

# The Nebraska Center for Research on Children, Youth, Families and Schools



## REFLECTION AND DIRECTION

### A few words from the Center Director, Dr. Susan Sheridan...



Issues facing children, families, and schools have reached unprecedented levels. More than ever, there are complex and formidable challenges that society and its members must address everyday. Indeed, there are social, biological, developmental, and ecological atrocities facing many children and youth. To understand children and their unique circumstances, it is necessary to understand the systems within which they live... the family, classroom, school, and community contexts. Likewise, to find effective solutions for complex and sometimes toxic systemic issues requires varied and robust approaches to research that integrate multiple disciplines, translate meaningfully to practice, and embrace culturally and ecologically diverse realities within and across families, schools, and communities. This is what the *Nebraska Center for Research on Children, Youth, Families and Schools* (CYFS) is about.

The Center represents a new and exciting research entity within the College of Education and Human Sciences at UNL. Its mission embodies one overarching vision: *to improve through cutting-edge interdisciplinary research, our understanding of optimal ways that parents, teachers and other service providers in family, school and community contexts can promote the intellectual, socio-emotional, physical and behavioral adjustment of children and youth.* Supporting this mission are efforts to bring together diverse perspectives from multiple disciplines to create meaningful responses to research priorities. Research conducted through the Center contributes to an emerging and relevant knowledge and practice base that affects meaningfully the lives of many children, youth, families and schools, especially those in and around Nebraska.

The heart of the Center lies within faculty and graduate student affiliates who define the strength of our efforts. Far-reaching benefits of the Center on CYFS are achieved through its vibrant, synergistic research climate. Indeed, there are multiple mechanisms available to faculty and graduate students to contribute to and reap the tangible and intangible benefits of the dynamic interdisciplinary research environment at CYFS. Affiliating with CYFS creates unprecedented opportunities to cut across disciplinary boundaries. It provides exponential opportunities for breaking new ground and pushing new limits. It positions researchers in an environment whose sole purpose is to support efforts to secure and conduct exciting and important research. It provides “one-stop shopping” for researchers across the University, and creates positive and supportive experiences related to research and grant-writing.

Now completing our third year, the Center is still in its infancy. We take very seriously the theme of “excellence” that was bestowed on us by the NU Board of Regents in 2002-2003 (when we were identified by the Board of Regents as one of 14 priority programs at UNL). Likewise, we are committed to fulfilling the responsibility of enhancement and capacity building that we assumed when recognized formally as a UNL Center in 2004. Given this backdrop, we now have an opportunity to sharpen our focus and our impact. This report represents our most recent efforts at realizing “excellence.” It provides a lens through which we look forward with clarity, vigor, and a hope for impact that continues to catapult us to new and exciting levels. We adopt a definition of “excellence” that pushes us to surpass what we have done before; to strive for superiority in all that we do; and to create a climate and culture for research that are eminently good for UNL and for our constituencies. Indeed, we invite you to share in our excitement and our pursuit of excellence.

Sincerely,

Susan Sheridan  
Center Director



# TABLE OF CONTENTS

HISTORY OF CYFS.....	3	SCHOOL-AGE CHILDREN FOCUS: .....	9
CENTER SPOTLIGHT .....	4	CBC IN THE EARLY GRADES	
RESEARCH METHODOLOGY SERIES .....	4	PARENTS AS TUTORS	
INNOVATIVE EDUCATION AND		PRE-SERVICE TEACHER FOCUS: .....	10
TECHNOLOGY .....	5	GEOSCIENCE EDUCATION	
NATIONAL SPOTLIGHT .....	6	CAPACITY BUILDING AND GROWTH .....	11
SIGNATURE SPEAKER .....	6	INVESTING IN RESEARCH SUPPORT .....	11
COLLABORATING RESEARCH FACULTY .....	6	INVESTING IN CAMPUS RESEARCHERS.....	12
INTERNATIONAL SPOTLIGHT .....	7	EXTERNAL FUNDING.....	13
ZAMBIA WEEK AT UNL .....	7	EXTERNAL GRANT AWARDS .....	14
SPOTLIGHT ON FUNDED GRANTS .....	8	FACULTY AFFILIATES OF THE CENTER .....	16
EARLY CHILDHOOD FOCUS:.....	8	STUDENT AFFILIATES OF THE CENTER .....	17
GETTING READY PROJECT			
MOUNTAIN PRAIRIE UPGRADE			
PARTNERSHIP – EARLY CHILDHOOD			

