

Building Capacity for a Strong Research-Community Partnership



A group of children and an adult are sitting on a colorful floor mat, looking at a book together. The children are of various ethnicities and are dressed in casual clothing. The adult is a woman with long, curly hair, wearing a white shirt. The floor mat has large, colorful circles in yellow, blue, and green. The background is a plain white wall.

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

*A primary goal of the Center is to create, nurture, and develop an environment that **builds capacity for a strong relationship between researchers and community partners** for the conduct of high-quality research that translates into effective community-based practices. We are committed to understanding how educational, familial, and community systems work dynamically to impact the lives of children, youth, and families.*



The Importance of *Capacity*

One of the hallmarks of a truly great University is the quality and impact of knowledge that emanates from its walls, and the capacity of that knowledge base to improve the lives of the people it touches. UNL is one such university, and the research climate is vibrant. Last year alone, UNL researchers secured over \$105 million in external awards, and the work that is happening is of critical importance to Nebraskans. As the Director of the Nebraska Center for Research on Children, Youth, Families and Schools, I am very proud to be part of this preeminent research

environment. I am particularly proud of the dozens of research projects occurring within the Center by dedicated faculty and student affiliates who are carving out important research directions and finding critical answers to help build capacity within children, families, and schools. I am humbled by the sheer importance of issues being tackled by our researchers, from topics such as the identification of effective means to help develop the learning capacity of our state's youngest and most vulnerable children, to supporting teachers as they strive to instill a love of science and math in the minds of our future leaders. At the Center, we are thus very dedicated to a **primary aim** that guides our efforts: *creating and nurturing an environment that builds the capacity of researchers to do the work about which they are passionate, and upon which we depend as citizens of Nebraska.*

To the extent that we can develop and strengthen a culture for excellence in research, we will be successful in achieving at least two additional aims. First, we are committed to using our capacity to *build intellectual capital* by contributing to the development, dissemination, and integration of scientific knowledge across research and life settings. Second, we are continuously identifying means to strengthen our capacity to *enhance grant-supported interdisciplinary research*, thereby catapulting UNL researchers into arenas that allow us to ask unique questions, explore creative directions, and uncover new and important findings. We hope that the stories contained in this annual report generate interest and enthusiasm in our readers, and thereby our capacity to collectively lead important research initiatives for decades to come.

Susan M. Sheridan, PhD

Director, Nebraska Center for Research on Children, Youth, Families and Schools
Willia Cather Professor and Professor of Educational Psychology

Table of Contents

1 Building Capacity for Nebraska Communities

- 1 Responding to Students' Academic Needs
- 2 Enhancing Competencies in Early Childhood Education
- 3 Increasing the Capacity for Teachers and Parents to Work Together
- 4 Equipping Teachers with Resources for STEM Education

5 Building Capacity for Nebraska Researchers

- 5 Bringing Knowledge to Nebraska
- 6 Equipping Future School Psychologists as Leaders
- 7 CYFS Welcomes Post-Doctoral Fellows
- 8 Involvement with Scholarly Enhancement
- 8 Grant Writing for Graduate Students
- 8 Involvement with the 2008 UNL Research Fair

9 Building Capacity Globally

- 9 Increasing Instructional Capacity through Web-Based Learning
- 10 Building International Collaborative Efforts to Reduce Bullying
- 11 Faculty and Student Affiliates Share Their Knowledge
- 12 National and International Point of Access: CYFS Website

13 Building Capacity with Infrastructure Support

- 13 Enhancing Research through Cutting-Edge Methodology and Statistics
- 14 Cumulative Landscape of Support

15 Building Capacity with Funded Grants and Contracts

17 CYFS Faculty Affiliates

17 CYFS Student Affiliates

18 CYFS Leadership

Responding to Students' Academic Needs

Statewide Response-to-Intervention (RtI) Consortium

Through ongoing investigations and outreach activities, the Nebraska Center for Research on Children, Youth, Families and Schools is building capacity for researchers and community stakeholders to work together to advance effective educational programs for Nebraska's students.

An excellent example of an exciting new statewide initiative aimed at improving service delivery for students struggling academically is the development of the *Nebraska RtI Consortium*. The Consortium, funded for five years (2006-2011) by the Nebraska Department of Education (NDE), is comprised of university and community-based educational partners and has been created to promote successful statewide implementation of a school-based service delivery model known as Response to Intervention (RtI). The RtI model of service delivery involves using student data to guide decisions about core instructional programming and the application of individual student interventions that are necessary for all students to succeed academically. Within an RtI framework, students' needs in core areas such as reading and math are identified and addressed via a continuum of services provided by school-based RtI teams.



RtI Consortium Training at ESU #2 in Fremont, Nebraska

Leadership for the Nebraska RtI Consortium is provided by Co-Directors **Drs. Todd Glover (UNL), Lisa Kelly-Vance (UNO), Edward Daly III (UNL), and Merilee McCurdy (UNL)**; Consortium Project Manager **Dr. Tanya Ihlo**; Associate Project Manager **Mr. Jerry Harrenstein**; and **Ms. Rose Dymacek**, a primary NDE representative. The Executive Leadership Team is comprised of key administrators and leaders from regional Nebraska Educational Service Units (ESUs) and school districts. The Consortium provides ongoing guidance and support to school

personnel and school districts in the implementation of RtI practices throughout Nebraska. The Consortium represents an authentic partnership between university researchers and educational partners in the community. Evidence of this collaboration is seen in the joint development and implementation of the professional development activities by University and ESU personnel. Early efforts of the Consortium have focused on extensive and ongoing professional development and evaluation activities.

In the first two years, personnel from 8 regional ESUs and more than 30 schools are learning to promote academic success for all students through the systematic integration of research-based interventions that are sensitive to identified student needs. Personnel from additional schools will participate in professional development activities in future project years. Ongoing investigations will help determine the impact of training and of RtI implementation on student outcomes statewide.

The future of the Consortium holds exciting promise for a statewide implementation of a service delivery model with research support. This project not only has great implications for Nebraska, but also for the educational community at large. The RtI Consortium is one example of how Nebraska is serving as a leader in educational research and reform nationally.



Teacher Work Group from Raymond Central at an RtI Consortium Training



Personnel from ESU #2 in Fremont, Nebraska, Collaborating at an RtI Consortium Training Session

Enhancing Competencies in Early Childhood Education

Rural Language and Literacy Connections

The *Rural Language and Literacy Connections Grant* is designed to improve language and reading skills for rural, low-income, preschool children.

Principal Investigators **Drs. Lisa Knoche** and **Helen Raikes**, Faculty Affiliates of the Nebraska Center for Research on Children, Youth, Families and Schools, received the three-year Early Reading First grant from the Department of Education in partnership with Head Start Child and Family Development Program, Inc. (HSCFDP) and Grand Island Public Schools (GIPS). Leading the team from the Grand Island area is **Deb Ross**, Executive Director of HSCFDP, together with officials from Grand Island Public Schools. **Dawn Davis** from UNL serves as Project Manager.

