neuroscience
Jerome Reiter, Associate Professor of Statistical Science
Seth Sanders, Professor of Economics
Rochelle Schwab-Cloves, Professor of Pharmacology and Cancer Biology
Frank Sloan, J. Alex McIlhenny Professor of Health Policy; Professor of Economics
Timothy Strauman, Professor of Psychology and Neuroscience
Jeffrey Swanson, Professor of Psychiatry and Behavioral Sciences
H. Scott Swartzwelder, Professor of Psychiatry and Behavioral Sciences
William (Bill) Wilson, Professor of Public Policy and Economics; Director of Graduate Studies, Public Policy PhD Program

Willie (Bill) Wilson was appointed Research Professor of Prevention Science by the Social Science Research Institute on November 1, 2009. Wilson, a faculty fellow of the Center, is a neuropsychopharmacologist who studies the ways in which alcohol and other drugs interact with the central nervous system, with a particular interest in how the brain acquires and stores information. He is a senior editor of Jasper’s Basic Mechanisms of the Epilepsies, and an author of three books for the general public - Buzzed: The Straight Facts About The Most Used and Abused Drugs From Alcohol to Ecstasy (also published in Italian and soon will be published in Spanish), Pumped: Straight facts for athletes about drugs, supplements and training, and Just Say Know: Talking with kids about drugs and alcohol.

Center Faculty Fellow Helen (Sunny) Ladd was elected 2010-11 president of the Association for Public Policy Analysis and Management during their fall 2009 conference. Ladd is the Edgar T. Thompson Distinguished Professor of Public Policy and Professor of Economics. Her research interests focus on education policy, and she has published books on school-based accountability, market-based reforms in education, school choice in New Zealand, and racial equity in South Africa. She has also edited the Handbook on Research in Education Finance and Policy. Ladd leads the management team of the Center for the Analysis of Longitudinal Data in Education Research (CALDER), which is funded by the U.S. Department of Education. CALDER supports Ladd’s research with Center Faculty Fellows Charles Clotfelter and Jacob Vigod on teacher labor markets and student segregation in North Carolina. Most recently, she and her husband Ted Frke spent six months in Amsterdam researching that country’s system of weighted student funding of primary schools.

Three new researchers joined the Center at the beginning of the 2009-10 academic year:

Marcy Boynton was hired as a postdoctoral associate in August 2009. She is collaborating with investigators in the NIDA-funded Transdisciplinary Prevention Research Center while pursuing her own research agenda. Boynton’s areas of specialization are attitude-behavior relations, acculturation, and the advancement of quantitative research methods. Her work has concentrated on how health intervention methods and content can be better informed by basic social psychology research, examining this issue using a variety of methods (e.g., meta-analysis, correlational and experimental studies, daily diary techniques) and focusing on a number of topics (e.g., smoking, alcohol use, HIV risk, cardiovascular health).

Also joining the Center as a postdoctoral associate in August 2009, Krista Ranby is interested in understanding why some people engage in health promoting behaviors while others do not. Further, she is interested in how social scientists can influence people to make healthy choices. Ranby is collaborating with investigators in the NIDA-funded Transdisciplinary Prevention Research Center while pursuing her own research agenda. She has worked on developing models of health behavior, in translating models into interventions to understand the mechanisms through which interventions modify behavior, and improving the measurement of constructs that may predict health behavior.

Research Scientist Anne-Marie Iselin, who is working with Center Director Ken Dodge on his NIH-funded project entitled “Multisite Prevention of Adolescent Conduct Problems,” began her position at Duke on September 1, 2009. Her current research focuses on the influence of cognitive control (i.e., attention, memory, response inhibition) on the engagement of antisocial behaviors in adolescence. Iselin is also interested in clinical interventions for and policy about adolescents who engage in sexually inappropriate behaviors. The overarching goal of her research and clinical work is to improve understanding of the development of antisocial behaviors and to develop new treatment methods to improve the life-chances of youth who are in trouble with the law.