# HISTORY, MISSION, GOALS, OBJECTIVES

## SUPPORTING INTERDISCIPLINARY RESEARCH FOR CHILDREN, YOUTH, FAMILIES AND SCHOOLS

### CYFS History

The Center is in its third year of existence. Planning activities date back to a faculty research retreat held in October 2002. Thirty-one UNL faculty members, 3 deans and 2 vice chancellors coalesced to identify areas of strength and develop interdisciplinary foci that served as a foundation for Center-based research. As a result, many research partnerships formed and continued to collaborate actively.

In June 2003, the *Nebraska Research Alliance on CYFS* was approved as one of 14 priority programs at UNL to receive Board of Regents support as a “Program of Excellence.” In February 2004, University of Nebraska Regents approved the establishment of the *Nebraska Center for Research on Children, Youth, Families and Schools*, recognizing the opportunity to achieve prominence through interdisciplinary research initiatives.

In October 2004, remodeling in Mabel Lee Hall was finalized, providing a central location for interdisciplinary research meetings, grant support activities, and Center development functions. Plans are underway for an additional remodel within Mabel Lee Hall through new Program of Excellence funds awarded in 2006.

The Center is staffed by a Director, 3 Research Faculty, 2 Statistics and Research Methodologists, a Database Designer, an Administrative Assistant, a Grants Specialist, a Support Technician, and 2 Graduate Assistants. One hundred faculty of the NU system are formally affiliated with the Center. Twenty active grants and contracts currently operate through the Center, employing over 40 graduate students.

### Mission

The mission of CYFS is to conduct research that improves our understanding of optimal ways that parents, teachers and other service providers in family, school and community contexts can promote the intellectual and socio-emotional development and behavioral adjustment of children and youth. Central to this is enhancing our understanding of how these systems can work together to support the future of our nation.

### Goals and Objectives

The **long-term goal** of the Center is to become a nationally recognized center of excellence in research related to children and youth, and the multiple interrelated contexts in which they function (i.e., families, schools, and communities). To support this goal, the Center

faculty and staff actively facilitate development of interdisciplinary collaborative research teams that compete for large scale grants and author joint publications. The Center builds capacity by recruiting new members, providing mentorship for junior faculty, and training graduate students. Grant competitiveness is increased by providing support in proposal development, research methodology, and grant administration. Through the Center, research networks are expanded, research findings are disseminated, and visibility of faculty research is increased. The Center offers opportunities for interaction with other researchers nationally and internationally. The Center utilizes web-based and traditional strategies to provide outreach and disseminate research findings that are relevant and essential to Nebraska’s citizens and NU stakeholders.



# CENTER SPOTLIGHT

## RESEARCH METHODOLOGY SERIES: CONSIDERATIONS IN CUTTING-EDGE RESEARCH METHODS

The Research Methodology Series, sponsored by the *Statistics and Research Methodology Support Unit* of the Center, is an ongoing effort to provide information to social science researchers about important and cutting-edge research methodologies and statistical approaches. In the spring of 2006, the Research Methodology Series allowed the methodologists to showcase their expertise in methodology, research design, and statistical analyses specific to topics presented in a four-part series.



### **Mediator and Moderator Variables in Social Science Research**

*Tzu-Yun (Katherine)*

*Chin, MS, Director, CYFS Statistics and Research Methodology Unit*, shared that determining the conditions under which interventions work is as important as determining if the interventions work. Statistical methods for evaluating mediating and moderating effects under a regression framework were presented.



### **Structural Equation Modeling: Implications for Testing Mediators and Moderators**

*Dr. Jim Bovaird, Assistant*

*Professor, Department of Educational Psychology*, provided information on structural equation modeling (SEM) as a flexible multivariate analytic technique. Dr. Bovaird discussed how the methodological advances inherent to the SEM framework can be used specifically to better test hypotheses of mediation and moderation.



### **Research Design I: Designing Effective Intervention Research**

*Dr. Todd Glover, Research*

*Assistant Professor, CYFS, and Dr. Bovaird*, discussed several considerations that are particularly important in designing effective and fundable intervention research. This presentation included a discussion of

important research design considerations that can improve the quality of intervention research.