The program encourages early literacy through training for teachers,

childcare providers, classroom aides and home visitors and by providing materials to enhance early learning environments, including dual-language children's books and other curriculum supports. Parents of children in the Head Start and GIPS early childhood programs are also offered guidance in enhancing their children's early language and literacy development through home visits and family literacy events twice each month. During these events, families engage in early literacy activities and are given books, materials, and other resources designed to help them support their children's language and literacy development. The goal is to prepare preschool-aged children to enter kindergarten and first grade with skills to assure success in reading. Children will be tracked into elementary school to assess ongoing progress.

Additionally, this grant is developing strong lasting partnerships to support ongoing work to benefit children and families in Grand Island,

as well as building the capacity of the workforce in the community of Grand Island. Childcare providers, preschool teachers and home visitors will be able to apply the training provided as part of this project towards community college and university credit and receive other tuition-paid opportunities for continuing education.

Altogether, approximately 400 preschool children and their families from 16 early childhood classrooms in the Grand Island area are expected to participate in the project over three years.



Increasing the Capacity for Teachers and Parents to Work Together

Conjoint Behavioral Consultation in the Early Grades

There is no denying that we live in an extremely fast-paced society. Increasing demands often make it challenging for parents and teachers to find the time to truly work together to support their students' educational needs. In Conjoint Behavioral Consultation (CBC), parents and teachers develop a meaningful partnership to collaborate in educational planning and decision making.

Conjoint Behavioral Consultation (CBC) in the Early Grades is entering its fourth year of partnership with Lincoln and nearby communities. Under the leadership of **Drs. Susan Sheridan** and **Todd Glover** (Co-Principal Investigators), **Dr. Gina Kunz** (Research and Training Coordinator), **Ms. Amanda Witte** (Project Coordinator for School Implementation), and **Mr. Andy Garbacz** (Project Coordinator for Research), the project staff has collaborated with 187 kindergarten through 3rd grade students and 80 teachers across 18 schools over the last 3 years. The main objective of this randomized, clinical trial research study, funded by the U.S. Department of Education's Institute of Education Sciences, is to evaluate the efficacy of CBC as an intervention that aims to help students whose disruptive behaviors place them at risk of academic failure.

CBC in the Early Grades consultants are doctoral level school psychology and counseling psychology

students. Consultants are in a unique position to facilitate increased capacity in families and schools, fostering collaboration between parents and teachers to address behavioral concerns of children. Consultants strive to "give away" their knowledge of research-based behavioral strategies and to increase sharing of strategies among parents and teachers. This project utilizes a group format for CBC meetings that includes a small group of parents, a teacher and a behavioral consultant. All meeting participants are encouraged to voice their ideas and help each other meet challenges. As one participating parent reported, **"I liked sharing ideas and exchanging ideas with the teacher and other parents."**

Under the guidance of a consultant, parents and teachers participating in the *CBC in the Early Grades* project develop a package of effective teaching and parenting tools which help establish a learning environment that is individually tailored for their children's success at home and at school. Teachers and parents

implement a plan at school and in the child's home and collect information on the student's behavioral changes. Parents, teachers, and a consultant meet together to review the results and discuss any

changes that might need to be made. Through this process, parents and teachers are able to jointly examine the positive impacts of various strategies on their child's behavior and apply these with other students. As one participating teacher highlighted, **"CBC taught me some great new strategies for managing challenging behaviors in the classroom."**

Initial findings from the randomized trial investigation of CBC support the efficacy of CBC for bolstering student outcomes. Study findings suggest that the result of CBC is positive change in student behaviors, parent-teacher relationships, and teaching and parenting skills. These positive impacts, especially on parent-teacher relationships, represent a permanent change which they can continue to employ after the formal CBC meetings are completed. By working with a CBC consultant and sharing knowledge, parents and teachers are building their skills and creating a generation of successful students.

CBC taught me some great new strategies for managing challenging behaviors in the classroom.

Marianne, Participating Teacher

I liked sharing ideas and exchanging ideas with the teacher and other parents.

Rich, Participating Parent



Equipping Teachers with Resources for Enhanced Science, Technology, Engineering, and Math (STEM) Education



Middle school teachers Vicki Sorensen(left) and Sarah Crose (right)

Stimulating Students' Awareness and Interest in STEM Related Fields

In its third year with funding from the *Nebraska Coordinating Commission for Postsecondary Education* and the *U.S. Department of Transportation*, the goal of the **Professional Development Science and Math Summer Technology Institute** is to make math and science more exciting for students while increasing their academic achievement.

The purpose of this professional development grant project is to help middle and high school teachers increase their capacity to develop skills, knowledge and interest in science, technology, engineering, and math (STEM) fields among the students they serve.

What excites middle and high school students relative to math and science?

The expectation of the project principal investigators is that stimulating interest and engaging middle and high school students in the engineering field will provide a competent workforce for the future, including females and other underrepresented groups. To help accomplish this goal, **Seth Derner**, an expert in educating diverse audiences, provided teachers with an interactive component during the Summer Institute to help them improve their lesson plans for use with diverse students.

The Summer Institute provided an opportunity for Nebraska middle and high school math, science, engineering and industrial technology teachers to work with University of Nebraska faculty in hands on, interactive and real world activities and applications designed to increase students' math and science skills, while at the same time teaching students about engineering.

The teachers then used these applications to develop curriculum and lesson plans for their students in the areas of science, technology, math and engineering. The teachers also had the opportunity to test out their lesson plans with approximately 35 middle and high school students from Nebraska. These lesson plans will be added to an emerging repository of lesson plans organized around a transportation curriculum framework for all math and science teachers to utilize in their classrooms.

This ongoing project is a collaborative effort among three entities: UNL, the Nebraska Department of Education, and transportation industry

partners. The Principal Investigator is **Dr. Larry Rilett** (Nebraska Transportation Center; Department of Civil Engineering, UNL), and Co-Principal Investigators are **Dr. Gina Kunz** (CYFS, College of Education and Human Sciences, UNL) and **Dr. Gwen Nugent** (CYFS, College of Education and Human Sciences, UNL). Personnel from the Nebraska Department of Education involved in the project include **Tony Glenn** (Educational Specialist; Industrial, Manufacturing and Engineering Systems Career Field), **Dean Folkers** (Assistant Director, Career Education) and

Rebecca Hasty (Gender Equity/Special Populations Initiatives Specialist).

Transportation industry partners include **Sue Larson** (the Department of Roads), **Randy Vlasin** (Future Force Nebraska), **Larry Johnson** (the Nebraska Trucking Association), and **Terry McMullen** (the Nebraska Logistics Council).

