The Duke University School Research Partnership (SRP) Office facilitates collaboration between Duke researchers and area school districts to create and maintain mutually beneficial relationships. The SRP Office strives to serve as a portal between Duke and the school districts and to assist researchers in getting their studies placed in schools. A core component of SRP is the Duke Research Consultation Program in which undergraduates function as research assistants/consultants for Durham Public School staff members, e.g., principals, school board members, and administrative staff, as well as for leaders of other agencies and organizations. These students work under the supervision of a Duke faculty member or Research Scientist to address questions of specific interest to their community partner as part of an independent study class they are taking.

Below is a list of the students, advisors, and community partners for the SRP projects conducted during 2011. To review the policy brief that students prepared for their partner, click on the project title below.

**SPRING 2011**

**Improving the Dropout Rate at the Durham Performance Learning Center: National Research and Students’ Views**

*Student* – Michael Asher  
*Advisor* – Leslie Babinski, Center for Child and Family Policy  
*Community Partner* – Bud Lavery, Executive Director, Communities in Schools of Durham

**Recommendations for an After-School English Language Learner Literacy Intervention in Durham Public Schools**

*Student* – Emily Bray  
*Advisor* – Liz Snyder, Center for Child and Family Policy  
*Community Partner* – Bud Lavery, Executive Director, Communities in Schools of Durham

**Risk Assessment Procedures in North Carolina’s Department of Juvenile Justice and Delinquency Prevention**

*Student* – Kara Dimon  
*Advisor* – Anne-Marie Iselin, Center for Child and Family Policy  
*Community Partner* – Mike Rieder, Deputy Secretary, Court Services, NC Department of Juvenile Justice and Delinquency Prevention

**Evaluating Teacher Effectiveness Strategies for the Durham Public Schools**

*Student* – Catalina Hidalgo  
*Advisor* – Jenni Owen, Center for Child and Family Policy  
*Community Partner* – Eric Becoats, Superintendent, Durham Public Schools
Best Practices for Involving Students in Decision Making with the Durham Public Schools

Student – Stephanie Kershaw  
Advisor – David Rabiner, Center for Child and Family Policy  
Community Partner – Natalie Beyer, member, Durham Public Schools Board of Education

The Effect of No Child Left Behind on Arts Education Instruction

Student – Brianna Nofil  
Advisor – Ben Goodman, Center for Child and Family Policy  
Community Partner – Nancy Cox, member, Durham Public Schools Board of Education

Evaluating Parents’ Satisfaction with the Duke Hospital School

Student – Jean Rheem  
Advisor – Nicole Lawrence, Center for Child and Family Policy  
Community Partner – Richard Lemke, Principal, Duke Hospital School

Expanding the Carter Community School to Include a College-Prep High School

Student – Jeff Scholl  
Advisor – Joel Rosch, Center for Child and Family Policy  
Community Partner – Gail Taylor, Principal, Carter Community School

FALL 2011

What are the Best Practices for Reducing Truancy?

Student – Curtis Beach  
Advisor – Anne-Marie Iselin, Center for Child and Family Policy  
Community Partner – Heidi Carter, Vice Chair, Durham Public Schools Board of Education

Transition Centers for Transition Grade Levels Where Students Deemed At-Risk of Failure are Assigned to Centers or Classes During Their Transition Year

Student – Emily Eshman  
Advisor – Ben Goodman, Center for Child and Family Policy  
Community Partner – Julie Spencer, Professional Growth & Development, Durham Public Schools
Different Ways That Schools are Structured and Different Approaches to Meet Educational Needs of Children who are Hospitalized for Extended Periods

Student – Rachel Garcia  
Advisor – Nicole Lawrence, Center for Child and Family Policy  
Community Partner – Richard Lemke, Principal, Duke Hospital School

Factors and Recommendations for Disproportionate Representation of African American Students in DPS Special Education

Student – Lauren Hendricks  
Advisor – Jenni Owen, Center for Child and Family Policy  
Community Partner – Wayde Johnson, Lead School Psychologist, Durham Public Schools

Enhancing School Structures to Improve Outcomes of Age-Based and Performance-Based Grouping

Student – Gulnaar Kaur  
Advisor – Susan Wynn, Duke Program in Education  
Community Partner – Natalie Beyer, member, Durham Public Schools Board of Education

Smaller-Themed Learning Environments

Student – Ryan Lipes  
Advisor – David Malone, Duke Program in Education  
Community Partner – Maria Johnson, Instructional Support Coordinator, Durham Public Schools

Best Practices for Parent Involvement

Student – Ivy Prince  
Advisor – Ann Skinner, Center for Child and Family Policy  
Community Partner – Sheila Miglarese, Office of Public Affairs, Durham Public Schools

The Effect of Teacher Assistants on Student Achievement

Student – Rohan Taneja  
Advisor – Leslie Babinski, Center for Child and Family Policy  
Community Partner – Debbie Pitman, Area Superintendent, Durham Public Schools

What are the Best Practices for Positively Impacting Students’ Motivation and Persistence, Particularly at the Middle and High School Level?

Student – Allie Yee  
Advisor – Joel Rosch, Center for Child and Family Policy  
Community Partner – Bud Lavery, Executive Director, Communities in Schools of Durham