### **Research Design II: Power Analyses and Sample Size**

*Brett Foley, MS,*

*Predoctoral Intern, CYFS Statistics and Research Methodology Unit*, presented information on computing statistical power analyses to determine the appropriate sample size for research in the social sciences. Mr. Foley discussed the differentiation between statistical power and study efficacy, factors that influence statistical power, as well as how researchers and statisticians can collaborate to optimally design a study.

# CENTER SPOTLIGHT

## INNOVATIVE EDUCATION AND TECHNOLOGY

### Graduate Education in Grant Writing



Research faculty in CYFS, Drs. Gwen Nugent, Gina Kunz, and Todd Glover, co-teach a grant-writing course first offered in the Summer 2005 to graduate students in the

College of Education and Human Sciences. Four advanced doctoral students in the Department of Educational Psychology completed the first five-week grant writing course.

Class instruction focuses on identifying funding opportunities, project conceptualization, proposal writing, and grant review. Through this course, students select a funding mechanism appropriate for their project, write and develop every section of the application, and conduct peer reviews for individual sections. The final step of the course involves proposal reviews with a mock panel consisting of one instructor and two students in the class. Scores based on actual grant review

criteria of scientific merit as well as written feedback were provided to the student applicants. Students completed the course with completed grant applications ready for submission.

With more advanced level graduate students enrolled for the Summer 2006 grant writing course, the instructors look forward to another exciting class!

### Influence of the Center Website: Reflection and Direction in Technology

Technology has thoroughly impacted the



Center's influence and recognition within the state and nationwide. The Center

website provides up-to-date information for faculty, students and the general public to access digitized recordings of research meetings, PowerPoint presentations from

national conventions, information regarding nationally recognized visiting scholars, and upcoming professional development events.

Faculty and student affiliates also utilize the website to access current grant opportunities and information pertaining to the processes of submitting grants. The Center website emphasizes faculty affiliates' accomplishments in successfully obtaining grants and being published in professional journals. The website serves to keep faculty affiliates in close contact with one another as well as provide an effective means for collaboration in interdisciplinary research and grant opportunities.

With 400 unique visitors and an average monthly loading of 1200 website pages, CYFS has established itself as a leader in using technology as a means of relevant communication and information dissemination.

# NATIONAL SPOTLIGHT

## SIGNATURE SPEAKER AND CROSS UNIVERSITY RESEARCH COLLABORATIONS



Dr. James Garbarino presented to more than 350 students, faculty, and the general public on February 23, 2006, a talk entitled "See Jane Hit: Aggression and the New American Girl."

The author of more than 150 articles and 20 books on the subject of childhood trauma and its causes, Dr. Garbarino was previously Co-Director of the Family Life Development Center and Professor of Human Development at Cornell University.

Recognized as a leading authority on child development and youth violence, Dr. James Garbarino has appeared frequently on nationally broadcast news and information programs including ABC-TV's "Nightline," PBS-TV's "News Hour," CNN's "Larry King Live," NBC-TV's "Meet the Press" and "The Today Show," National Public Radio's "All Things Considered," and many more.



Drs. Charles Greenwood and Judith Carta of the Juniper Gardens Children's Project (JGCP) visited the Center on May 11 and 12. Research presentations entitled

"Building and Maintaining Community Laboratories for Experimental Studies" (Greenwood) and "Assessment that Guides Early Intervention Decision Making: Promoting the Development and Implementation of Evidence-Based Practice in Early Childhood" (Carta) were open to faculty and students, with additional opportunities for separate small group research discussions with UNL faculty research teams and graduate students.

Dr. Greenwood is an internationally renowned researcher, Director of JGCP in Kansas City, Kansas and Senior Scientist and Professor of Applied Behavioral Science at the University of Kansas. Dr. Greenwood's recent research involves scaling up effective intervention practices and progress monitoring for infants, toddlers, and preschoolers. Additionally, he is interested in

inner city community development such as the Children's Campus of Kansas City, a multi-agency project to co-locate programs such as Early Head Start, JGCP, and other community agencies to enhance comprehensive and coordinated services for families in need.

Dr. Judith Carta is Senior Scientist in the Schiefelbusch Institute for Life Span Studies and the Director of Early Childhood Research at JGCP.