Three new researchers joined the Center at the beginning of the 2009-10 academic year:

Marcy Boynton, Krista Ranby and Anne-Marie Iselin.
Faculty and Researcher News
by Barbara Black Pollock

Thirty-nine Duke faculty recently were appointed fellows of the Center for Child and Family Policy for a three-year renewable term. Those named Faculty Fellows have a long-term stake and interest in the Center and are encouraged to attend Center-sponsored lectures, seminars, conferences, etc., collaborate with Center researchers, serve as mentors for undergraduate students participating in the Children in Contemporary Society certificate program, and report on their activities, publications, awards, etc., for inclusion in this newsletter and our annual report. The Center offers the Fellows a variety of support services: assistance translating research findings to policymakers, help with literature searches, publicity for research findings, Institutional Review Board (IRB) assistance, and help placing research in the public schools, among other things.

Eleven different departments, institutes, and schools across the University and medical center are represented in this group of Faculty Fellows:

Elizabeth Ananat, Assistant Professor of Public Policy
Allison Ashley-Koch, Associate Professor of Medicine
Linda Burton, James B. Duke Professor of Sociology
Avalashon Caspi, Edward M. Arnett Professor of Psychology and Neuroscience
Tanya Chartist, Professor, Fuqua School of Business
Charles Clotfelter, Z. Smith Reynolds Professor of Public Policy; Professor of Economics and Law; Director, Center for the Study of Philanthropy and Voluntarism
Dorane Coleman, Professor of Law
Philip Cook, Senior Associate Dean for Faculty and Research, Sanford School of Public Policy; ITT/Sanford Professor of Public Policy; Professor of Economics and Sociology
Philip Costanzo, Associate Director, Center for Child and Family Policy; Professor of Psychology and Neuroscience
E. Jane Costello, Associate Director of Research, Center for Child and Family Policy; Professor of Psychiatry and Behavioral Sciences
John Curry, Professor of Psychiatry and Behavioral Sciences
William (Sandy) Darby, Professor of Public Policy, Professor of African and African-American Studies and Economics
Kenneth Dodge, Director, Center for Child and Family Policy; William McDougal Professor of Public Policy, Professor of Psychology and Neuroscience
Gary Feng, Assistant Professor of Psychology and Neuroscience
Gavan Fitzsimons, F.M. Kirby Research Fellow and Professor of Marketing and Psychology
Anna Gassman-Pines, Assistant Professor of Public Policy and Psychology and Neuroscience
Christina Gibson-Davis, Director, Children in Contemporary Society Certificate Program; Assistant Professor of Public Policy, Sociology, and Psychology and Neuroscience
Rick Hoyle, Associate Director, Center for Child and Family Policy; Professor of Psychology and Neuroscience
Scott Hueettel, Associate Professor of Psychiatry and Behavioral Sciences
Scott Killingsworth, Associate Professor of Psychiatry and Behavioral Sciences
Cynthia Kuhn, Professor of Pharmacology and Cancer Biology
Helen (Sunny) Ladd, Edgar T. Thompson Distinguished Professor of Public Policy; Professor of Economics
Jennifer Lansford, Associate Research Professor, Social Science Research Institute
Terrie Moffitt, Knut Schmidt-Nielsen Professor; Professor, Psychology and Neuroscience, Psychiatry and Behavioral Sciences
Robert Murphy, Assistant Professor of Psychiatry and Behavioral Sciences
Desiree Murray, Assistant Professor of Psychiatry and Behavioral Sciences
Claara Muschkin, Director, North Carolina Education Research Data Center, Center for Child and Family Policy; Assistant Research Professor of Public Policy
Thomas Nechyba, Professor of Economics and Public Policy
Karen O’Donnell, Associate Professor of Psychiatry and Behavioral Sciences
Martha Patalaz, Professor of Psychology and Neuroscience; Director, Duke Talent Identification Program
David Rabine, Associate Director for Program Evaluation Services, Center for Child and Family Policy; Associate Research Professor of Psychology and Neuroscience
Jerome Reiter, Associate Professor of Statistical Science
Seth Sanders, Professor of Economics
Rochelle Schwat-Bloom, Professor of Pharmacology and Cancer Biology
Frank Sloan, J. Alex McMahon Professor of Health Policy; Professor of Economics
Timothy Stritzman, Professor of Psychology and Neuroscience
Jeffrey Swanson, Professor of Psychiatry and Behavioral Sciences
H. Scott Swartzwelder, Professor of Psychiatry and Behavioral Sciences
Scott Vidgor, Professor of Public Policy and Economics; Director of Graduate Studies, Public Policy PhD Program
Willie (Bill) Wilson, Research Professor of Prevention Science, SSRI