The future of this initiative is exciting, with the continuation of Summer Institutes and areas of expansion making this professional development experience accessible to all teachers throughout the state.



Bringing Knowledge to Nebraska



Heather Ringeisen, PhD
 Director, Child and Family Program, Survey Research Division, Research Triangle Institute, International

The Nebraska Center for Research on Children, Youth, Families and Schools is building intellectual capacity by bringing critical knowledge to Nebraska. As part of the ongoing *Creating Connections Speaker Series*, three nationally renowned speakers shared information on research-based approaches aimed at advancing children’s mental health (Dr. Heather Ringeisen); school engagement (Dr. Sandra Christenson); and early learning (Dr. Robert Pianta).

Heather Ringeisen, PhD, is a children’s mental health services researcher with a special interest in schools and other non-specialty mental health service systems. Her research is focused on the identification and treatment of children with emotional or behavior problems in nontraditional care settings and the difficulties associated with bridging research and practice. In her presentation, *“Where Do We Go from Here? What We Know (and Don’t Know) about the Implementation of Children’s Mental Health Services in School and Community Settings,”* Dr. Ringeisen discussed the current status of evidence-based practices in mental health for children.



Sandra Christenson, PhD
 Birkmaier Professor of Educational Leadership and Professor of Educational and Child Psychology at the University of Minnesota

Sandra Christenson, PhD, conducts research on interventions that enhance student engagement with school and learning, and identification of family and school



contextual factors that facilitate student engagement and increase the probability for student success in school. Her research is concerned with ways to support families in educating students, especially those most alienated from school. In her invited address, *“The Relevance of Family-School Connections for Positive Student Outcomes: Lessons Learned from Research and What It Means for Practice,”* Dr. Christenson provided a strong rationale and practical strategies for creating and sustaining strong family-school

relationships and connections to achieve optimal academic, social, behavioral, and emotional learning outcomes for all students.

Robert Pianta, PhD, is an expert on the predictors of child outcomes and school readiness, particularly adult-child relationships, and the transition to kindergarten. His recent work has focused on understanding the

nature of teacher-child interactions, classroom quality, and child competence, through standardized observational assessment. Dr. Pianta’s presentation, *“Opportunity in Early Education: Improving the Quality of Teacher-Child Interactions through Classroom Observation and Professional Development,”* provided information on an innovative application of web-based coaching for educators in early childhood settings.



Robert Pianta, PhD
 Dean of the Curry School of Education at the University of Virginia, and the Novartis US Foundation Professor of Education and a Professor in the Department of Psychology

Equipping Future School Psychologists as Leaders in Pediatric School Psychology Research



The *School Psychology Leadership Specialization in Family-Centered Interdisciplinary Collaboration* is an extraordinary example of collaboration and partnership. **Dr. Cynthia Ellis**, Developmental Pediatrician at the Munroe-Meyer Institute for Genetics and Rehabilitation at UNMC, and **Dr. Susan Sheridan** (CYFS) are Co-Principal Investigators for this 5-year training grant funded by the U.S. Department of Education, Office of Special Education Programs. This training grant prepares doctorate level school psychology graduate students as leaders in interdisciplinary collaboration across medical, educational, and family systems. The project builds the capacity of emerging professionals in terms of competency in serving children with special needs using cutting-edge evidence-based approaches that have an immediate impact.

Unique perspectives and the strengths of the **University of Nebraska-Lincoln** School Psychology program and the **Munroe-Meyer Institute at the University of Nebraska Medical Center** were needed to make the project successful. “It is all about collaboration,” said Dr. Sheridan. In this project, collaboration is strong among multiple systems (family, school,

medical, and university), between researchers, and with graduate students working with specialists who provide expertise within different fields.

It takes a collaborative team to make this training experience a success. Over the five-year training period, UNL graduate student trainees **Jenny Burt, Brandy Clarke, Stephanie Olson, Michelle Swanger-Gagné, Ashley Taylor, Katie Woods, Carrie Blevins,**

and Katie Magee received a specialization certificate in pediatric school psychology.

Access to medical information about a child’s specific disability and pediatric needs allows everyone to learn and understand how a child’s special health care needs affect a child’s behavior.

The Leadership Specialization grant broadened my view of a school psychologist’s role to include work in a medical setting and helped me understand the importance of a school psychologist’s expertise in an interdisciplinary setting.

Michelle Swanger-Gagné

Each partner brings expertise and molds it to identify and develop interventions for this unique high-need population. Through involvement in the project, graduate students acquire competencies related to (a) knowledge of medical/educational issues, roles of multiple service providers,

systems supporting children with disabilities, and intervention options; (b) skills in interdisciplinary consultation and collaboration, culturally sensitive, family-centered services, and intervention design and evaluation; and (c) leadership related to research design, implementation, dissemination, systemic change, and capacity building. The competency of the new professionals entering the workforce with this unique knowledge base is truly phenomenal and is building the capacity to allow for high-quality services to be delivered to this high-risk population.

The Leadership Specialization grant provided me with the opportunity to see physicians, psychologists, and other professionals from health-related disciplines collaborate with one another to meet the multi-faceted needs of children and families. It was a unique experience to see professionals engage in discussions surrounding best practices for children and families and how their respective areas of expertise could work together over time to help children and families.

Katie Woods

CYFS Welcomes Post-Doctoral Fellows

Dr. Kyongboon Kwon received her PhD in School Psychology with a minor in Research Methodology from the University of Georgia (UGA) in 2008. She completed an APA-accredited internship at Virginia Beach City Public Schools where she conducted

assessments and interventions for students with learning, developmental, social, and behavioral challenges. She obtained her Bachelor's degree in Elementary Education in Korea and taught elementary school before she entered the University of Minnesota to pursue her Master's degree in Counseling Psychology.

Dr. Kwon's research has focused on the effects of children's naturally occurring peer groups on social development. She is also interested in understanding the mechanisms by which children are

influenced by peers. As part of her research training, she worked at the UGA Center for Family Research. She was

I am eager to enhance my skills as a researcher through my training at CYFS.

Dr. Kyongboon Kwon

part of the data analysis team working on longitudinal studies to promote healthy development of rural African American families and youth.

As a post-doctoral fellow with the Center for Research on CYFS, Dr. Kwon will contribute to various large-scale projects and grant development. Her position is funded through a 4-year grant from the Department of Education's Institute of Educational Sciences entitled "Postdoctoral Fellowship for Research on Consultation-Based Interventions for Students with Social and Behavioral Concerns," directed by Drs. Sheridan, Glover, and Bovaird. Kwon's goals while working at CYFS include advancing conceptual knowledge and skills in implementation of applied education research, improving methodological skills, and developing independent research programs.