She holds academic appointments in the Departments of Special Education and Human Development and Family Life at the University of Kansas. She is Editor of *Topics in Early Childhood Special Education*. Dr. Carta is a national expert in the area of risk and protective factors in the lives of young children and their families, and is principal investigator of several large research projects.

Faculty, students, and invited guests took full advantage of these opportunities to interact with national experts in research related to children and families.

# INTERNATIONAL SPOTLIGHT

## ZAMBIA WEEK AT UNL

“READY TO EDUCATE, READY TO LEARN”

*Creating International Connections to Support the Everyday Lives of Children*



*Faculty from the Center and the University of Zambia*

The Nebraska Center for Research on Children, Youth, Families and Schools (CYFS), in collaboration with the College of Education and Human Sciences (CEHS) and the UNL Office of Research, co-hosted a 2-day schedule of events to allow visiting faculty from the University of Zambia to observe educational models and programs, and interact with personnel in Lincoln, Nebraska related to

educational service delivery for children.

“Ready to Educate” was the theme for visits on Day One. University of Zambia faculty participated in several discussion groups established to share cross-cultural information as well as highlight educational advances through diverse projects currently implemented throughout our region. The Great Plains Alliance was presented as a partnership established to increase the availability of obtaining an advanced degree in education through technology and in collaboration with various institutions of higher education throughout the Midwest. Other prominent discussions included the formal education system at Lincoln Public Schools, distance and internationally-based education, models of

teaching and teacher training, and use of technology as service delivery to reach outlying areas. Further, Zambian faculty participated in tours of the Ruth Staples Lab in the UNL Child Development Center to observe the impact of student teaching on young children.

“Ready to Learn” was the theme for events on Day Two. Activities focused on meeting children where they are and preparing them to be ready to learn. Zambian professionals toured a Head Start classroom at Hartley Elementary School, a teen parent classroom at Lincoln High School, and a Community Learning Center at Huntington Elementary School. These settings provided opportunities to experience the efforts and results of current programs working toward advancing student learning. Professor Kayanga and Mr. Chakinaka also met with other UNL research teams to learn about proposal development and current research.



*Professor Kayanga (left) and Mr. Chakinaka (right) visit the Lincoln High School Teen Parent Classroom*

Zambia Week 2006 was successful in fostering new potential international collaborations surrounding the education of young children, youth, and families.



# SPOTLIGHT ON FUNDED GRANTS

## EARLY CHILDHOOD FOCUS

### The Getting Ready Project



Researchers at the University of Nebraska-Lincoln and the University of Nebraska Medical Center, in partnership with Lincoln Public Schools (LPS) ExCITE Program, LPS Student-Parent Program, Blue Valley Community Action Early Head Start, and Head Start Family and Child Development, Inc. are conducting a 5-year, longitudinal study of school readiness in young children at risk for school failure. Drs. Susan Sheridan, Carolyn Pope-Edwards, Chris Marvin, Barb Jackson, Susan Churchill, and Eric Buhs were awarded a \$5 million dollar federal grant sponsored by an interagency initiative of the National Institute of Child Health and Human Development, Department of Health and Human Services, and the U.S. Department of Education in September 2003. The Getting Ready Project is based on strengthening relationships in children's lives, including

relationships between parents and their young children, as well as between parents, caregivers and schools. The study is investigating the effects of a comprehensive (child- and parent-focused) strengths-based intervention on child learning, socioemotional and behavioral outcomes, as well as on parent engagement behaviors, across the years birth to five. The research team and project staff work with early childhood professionals in home- and center-based programs to blend important developmental



objectives with effective parent-child interactions. Professionals in the intervention group receive ongoing group and individual monthly support from an experienced clinical team as part of the project design. Specifically, early childhood professionals participate in coaching sessions that provide them information and practice on how to strengthen interactions between the parents and young children with whom they work.

### Mountain Prairie Upgrade Partnership – Early Childhood

Shortages of deaf education teachers and early childhood special education teachers in Nebraska, Wyoming, and Iowa are being addressed by Drs. Chris Marvin and Malinda Eccarrius through a training grant from the U.S. Department of Education. Graduate students in either deaf education (pre-school through grade 12) or early childhood special education (birth through 3) at the University of Nebraska-Lincoln and universities in Iowa and Wyoming will augment their discipline-specific studies with coursework and field experiences related to young children with a hearing loss and their families via distance education technologies. Students will graduate with a certification in both areas in addition to a master's degree. Early childhood topics include family-centered services, home visiting practices and inclusive preschool classroom consultation/instruction with an emphasis on teaming, coaching and collaboration in natural environments.