Willie (Bill) Wilson was appointed Research Professor of Prevention Science by the Social Science Research Institute on November 1, 2009. Wilson, a faculty fellow of the Center, is a neuropsychopharmacologist who studies the ways in which alcohol and other drugs interact with the central nervous system, with a particular interest in how the brain acquires and stores information. He is a senior editor of Jasper’s Basic Mechanisms of the Epilepsies, and an author of three books for the general public - Buzzed: The Straight Facts About The Most Used and Abused Drugs From Alcohol to Ecstasy (also published in Italian and soon will be published in Spanish). Pumped: Straight facts for athletes about drugs, supplements and training, and Just Say Know: Talking with kids about drugs and alcohol.

Center Faculty Fellow Helen (Sunny) Ladd was elected 2010-11 president of the Association for Public Policy Analysis and Management during their fall 2009 conference. Ladd is the Edgar T. Thompson Distinguished Professor of Public Policy and Professor of Economics. Her research interests focus on education policy, and she has published books on school-based accountability, market-based reforms in education, school choice in New Zealand, and racial equity in South Africa. She has also edited the Handbook on Research in Education Finance and Policy. Ladd leads the management team of the Center for the Analysis of Longitudinal Data in Education Research (CALDER), which is funded by the U.S. Department of Education. CALDER supports Ladd’s research with Center Faculty Fellows Charles Clotfelter and Jacob Vigdor on teacher labor markets and student segregation in North Carolina. Most recently, she and her husband Ted Frile spent six months in Amsterdam researching that country’s system of weighted student funding of primary schools.

Three new researchers joined the Center at the beginning of the 2009-10 academic year:

Marcy Boynton was hired as a postdoctoral associate in August 2009. She is collaborating with investigators in the NIDA-funded Transdisciplinary Prevention Research Center while pursuing her own research agenda. Boynton’s areas of specialization are attitude-behavior relations, acculturation, and the advancement of quantitative research methods. Her work has concentrated on how health intervention methods and content can be better informed by basic social psychology research, examining this issue using a variety of methods (e.g., meta-analysis, correlational and experimental studies, daily diary techniques) and focusing on a number of topics (e.g., smoking, alcohol use, HIV risk, cardiovascular health).

Also joining the Center as a postdoctoral associate in August 2009, Krista Ranby is interested in understanding why some people engage in health protective behaviors while others do not. Further, she is interested in how social scientists can influence people to make healthy choices. Ranby is collaborating with investigators in the NIDA-funded Transdisciplinary Prevention Research Center while pursuing her own research agenda. She has worked on developing models of health behavior, in translating models into interventions to understand the mechanisms through which interventions modify behavior, and in improving the measurement of constructs that may predict health behavior.

Research Scientist Anne-Marie Iselin, who is working with Center Director Ken Dodge on his NIH-funded project entitled “Multisite Prevention of Adolescent Conduct Problems,” began her position at Duke on September 1, 2009. Her current research focuses on the influence of cognitive control (i.e., attention, memory, response inhibition) on the engagement of antisocial behaviors in adolescence. Iselin is also interested in clinical interventions for and policy about adolescents who engage in sexually inappropriate behaviors. The overarching goal of her research and clinical work is to improve understanding of the development of antisocial behaviors and to develop new treatment methods to improve the life-chances of youth who are in trouble with the law.
Jacqueline Anne Morris Undergraduate Mentored Social Policy Research on Children, Youth and Families Fellowship by Mary-Russell Roberson and Barbara Black Pollock

Jacqui Morris was the Center’s first undergraduate honors thesis student. She was a rising senior, majoring in psychology and public policy, when she passed away in a tragic accident in her native Arizona in 2000. Morris’s parents established the Jacqueline Anne Morris Memorial Foundation to support undergraduate students who, like her daughter, are “dynamic, bright, ambitious and idealistic.” The foundation has endowed a fellowship program to support students who are interested in conducting research in an area of child and family policy. Four to five awards are granted each year. The selected students each receive $500 to cover research-related expenses and are paired with a Center faculty fellow or research scientist. Eighteen students have received Morris Fellowships thus far.