Dr. Brandy L. Clarke is starting her second year post-doctoral fellowship with the Nebraska Center for Research on Children, Youth, Families and Schools (CYFS). She received her Master of Arts degree in 2003 and Doctorate of Philosophy degree in 2007 in Education and Psychological and Cultural Studies from the University of Nebraska-Lincoln. She graduated from the University of Utah in 2001 with a Bachelor of Science degree in Psychology and a Bachelor of Arts degree in Human Development: Family Consumer Studies. Dr. Clarke completed her predoctoral internship in Pediatric Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation (MMI) at the University of Nebraska Medical Center through the Nebraska Internship Consortium for Professional Psychology.

Dr. Clarke served as Project Coordinator for "Parent Engagement and Child Learning: Birth to Five," a large-scale, longitudinal research study (Principal Investigators: Drs. Susan Sheridan & Carolyn Edwards) funded by the

National Institute of Child Health and Human Development. As Project Coordinator, Dr. Clarke provided consultation services to teachers and families in Head Start settings, supervised behavioral consultants, and facilitated the organization and coding of videotapes assessing parent-child

interactions. She served as an integral part of the research team conceptualizing large-scale research questions, analyzing results, and disseminating findings.

In 2008, Dr. Clarke received the American Psychological Association Division 16 Outstanding Dissertation Award for her dissertation, "*Parental Self-Efficacy: Examination of a Protective Factor for Parents of Low-Income with Young Children.*" Previously, in 2006, she received the UNL Presidential Fellowship Award.

Dr. Clarke credits CYFS for helping her develop and enhance her skills in conceptualizing and conducting sophisticated large-scale research. She has also gained invaluable experience in grant writing and research dissemination. These skills will allow her to reach her goal of developing an independent research program.

The capacity I am building through my training at CYFS will allow me to develop an independent research program.

Dr. Brandy L. Clarke



Involvement with Scholarly Enhancement

Through the College of Education and Human Sciences (CEHS), early career faculty with promising research futures have the opportunity to apply for participation in the Scholarly Enhancement Program. A small number of early career faculty participate in the 2-year Scholarly Enhancement Program, receiving course buyouts to allow them specific opportunities to enhance their skills and critical time needed to devote to their research, publication, and other scholarly endeavors that will help them get a great start towards tenure at the university. Program participants receive guidance from **Dr. Nancy Miller**, the CEHS Research Liaison, and assistance from **Dr. Gina M. Kunz**, CYFS Research Assistant Professor.

Last year, Drs. Miller and Kunz accompanied four participants (**Drs. James Bovaird, Maria DeGuzman, Ji-Young Lee, and Richard Torracco**) to Washington DC where they shared their research ideas with program officers at federal funding agencies including the National Institutes of Health, the U.S. Department of Education, and the National Science



Foundation. Program officers provided feedback and discussed funding opportunities in line with their research plans.

Grant Writing for Graduate Students

The Center is promoting fundamental skills for the next generation of researchers. The CYFS grant writing class for graduate students in social-behavioral sciences is now in its fourth year. This year, the course was expanded to include Grant Writing II, in which students prepare and submit the grant application they developed during Grant Writing I. **Katie Woods**, a graduate student in the UNL school psychology program, worked primarily with **Dr. Gina M. Kunz**, CYFS Research Assistant Professor, to successfully submit her grant, “Identifying Relationships among Health Variables for Premature Children” to the *CDC Grants for Public Health Research Dissertation* (R36). If funded, this grant will help off-set costs associated with conducting Ms. Woods’ dissertation.



Katie Woods,
Student Affiliate

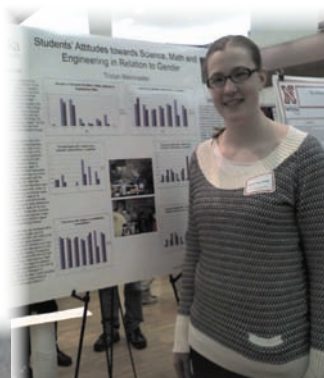
Involvement with the 2008 UNL Research Fair

As part of the 2008 Research Fair sponsored by the UNL Office of Research, CYFS hosted **Dr. Joan Ferrini-Mundy**, Division Director of the National Science Foundation’s (NSF) Division of Elementary, Secondary, and Informal Education, in the Directorate for Education and Human

Resources. Dr. Ferrini-Mundy shared valuable information regarding NSF’s goals, objectives, and future directions for math and science educational research.

Three CYFS UCARE students presented at the undergraduate poster session at the 2008 Research Fair (see photos below). UCARE is a program at UNL designed to connect young, aspiring researchers with established research programs and faculty. This year, CYFS Research Faculty provided supervision to three UCARE students. **Elizabeth Sexton** completed her second year as a UCARE student under the direction of **Dr. Gwen Nugent**. **Heidi Dostal** and **Tristan Weinmaster** completed their first year as UCARE students under the direction of **Drs. Lisa Knoche** and **Gina M. Kunz**, respectively. In the coming year, Ms. Dostal will complete her second year as a UCARE student, and CYFS will supervise two beginning UCARE students, **Heather Buss** and **Andrew White**.

The bottom left photo features Dr. Lisa Knoche (left) and Ms. Heidi Dostal (right). The top right photo features Ms. Tristan Weinmaster. The bottom, right photo features Ms. Elizabeth Sexton (left) and Ms. Heidi Dostal (right).



Increasing Instructional Capacity through Web-Based Learning

What really impacts student's web-based learning?

How do students use web-based instruction?

The *Intelligence in Learning Objects Guide (iLOG)* will explore these questions and provide information to educators in order to guide future web-based instructional development and utilization. This project is funded by the National Science Foundation and is an interdisciplinary effort between the UNL Computer Science Department and the Nebraska Center for Research on Children, Youth, Families and Schools

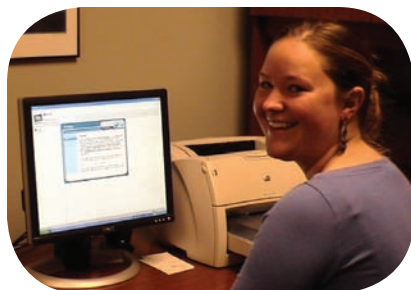
(CYFS). **Associate Professor Leen-Kiat Soh** is the Principal Investigator, **Drs. Gwen Nugent** and **Ashok Samal** are Co-Principal Investigators, and the Technical Consultant on this project is **Dr. Brad Barker**, a CYFS Faculty Affiliate with 4-H Youth Development.



Dr. Gwen Nugent (CYFS) (left), **Dr. Ashok Samal** (Computer Science) (second from right), and **Dr. Leen-Kiat Soh** (Computer Science) (far right) are featured in this photograph with three computer science students (center).

The iLOG project will incorporate cutting-edge technology (intelligent learning systems) with the goal of improving web-based instruction and adapting it to individual learning needs.