# SPOTLIGHT ON FUNDED GRANTS

## IMPROVING EDUCATIONAL OUTCOMES FOR SCHOOL-AGE CHILDREN

### Conjoint Behavioral Consultation in the Early Grades



Drs. Susan Sheridan and Todd Glover, CYFS faculty, in partnership with Lincoln Public Schools, were awarded a 3-year grant from the U.S. Department of Education to conduct a large-scale study investigating the efficacy of Conjoint Behavioral Consultation on student behavioral outcomes. Conjoint Behavioral Consultation (CBC) provides a mechanism through which parents, as key partners in educational decision making, actively participate in educational planning for their child. In CBC, parents and teachers serve as joint consultees, and the entire consultation is conducted with parents and teachers together. Unique to this project is the group format of the CBC meetings, in that the parents of 2-3 students in a classroom meet with a consultant and teacher to address the identified behavioral needs of each student. The long-range goal of this project is to improve learning

outcomes for students at risk of experiencing significant behavioral and academic problems. Specifically, the main objective of this application is to evaluate the efficacy of CBC as an intervention that addresses problems of students whose disruptive behaviors place them at risk of academic failure. This study is innovative because it is the first to examine a conceptually sophisticated home-school partnership intervention for addressing achievement problems in early primary grades, and its effect on parents, teachers, and home-school relationships on behalf of children at risk for school failure. It is the first to use rigorous experimental manipulation to identify causal effects of home-school partnership activities. Finally, it is also the first to determine the long-term effects of home-school partnerships on parents' continued involvement in their child's learning.

### Parents as Tutors



Dr. Rachel Valleley (Munroe-Meyer Institute, UNMC) and Dr. Gina Kunz (CYFS Faculty, UNL) were awarded a grant from the Watt Foundation aimed at enhancing parents' ability to help their children with special needs perform better academically. Parents learn effective strategies for teaching their children reading, writing, and math skills, as well as effective strategies for motivating their children to practice academic skills, communicating with school personnel, and special education rights. Parents of 19 children with special education needs, school personnel (including school psychologists, speech-language pathologists, and special education coordinators), doctoral-level school psychology interns, and child-care providers are among those who participate on the project.

# SPOTLIGHT ON FUNDED GRANTS

## PRE-SERVICE TEACHER FOCUS

### Development and Implementation of a Field-Based Inquiry-Focused Course for Pre-Service Teachers: A Plan to Improve Geoscience Education K-16

Geosciences and Education faculty at the University of Nebraska-Lincoln (UNL) and Northern Illinois University (NIU) are



*Pre-Service Teachers in the Geology Field*

developing and implementing a geoscience education course for undergraduate Education majors to learn

geoscience content and skills in inquiry-based instruction. Drs. Gwen Nugent, Richard Levy, David Harwood, and Gina Kunz from UNL, together with Dr. Kathy Kitts (NIU), were awarded a 2-year grant from the National Science Foundation (NSF) to evaluate the effectiveness of a 2-week inquiry-based field experience followed by a one-week science methods course.

Nineteen pre-service teachers and three instructors participated in the Summer

2006 field course experience and a similar course is planned for Summer 2007. This course builds on the 2004 and 2005 pilot courses that were designed to develop, implement, and research the effect of an innovative geoscience learning environment on pre-service teachers' geoscience content knowledge, skills in inquiry, and confidence in teaching science to students in primary and secondary grades.



*Geology Field Course Highlights*

The 2006 course was expanded to include a pedagogical component (one-week methods course of inquiry-based instruction). Three middle school science teachers at Lexington Middle School in Lexington, Nebraska, participated in the course. Together with the



*Middle School Students in the Outdoor Geology Classroom*

in-service teachers, the university students developed seven inquiry-based geology science experiences for a day of science. Fifteen middle school students

participated and became “geoscientists for a day.”

“It helped me think like a geoscientist would, not a student,” said one college Education major of the 3-week course. Another college student commented that it “helped me to ask good questions; why is it like that?” Another student summarized the experience by saying, “Nineteen strangers became 19 friends.”

Project members are looking forward to revising the course for another incredible educational experience next year.