The first Morris Fellow was Marcia Eisenstein Segall, who graduated from Duke with a major in public policy studies in 2006. Director Ken Dodge mentored Segall on her research project which examined the access of minority students to gifted educational programs in North Carolina in the context of No Child Left Behind. “My findings were that, as a general rule, minority students access programs in North Carolina in the context of No Child Left Behind. I found that Black students were significantly less likely to receive a gifted education certificate than white students. In addition, Black students who did receive a gifted education certificate had lower test scores than white students who did receive a gifted education certificate.”

The first Morris Fellow was Marcia Eisenstein Segall, who graduated from Duke with a major in public policy studies in 2006. Director Ken Dodge mentored Segall on her research project which examined the access of minority students to gifted educational programs in North Carolina in the context of No Child Left Behind. “My findings were that, as a general rule, minority students access programs in North Carolina in the context of No Child Left Behind. I found that Black students were significantly less likely to receive a gifted education certificate than white students. In addition, Black students who did receive a gifted education certificate had lower test scores than white students who did receive a gifted education certificate.”


Recent Publications by Center Researchers and Faculty Fellows

Congratulations to the 2009-2010 Morris Fellows:

- Julia Chou, senior, public policy major, economics minor, Global Health certificate
  - Project: Paradigm shifts: The suitability of inpatient treatment centers to treat malnutrition in Panamanian children

- Amy Caja, senior, public policy major, psychology minor, Children in Contemporary Society certificate
  - Project: The effects of school nutrition on cognition, behavior and achievement and possible methods of improving Durham Public School lunches

- Chris Sheppard, senior, psychology major, Markets and Management Studies certificate
  - Project: An evaluation of the impact of a substance intervention program on the deviance and social influence of peer leaders

- Salem Tsegaye, senior, cultural anthropology major, Children in Contemporary Society certificate
  - Project: Contemporary Turkish youth as subjects of state, family and self: The particular case of students in higher education

- Dana Weiner, junior, public policy major, Children in Contemporary Society certificate, Markets and Management Studies certificate
  - Project: After-school programs that increase elementary school students’ academic achievement

- Jenni Owen, associate director for policy and translation, Center for Child and Family Policy

Mentor: Anthony So, professor of the practice, public policy

2009-10 Jacqueline Anne Morris fellows

Left to right: Amy Caja, Julia Chou and Salem Tsegaye. Not pictured: Chris Sheppard and Dana Weiner.

Journal of Social Work in Education

Volume 46 Number 1 2010

On the Role of the State in the Lives of Less Privileged Youth

By Gary Geller

The role that the state plays in the lives of less privileged youth has received increased recognition in recent years. The essays presented here are divided into two sections: one focusing on the role that public agencies play in the lives of young people, and the other on the role that private agencies play. Each section contains a selection of papers that address different aspects of the role of the state in the lives of young people. The first section includes essays on topics such as education, health, and social services. The second section looks at the role that private agencies play in the lives of young people, with essays on topics such as mental health and substance abuse. The essays are written by experts in the field, and provide a comprehensive overview of the role that the state plays in the lives of less privileged youth.
Jacqueline Anne Morris Undergraduate Mentored Social Policy Research on Children, Youth and Families Fellowship
by Mary-Russell Roberson and Barbara Black Pollock

Jacqui Morris was the Center’s first undergraduate honors thesis student. She was a rising senior, majoring in psychology and public policy, when she passed away in a tragic accident in her native Arizona in 2000. Morris’s parents established the Jacqueline Anne Morris Memorial Foundation to support undergraduate students who, like her daughter, are “dynamic, bright, ambitious and idealistic.” The foundation has endowed a fellowship program to support students who are interested in conducting research in an area of child and family policy. Four to five awards are granted each year. The selected students each receive $500 to cover research-related expenses and are paired with a Center faculty fellow or research scientist. Eighteen students have received Morris Fellowships thus far.