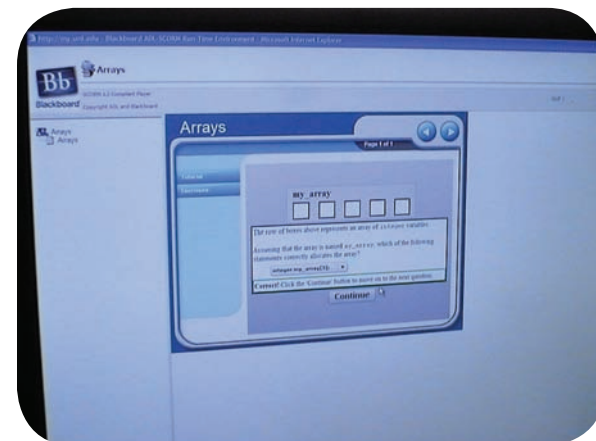
By tagging every mouse click, this system tracks, analyzes and diagnoses student progress. By studying how students use web-based instruction over time, the



project aims to develop a system that can tag web-based instruction, providing information on how the instruction has been used, how it should be used, and how it has impacted learning.

Another project goal will look at various web-based strategies for promoting active learning (with the use of interactive examples requiring active student responses) versus passive learning (requiring no student response). The team will also compare the impact of elaborative feedback provision on student learning with low-level feedback (knowledge of results).

This research has the potential to guide future web-based development, utilization and instruction. Early results suggest that this approach may be particularly effective for students having difficulty with specific topics.



Sharing iLOG Information Internationally

This project has drawn international attention and interest. **Dr. Gwen Nugent** spoke on this cutting-edge research in July 2008 at the *World Conference on Educational Multimedia, Hypermedia and Telecommunications* in Vienna, Austria. The information was well-received by the audience of international researchers whose interests focus on the use of technology in educational settings.

Building Capacity Globally

Bullying Research Network (BRNET)



Susan Swearer, PhD
Associate Professor, University of Nebraska–Lincoln

Bullying among students occurs at epidemic proportions. *The Bullying Research Network (BRNET)* was formed in 2006 by **Dr. Susan Swearer**, Associate Professor in Educational Psychology at UNL, and **Dr. Shelley Hymel**, Professor at the University of British Columbia. BRNET is a virtual network and clearinghouse for researchers to share research, ideas, and podcasts of presentations on bullying nationally and internationally.

Supported by the UNL College of Education and Human Sciences, BRNET members engage in web-based dialogue about cutting-edge methodologies and strategies; apply for extramural research grants and contracts; implement exemplary, evidence-based models related to reducing the prevalence of bullying in field settings; and disseminate findings to educators, students, and parents.



Ken Rigby, PhD
Adjunct Research Professor,
School of Education
University of South Australia

mission to bring together nationally and internationally known researchers in the areas of bullying prevention and intervention. The UNL College of Education and Human Sciences, the Nebraska Center for Research on Children, Youth, Families and Schools, and the Department of Educational Psychology provided the University and surrounding community the opportunity to learn from world-renowned bullying experts.

Ken Rigby, PhD, an Adjunct Research Professor and educational consultant from the University of South Australia, spent a week at UNL consulting with faculty and graduate students about bullying among school-aged youth. Dr. Rigby conducted a workshop on promoting effective bystander behavior through the “Method of Shared Concern,” a non-punitive problem-solving approach used in schools to intervene during bullying situations. This intervention was well received by approximately 150 elementary, middle, and high school personnel, university faculty, and graduate students in attendance.

Nebraska educators also experienced an excellent presentation by a prominent researcher in the field of bullying and peer victimization, **Dr. Shelley Hymel**, from the University of British Columbia

in Vancouver. Dr. Hymel’s research focuses on developing support systems for high-risk youth within schools, and exploring the relationships of social and academic functioning in school-age children. She presented cutting-edge research on moral disengagement and bullying to an audience of approximately 150 educators, researchers, and practitioners. A goal of this presentation was to educate the audience on “how a bully becomes a bully.”

Mr. Mitsuru Taki and his colleagues from the National Institute for Educational Policy Research of Japan spent a week in Nebraska consulting with graduate students and visiting local schools that participated in the Pacific Rim Bullying Study, a longitudinal study of bullying and victimization across Pacific Rim countries (Japan, Korea, Australia, Canada, and the United States). Mr. Taki and his colleagues spoke to graduate students on Ijime research in Japan and focused on how the conceptualization of bullying in Ijime differs from that in western countries. Dr. Swearer represented the United States as a member of the international bullying research team in conducting the Pacific Rim Bullying Study, and she continues to share her research, conducted in Nebraska, nationally and internationally.

International Speaker Series on Bullying

The International Speaker Series on Bullying resulted from efforts of the Bullying Research Network and their



Shelley Hymel, PhD
Professor, Faculty of
Education, University of
British Columbia

Faculty and Student Affiliates Share Their Knowledge

One central goal of CYFS is to advance the scientific knowledge base and inform practice, policy, and future research in areas related to children, youth, families and schools. We are therefore committed to disseminating important findings generated via our ongoing research. Such activities are critical to advance our collective understandings of methods for improving the lives of children and the systems within which they live. CYFS Faculty and Student Affiliates share their research findings with other professionals at conferences locally, nationally, and internationally. They also publish their work broadly.

This past year, Faculty Affiliates combined their efforts for a total of 71 publications in peer-reviewed journals and conference presentations. Findings were disseminated locally, nationally and internationally at annual conferences such as those hosted by the National Association of School Psychologists (NASP), the Institute for Education Sciences (IES), Head Start (Head Start Research Conference), and the American Psychological Association (APA). Research presented at these important venues covered a variety of topics including language development, family-school partnerships, parent engagement, and treatment integrity procedures. Select presentations are listed below, with student presenters in italics.

Bovaird, J. A., Sheridan, S. M., Glover, T., *Garbacz, S. A., & Toland, M. D.* (2008, June). *Synthesizing single-case research: Comparing meta-analysis approaches for repeated behavioral observations on students clustered within classroom.* Poster presented at the annual research conference of the Institute for Education Science, U.S. Department of Education, Washington, DC.

Clarke, B. L., Knoche, L. L., & *Plata-Potter, S. I.* (2008, June). *Language development and bilingual children: The relation of the home language and learning environment.* Poster presented at the Head Start Ninth National Research Conference, Washington, DC.

Cline, K. D., Knoche, L. L., Edwards, C. P., & Martinez, M. M. (2008, June). *Parent engagement and infant-toddler development: Interim effects of a parent engagement intervention.* Poster presented at the Head Start Ninth National Research Conference, Washington, DC.

Garbacz, S. A., & Sheridan, S. M. (2008, February). *International perspectives of family-school partnerships: An examination across three countries.* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Nugent, G., Barker, B., & Grandgenett, N. (2008, July). The effect of 4-H robotics and geospatial technologies on science, technology, engineering, and mathematics learning and attitudes. *Proceedings of the Ed Media World Conference on Educational Multimedia, Hypermedia and Telecommunications*, Vienna, Austria.