# CAPACITY BUILDING AND GROWTH

## INVESTING IN RESEARCH SUPPORT

**Capacity building at NU is a high priority of the Center and essential to its growth.**

**Central to the Center mission is the provision of support to faculty and student affiliates in conceptualizing research, developing grant applications and managing funded grants. Efforts to provide support for a seamless grant development, submission, and management process are enhanced by five Center Support Units.**

### ***Proposal Development and Coordination***

As grant development coordinators, 3 Research Faculty in the Center work with principal investigators in managing every aspect of grant proposal development and submission: coordinate interactions with personnel from other Center support units; assist with project conceptualization, content writing, and budget development; coordinate interactions with other campus support entities (e.g., Sponsored Programs, University Office of Research); and promote and organize interdisciplinary research teams that foster new research. They monitor grant funding opportunities released by federal and state agencies, including

foundations; conduct grant-funded Center research; and teach a summer grant proposal writing course for graduate students.

### ***Statistics and Research Methodology***

The Statistics and Research Methodology Unit provides *proposal development and post-award support* in conceptualizing the research design and methodology and the selection and execution of data analyses. These experienced statisticians specialize in experimental, quasi-experimental, and correlational design methodology; measurement; and cross-sectional, longitudinal, and correlational data analytic approaches (e.g., regression, basic analyses of variance, structural equation modeling, growth modeling, hierarchical linear modeling). They are available to assist faculty affiliates throughout grant proposal development and writing and with data analysis after the grant is funded.

### ***Grant Management and Post-Award***

Center support staff are available to assist CYFS research faculty and faculty affiliates in developing a budget. When grant proposals submitted through the Center are successfully funded, Center staff provide

post-award budget management in many different areas (e.g., purchasing, travel, budget reconciliation and periodic budget reports), including assistance with advertising and hiring additional personnel, processing employee expense vouchers for travel reimbursement, initiating payments/stipends to non-UNL employees, monitoring budget spending to meet post-award requirements established by Sponsored Programs, and providing periodic budget reports to principal investigators.

### ***Office Management and Support***

Center support staff assist in the compilation of various forms and documents necessary for grant submission (e.g., biosketches, vitae, routing forms), and ensure compliance with agency requirements. Additionally, staff are available to proof grant applications, check references, and assure consistent formatting (e.g., APA stylistic requirements).

### ***Web and Technology Support Unit***

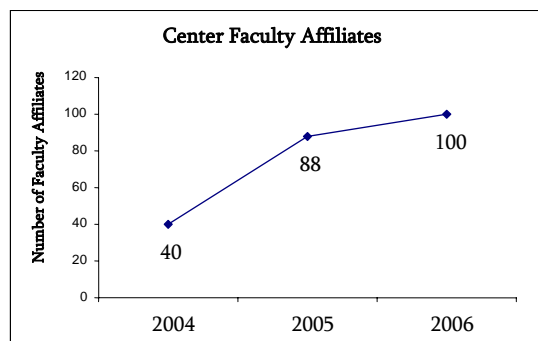
Center web and technology support provides assistance with individual grant needs.

# CAPACITY BUILDING AND GROWTH

## INVESTING IN CAMPUS RESEARCHERS

### *Faculty and Student Affiliate Researchers*

**Faculty Affiliates** are current faculty within the University of Nebraska system (i.e., University of Nebraska-Lincoln, University of Nebraska at Omaha, University of Nebraska Medical Center) who have expressed interest in cross-disciplinary collaboration on potential grant-funded research projects. Affiliates receive benefits and supports from their affiliation with the Center including involvement in interdisciplinary research dialogues, participation on collaborative research teams, and assistance with all stages of the grant writing and grant management process. The number of faculty affiliates has more than doubled since the inception of the Center.



**Student Affiliates** are graduate level students within the University of Nebraska-Lincoln who are currently working with a Center-funded grant, have previously submitted a grant through the Center, or have previously enrolled in the Center-instructed Grant Writing Workshop. Forty-six students are affiliated with the Center.

### *Seventeen Faculty Affiliates and Eight Student Affiliates Submit Grants for the First Time*

Seventeen faculty affiliates and 8 student affiliates who submitted grants through the Center were first-time grant applicants. First-time applicants represent **2 NU campuses** (UNL and UNMC), **3 colleges** and **5 departments**.