The first Morris Fellow was Marcia Eisenstein Segall, who graduated from Duke with a major in public policy studies in 2006. Director Ken Dodge mentored Segall on her research project which examined the access of minority students to gifted educational programs in North Carolina in the context of No Child Left Behind. “My findings were that, as a general rule, minority students access gifted education at a much lower rate than nonminority students,” she says. The funds from the Morris Memorial Fellowship allowed Segall to travel to the National Association for Gifted Children conference in Louisville, Kentucky, and also paid for training in SPSS, a data-analyzing software. Today Segall works at the Denver Scholarship Fund, raising money for need-based college scholarships for low-income students.

The first Morris Fellow was Marcia Eisenstein Segall, who graduated from Duke with a major in public policy studies in 2006. Director Ken Dodge mentored Segall on her research project which examined the access of minority students to gifted educational programs in North Carolina in the context of No Child Left Behind. “My findings were that, as a general rule, minority students access gifted education at a much lower rate than nonminority students,” she says. The funds from the Morris Memorial Fellowship allowed Segall to travel to the National Association for Gifted Children conference in Louisville, Kentucky, and also paid for training in SPSS, a data-analyzing software. Today Segall works at the Denver Scholarship Fund, raising money for need-based college scholarships for low-income students.

2009-10 Jacqueline Anne Morris fellows

Left to right: Amy Czaja, Julia Chou and Salem Tsegaye. Not pictured: Chris Sheppard and Dana Weiner.

2009-10 Jacqueline Anne Morris fellows

Julia Chou, senior, public policy major, economics minor, Global Health certificate
Project: Paradigm shifts: The suitability of inpatient treatment centers to treat malnutrition in Panamanian children
Mentor: Anthony So, professor of the practice, public policy

Amy Czaja, senior, public policy major, psychology minor, Children in Contemporary Society certificate
Project: The effects of school nutrition on cognition, behavior and achievement and possible methods of improving Durham Public School lunches
Mentor: Joel Rosch, senior research scholar, Center for Child and Family Policy

Chris Sheppard, senior, psychology major, Markets and Management Studies certificate
Project: An evaluation of the impact of a substance intervention program on the deviance and social influence of peer leaders
Mentor: Phil Costanzo, professor, psychology and neuroscience

Salem Tsegaye, senior, cultural anthropology major, Children in Contemporary Society certificate
Project: Contemporary Turkish youth as subjects of state, family and self: The particular case of students in higher education
Mentor: Katherine Pratt Ewing, professor, cultural anthropology

Dana Weiner, junior, public policy major, Children in Contemporary Society certificate, Markets and Management Studies certificate
Project: After-school programs that increase elementary school students’ academic achievement
Mentor: Jenni Owen, associate director for policy and translation, Center for Child and Family Policy

Recent Publications by Center Researchers and Faculty Fellows


Committee on the Prevention of Mental Disorders and Substance Abuse among Children, Youth and Young Adults: Research Advances and Promising Interventions (E. Jane Costello, member); Institute of Medicine; National Research Council; O’Connor, M.E., Beat, T., & Warner, K.E. (Eds.). Preventing Mental, Emotional, and Behavioral Disorders among Young People: Progress and Possibilities. Washington, DC: The National Academies Press.


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

VISION
The Center for Child and Family Policy is working to solve problems facing children in contemporary society by bringing together scholars from various disciplines with policy makers and practitioners, in an effort to improve the lives of children and families. We are dedicated to teaching, research and policy engagement and focused on the areas of early childhood education, education policy and adolescent problem behavior.

The use of certified papers and electricity offset by NC GreenPower renewable energy has resulted in the following savings and reductions. Calculations have been based on research by the Environmental Defense Fund and other members of the Paper Task Force.