Nugent, G., Soh, L. K., Samal, A., & Miller, L. D. (2008, July). Embedding and validating empirical usage intelligence in learning objects. *Proceedings of the Ed Media World Conference on Educational Multimedia, Hypermedia and Telecommunications*, Vienna, Austria.

Sheridan, S. M., Glover, T. A., Bovaird, J. A., *Garbacz, S. A., Swanger-Gagné, M. S., Witte, A. L., Kupzyk, K. A., & Kunz, G. M.* (2008, June). *Conjoint behavioral consultation in the early grades: Preliminary effects for parents and teachers.* Poster presented at the annual research conference of the Institute of Educational Sciences, U.S. Department of Education, Washington, DC.

Sheridan, S. M., Knoche, L. L., *Kupzyk, K. A., Bovaird, J. A., & Clarke, B. L.* (2008, June). *Parent engagement and school readiness: Preliminary effects of the Getting Ready intervention on preschool children's social-emotional outcomes.* Poster symposium presented at the Head Start Ninth National Research Conference, Washington, DC.

Swanger-Gagné, M. S., & Sheridan, S. M. (2008, February). The use of integrity monitoring procedures in the context of conjoint behavioral consultation. In S. S. Leff (Chair), *Developing new models of intervention integrity.* Symposium conducted at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

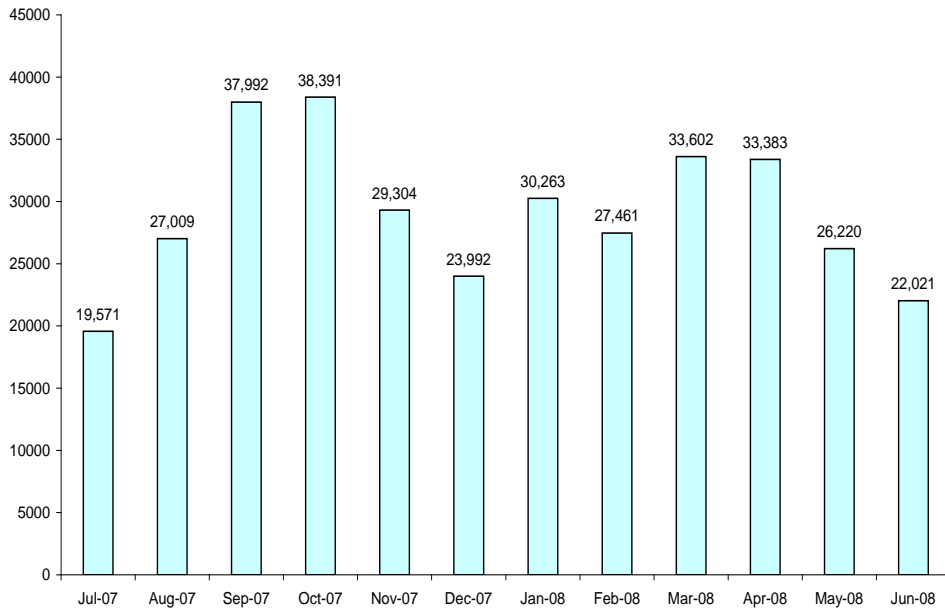
Woods, K. E., Clarke, B. L., Sheridan, S. M., Kupzyk, K., Taylor, A. M., & Burt, J. D. (2008, February). *Examining the influence of parental variables in CBC: Do family risk factors influence outcomes in early childhood?* Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

National and International Point of Access: The CYFS Website

The Nebraska Center for Research on Children, Youth, Families and Schools website (www.cyfs.unl.edu) continues to serve as a resource for researchers and community partners. The CYFS website is helping to build our capacity as a viable resource for broad-based dissemination of cutting edge research findings, useful products for researchers and community partners, information about national and international speakers, and information on funding opportunities for interdisciplinary research.

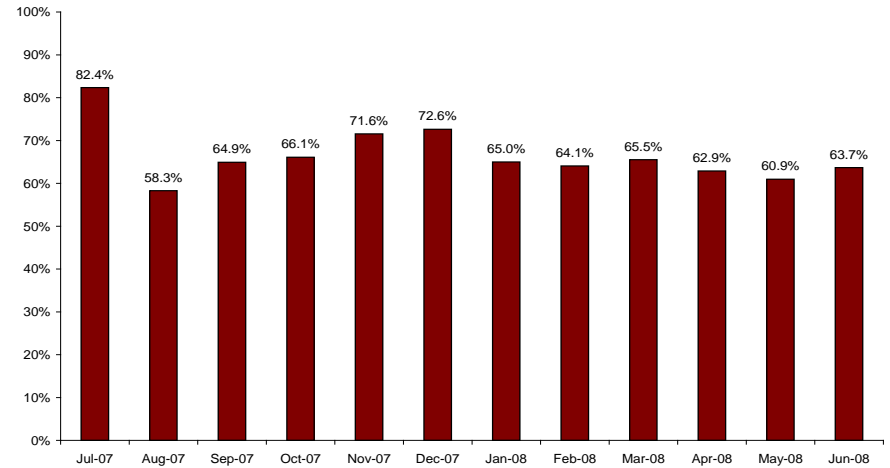
The CYFS website continues to grow in popularity and usage. In one year, hits have increased by 77%. In 2007-2008, the average number of hits each month was 29,101 and ranged from 19,571 to 38,391. The figure below shows the number of hits each month for the 12 months of our last fiscal year.

Number of Hits on the CYFS Website each Month in Fiscal Year 2007 - 2008



Each month last year, the CYFS website had an average of 729 unique visitors (i.e., first time). The figure below shows the percentage of unique visitors each month, ranging from 82.4% to 58.3%.

CYFS Website Percentage of Unique Visitors each Month



The number of visits for each page on the CYFS website ranged from 719 to 1,462, with an average of 1,085 per page each month in 2007-2008. The most frequently viewed page was the “Current Funding Opportunities” page which features current funding opportunities from a variety of sources, including federal, local, and foundations. This page was viewed an average of 143 times per month. The second most visited page was the “Affiliates” page, which features our faculty and student affiliates. On average, the affiliate page was visited 108 times each month. Visitors who were interested in learning more about CYFS viewed the “About CYFS” page an average of 97 times per month. Visitors who were interested in learning more about active CYFS research visited the “Funded Grants and Contracts” page an average of 90 times each month.

We are excited about the website activity, including that generated by new and returning visitors. We welcome your feedback!



Ongoing Methodology Support Provided through the CYFS Statistics and Research Methodology (SRM) Unit's Research Methodology Series

The *Nebraska Center for Research on Children, Youth, Families and Schools* continues to build the capacity of researchers through the promotion and use of cutting-edge research designs and analytic tools. The **Statistics and Research Methodology (SRM) Support Unit**, directed by **Dr. James Bovaird**, Assistant Research Professor in the Quantitative, Qualitative, and Psychometric Methods program in the Department of Educational Psychology at UNL, provides support and consultation on the appropriate use of statistical and methodological procedures.