Interdisciplinary and inter-department collaborations on various academic endeavors, including grant-funded projects, are a primary emphasis within the Center on CYFS. To date, grants have been **submitted** through the Center by faculty affiliates representing **2 NU campuses** (UNL and UNMC), **6 colleges** (Arts and Sciences, College of Education and Human Sciences, Engineering, Institute of Agriculture and Natural Resources, Munroe-Meyer Institute for

Genetics and Rehabilitations, and Psychiatry), and **13 departments** (Behavioral Pediatrics; Civil Engineering; Developmental Pediatrics; Education; Educational Psychology; Family and Consumer Science; Geology; Psychiatry; Psychology; Special Education and Communication Disorders; Sociology; Teaching, Learning, and Teacher Education; 4-H Youth Development).

Grants have been **awarded** to faculty affiliates on **2 NU campuses** (UNL and UNMC), **5 colleges** (A&S, CEHS, Engineering, Munroe-Meyer Institute, and Psychiatry), and **9 departments** (Behavioral Pediatrics; Civil Engineering; Developmental Pediatrics; Education; Educational Psychology; Family and Consumer Science; Geology; Psychology; Special Education and Communication Disorders).

Together, we are strengthening collaborations and submitting competitive grant applications, thus positioning UNL and the NU system to conduct high-quality, interdisciplinary research with widespread, positive impacts on children, youth, families and schools.

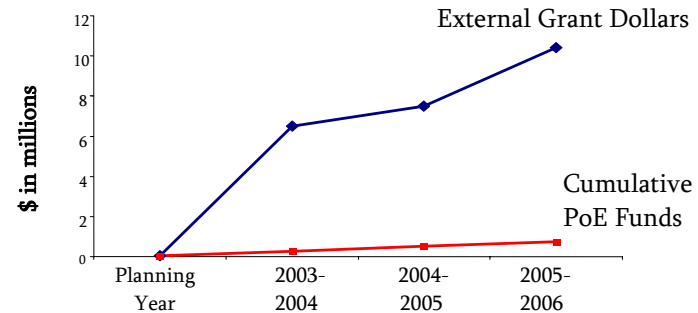
# EXTERNAL FUNDING

Center support comes primarily from two sources: Program of Excellence Funds through the UNL Administration and external grant funding. The “**Three-Year Snapshot of External Grant Activity of CYFS**” includes information regarding grants submitted during the current fiscal year (July 2005 - June 2006), total (i.e., cumulative) number of grants awarded to the Center, average size of award, and return rate to UNL. The **line graph** depicts growth in external funding awarded to UNL through the Center and the dollar amounts relevant to the Program of Excellence funds. The **pie chart** shows sources of *current grants*, dollar amounts by external source, and percentages of funds by source relevant to the total amounts.

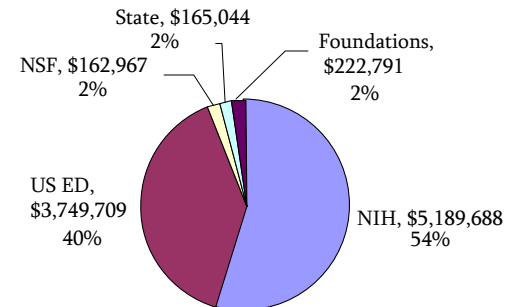
## Three-Year Snapshot of External Grant Activity of CYFS

Initiation of Program of Excellence	2003
Total PoE Funds to Date	\$750,000
Total Number of Grants Submitted through CYFS	63
Number of Grants for which Decisions are Known	51
Total Number of Grants Funded	22
“Hit Rate” of Funded Grants (based on known decisions)	43%
Total Dollar Amount of Funded Grants	\$10,374,062
Average Size of Funded Grant	\$471,548
Percent of Grant Dollars from Federal Agencies	95%
Number of Grants Submitted in Current Budget Period	25
Amount of Grants Submitted in Current Budget Period	\$27,494,716
Return Rate to UNL (approximate)	<i>\$13.83 returned for every \$1 invested</i>

Cumulative External Grant Dollars Relative to Program of Excellence (PoE) Support