The SRM Unit provides support to CYFS Faculty Affiliates in the conceptualization of research design and methodology and the selection and execution of data analytic techniques. Unit personnel are experienced statisticians who specialize in experimental, quasi-experimental, and correlational design methodology; measurement; and cross-sectional, longitudinal, and correlational data analytic approaches (e.g., regression, analysis of variance, structural equation modeling, growth modeling, and hierarchical linear modeling).

Through the ongoing **Research Methodology Series**, the SRM Unit contributes to researchers' awareness and understanding of cutting-edge statistical and methodological approaches in the social, educational, and behavioral sciences. In the 2007-2008 academic year, eight presentations were shared with faculty and students by **Dr. James Bovaird** (Director of the SRM Unit); **Dr. Todd Glover** (CYFS Research Assistant Professor); **Dr. Michael Toland** (recent graduate of the Quantitative, Qualitative and Psychometric Methods program in the Department of Educational Psychology at UNL); and **Kevin Kupzyk** (advanced graduate student in the QQPM program at UNL). Presentation topics included *Latent Variable Approaches to Fitting Growth Curves*; *Crossed Hierarchical Effects*; *Complex Modeling with Small Samples*; *Exploratory Factor Analysis vs. Principal Components Analysis vs. Confirmatory Analysis*; *Power Analysis Alternatives for Atypical Research Designs*; *Response Scales & Item Writing Guidelines for Attitudinal Measures*; *The Impact of Research Design on Intervention Study Outcomes*; and *Moderation and Mediation with Structural Equation Models*.

The SRM Support Unit at CYFS Welcomes a New Addition to their Team

In a world of increasing accountability in research, methodology and data analytic strategies continue to become increasingly sophisticated. CYFS has welcomed the expertise of **Dr. Greg Welch** as a valuable



Greg Welch, PhD
SRM Unit Staff

addition to the Statistics and Research Methodology Unit. Dr. Welch completed his doctoral work at the University of Pittsburgh and comes to us from the University of Kansas, Department of Psychology and Research in Education.

He has accumulated considerable teaching, consulting, and evaluation experience, most recently working with the Center for Research on Learning and the School Program Evaluation and Research (SPEaR) Team at KU, and the Kansas Early Childhood Comprehensive Systems program. Dr. Welch's research interests include structural equation modeling, latent growth curve analysis, measurement of anxiety and depression, and educational policy. Dr. Welch will provide critical statistical, methodological, and design support for Faculty and Student Affiliates of the Center.

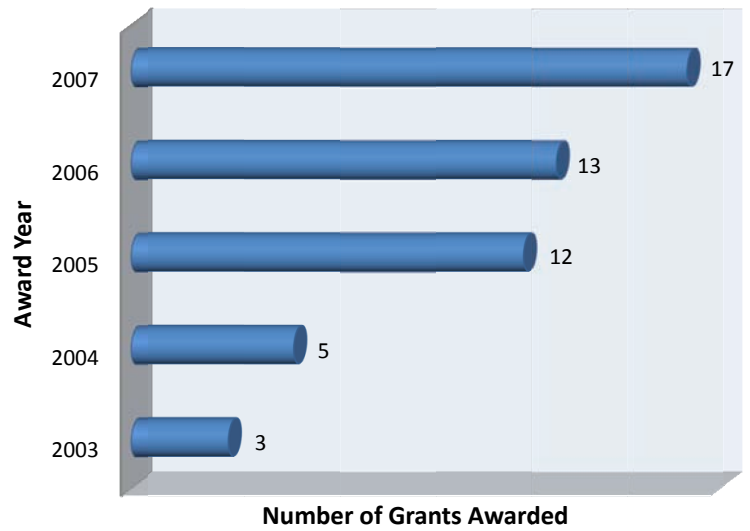
Cumulative Landscape of Support

Support for the Nebraska Center for Research on Children, Youth, Families and Schools is generated primarily through Program of Excellence (PoE) funds and external grant awards. The information presented in the **“CYFS Snapshot of Grant Activity”** highlights cumulative information pertinent to grants submitted, grants awarded, “hit rate,” current and total dollar amounts awarded in external funds, number of grants currently in submission, and return rate to UNL.

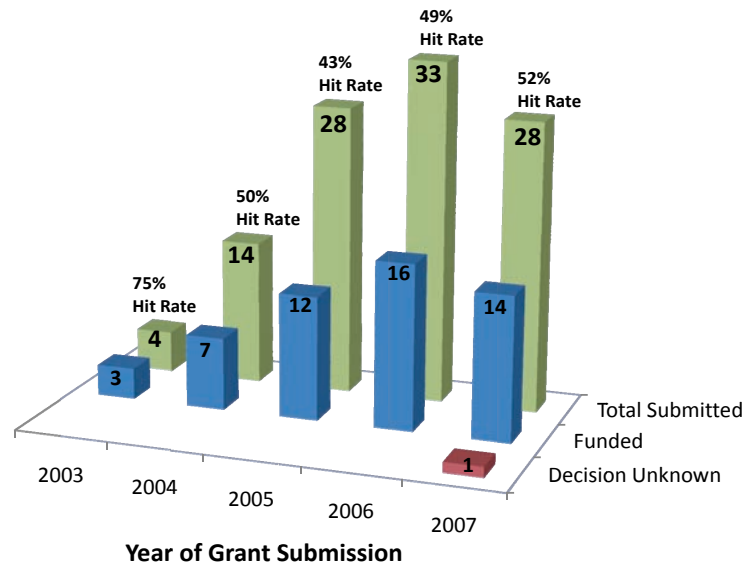
CYFS Five-Year Snapshot of Grant Activity

Initiation of Program of Excellence	2003
Total PoE Funds to Date	\$1,250,000
Total Number of Grants Submitted through CYFS	122
Number of Grants for which Decisions are Known	114
Total Dollar Amount of Grants Submitted	\$113,361,323
Total Number of Grants Funded	55
“Hit Rate” of Funded Grants (based on known decisions)	48%
Total Dollar Amount of <i>External</i> Grants Funded	\$16,762,678
Total Dollar Amount of <i>Internal</i> Grants Funded	\$179,917
Total Dollar Amount of <i>All</i> Grants Funded	\$16,942,595
Average Size of Funded Grants	\$308,047
Percent of Grant Dollars from Federal Agencies	86%
Number of Grants Currently in Submission	8
Total Dollar Amount of Grants Currently in Submission	\$4,962,129
Return Rate to UNL (based on external funds) returned for every \$1 invested	\$13.41