Sources of Current External Funded Grants



## EXTERNAL GRANT AWARDS BY THEMATIC RESEARCH AREA

FACULTY AFFILIATES (PIs)	DEPARTMENT	TITLE	AGENCY	AWARD
<b>EARLY CHILDHOOD</b>				
Susan Sheridan Carolyn Pope Edwards	Educational Psychology Psychology	Parent Engagement and Child Learning Birth to Five	National Institutes of Health	\$5,037,786
Gwen Nugent Christine Marvin Beth Doll	CYFS Special Ed & Comm Disorders Educational Psychology	Medicaid Billing for Infant/Toddlers with Special Needs in Nebraska	NE Department of Education	\$21,068
Susan Sheridan	Educational Psychology	Diversity Supplement for Parent Engagement and Child Learning Birth to Five	National Institutes of Health	\$101,902
Christine Marvin Malinda Eccarius	Special Ed & Comm Disorders Special Ed & Comm Disorders	Mountain Prairie Upgrade Partnership Early Childhood	U.S. Department of Education	\$781,642
Carolyn Pope Edwards	Psychology	The Power of Documentation: Children's Learning Revealed	Cooper Foundation	\$12,000
Carolyn Pope Edwards Linda Mayo Willis	Psychology Psychology	The Role of Tribal Childcare Programs in Serving Children Birth to Five	Health and Human Services	\$50,000
Christine Marvin	Special Ed & Comm Disorders	NE Early Childhood Deaf Education Personnel Upgrade Project	NE Department of Education	\$19,736
			<b>TOTAL:</b>	<b>\$6,024,134</b>

<b>CHILD AND YOUTH HEALTH PROMOTION</b>				
Susan Sheridan Cynthia Ellis	Educational Psychology Munroe-Meyer Institute	Leadership Training in Interdisciplinary Collaboration	U.S. Department of Education	\$800,000
			<b>TOTAL:</b>	<b>\$800,000</b>

<b>YOUTH RISK</b>				
Suzanne Kemp	Special Ed & Comm Disorders	Project TEAMS Adolescent Risk-Taking Behaviors and Outcomes: Reintegrating Juveniles into School Settings	Woods Charitable Fund	\$134,172
Jodi Viljoen	Psychology	Effective Treatment of Adolescent Sex Offenders: The Development and Implementation of a Risk Assessment Service	Woods Charitable Fund	\$28,579
			<b>TOTAL:</b>	<b>\$162,751</b>

FACULTY AFFILIATES (PIs)	DEPARTMENT	TITLE	AGENCY	AWARD
<b>ACADEMIC INTERVENTIONS</b>				
Rachel Valleley Gina Kunz	Munroe-Meyer Institute CYFS	Academic Evaluation and Intervention Outreach Grant	Watt Foundation	\$40,840
Edward Daly Merilee McCurdy Susan Sheridan Gina Kunz	Educational Psychology Educational Psychology Educational Psychology CYFS	School Psychology Leadership Specialization in Response-to-Intervention Research Systems Change	U.S. Department of Education	\$800,000
Edward Daly	Educational Psychology	Personnel Preparation: Response to Intervention in Nebraska	NE Department of Education	\$35,000
Richard Levy David Harwood Gwen Nugent Gina Kunz	Geosciences Geosciences CYFS CYFS	Development and Implementation of a Field-Based Inquiry-Focused Course for Pre-Service Teachers: A Plan to Improve Geoscience Education K-16	National Science Foundation	\$162,967
Susan Sheridan Todd Glover	Educational Psychology CYFS	Evaluation of the Efficacy of CBC for Addressing Disruptive Behaviors of Children at Risk for Academic Failure	U.S. Department of Education	\$1,368,067
Gwen Nugent	CYFS	Bridges: School to Home Literacy and Technology Initiative	South Carolina Educational Telecommunications Commission	\$15,000
Susan Sheridan	Educational Psychology	Leadership Specialization in Home-School Consultation and Support for Students with SED	U.S. Department of Education	\$723,941
Lawrence Rilett Gwen Nugent Gina Kunz	Civil Engineering CYFS CYFS	Professional Development Science and Math Summer Technology Institute	NE Department of Education	\$74,240
Susan Sheridan Ashley Rohlk Katie Woods Andy Garbacz	CYFS Educational Psychology Educational Psychology Educational Psychology	School Psychology Futures: Family School Partnership Project	School Psychology Leadership Roundtable	\$7,200
			<b>TOTAL:</b>	<b>\$3,227,255</b>



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