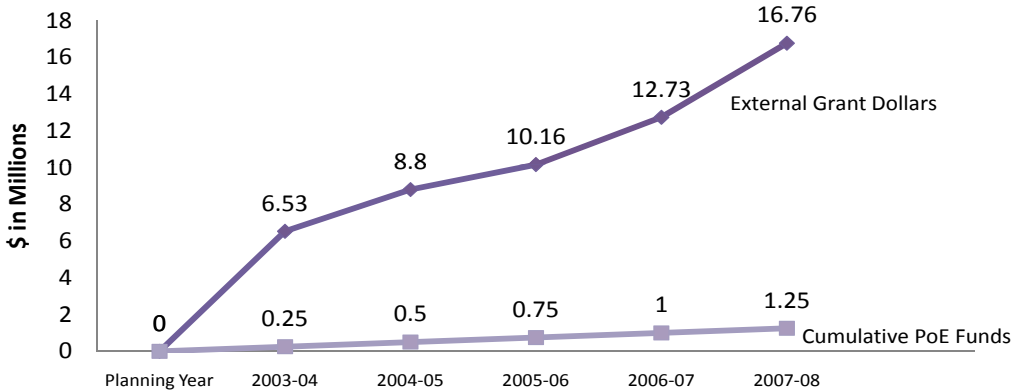
The **“Number of Grants Awarded by Year”** (below) features the number of all new grants awarded each year from 2003 through 2007. The number of grants awarded has increased 467% from 3 in 2003 to 17 in 2007.



The **“Decisions for Grants Submitted by Year”** (below) depicts the numbers of grants submitted by year and final disposition. The “hit rate” has increased steadily in the past 3 years from 43% in 2005 to 52% in 2007.



The **“Cumulative External Grant Dollars Relative to Program of Excellence (PoE) Support”** (below) depicts growth in external funds awarded to CYFS/UNL relative to Program of Excellence support. The total dollars in external awards has increased 157% between 2003-04 and 2007-08, from \$6.53 million to \$16.76 million.



Federal Awards (\$13,829,380 currently funded)

Institute of Museum & Library Sciences

Evaluation: Healthy Families Play Outside

PI: Gwen Nugent

Health and Human Services

The Role of Tribal Child Care Programs in Serving Children Birth to Five

PIs: Carolyn Pope Edwards, Linda Willis

National Institutes of Health

Parent Engagement and Child Learning Birth to Five

PIs: Susan Sheridan, Carolyn Pope Edwards

Parent Engagement and Child Learning Birth to Five- Diversity Supplement

PI: Susan Sheridan

National Science Foundation

Development and Implementation of a Field-Based Inquiry Focused GeoScience Course for Pre-Service Teachers

PIs: Richard Levy, David Harwood, Gwen Nugent, Gina Kunz

Embedding and Validating Empirical Usage Intelligence in Learning Objects

PIs: Ashok Samal, Leen-Kiat Soh, Gwen Nugent

Field-Based Inquiry Focused GeoScience

PIs: Richard Levy, David Harwood, Gwen Nugent, Gina Kunz

Robotics and GPS/GIS in 4-H: Workplace Skills for the 21st Century

PIs: Bradley Barker, Viacheslav Adamchuk, Gwen Nugent

U.S. Department of Education

Evaluation for LPS Mentor Project

PI: Gwen Nugent

Evaluation of the Efficacy of CBC for Addressing Disruptive Behaviors of Children At-Risk for Academic Failure

PIs: Susan Sheridan, Todd Glover

Postdoctoral Fellowship for Research on Consultation-Based Interventions for Students with Social and Behavioral Concerns

PIs: Susan Sheridan, Todd Glover, James Bovaird

Project MPUP-EC: Mountain Prairie Upgrade Partnership- Early Childhood

PIs: Christine Marvin, Malinda Eccarius

Rural Language and Literacy Connections

PIs: Lisa Knoche, Helen Raikes

School Psychology Leadership Specialization in Family-Centered Interdisciplinary Collaboration

PIs: Susan Sheridan, Cynthia Ellis

School Psychology Leadership Specialization in Response-to-Intervention Research and Systems Change

PIs: Edward Daly, Merilee McCurdy, Gina Kunz, Susan Sheridan

The Future of School Psychology: Family-School Partnerships Dissemination Project

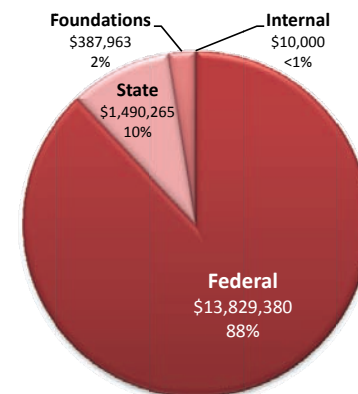
PI: Susan Sheridan

U.S. Department of Transportation

Transportation Curriculum Development Using Technology Application in STEM

PIs: Laurence Rilett, Gina Kunz

Sources of Currently Funded Grants



State Awards (\$1,490,265 currently funded)

Coordinating Commission for Postsecondary Education

Continuation and Expansion of UNL's Comprehensive and High Quality Professional Development Math and Science Summer Technology Institute

PIs: Laurence Rilett, Gina Kunz

Nebraska Department of Education

Nebraska Early Childhood Deaf Education Personnel Update Project

PI: Christine Marvin

Nebraska Early Childhood Deaf Education Professional Upgrade Partnership Continuation

PI: Christine Marvin

State-Wide Response-to-Intervention Consortium for Training and Evaluation

PIs: Edward Daly, Lisa Kelly-Vance, Merilee McCurdy, Todd Glover

Technology Enhanced Spanish Program

PI: Lisa Knoche



Foundation/Other Awards (\$389,963 currently funded)

ArtsReach and Partners in Education Program Evaluation II

Funding Sources:

Kennedy Center for the Performing Arts

LIED Center

Nebraska Arts Council

Nebraskans for the Arts

PI: Gina Kunz

Carnegie Network on the Professional Practice Doctorate

Funding Source: Carnegie Foundation

PIs: Larry Dlugosh, Margaret Latta

Elements of Quality in After-School Care: A Comprehensive Literature Review

Funding Sources:

Nebraska Health and Human Services

Nebraska Children and Families Foundation

PIs: Susan Sheridan, Gina Kunz

National Forum on the Science of Early Childhood Intervention

Funding Source: Harvard School of Public Health

PI: Helen Raikes

Project TEAMS Adolescent Risk-Taking Behaviors and Outcomes: Reintegrating Juveniles into School Settings

Funding Sources:

Building Strong Families Fund

Cooper Foundation

Woods Charitable Foundation

PI: Suzanne Kemp

School Psychology Futures: Family School Partnership Project

Funding Source: School Psychology Leadership Roundtable

PI: Susan Sheridan

Summer Writing Clinic

Funding Source: Woods Charitable Foundation

PI: Merilee McCurdy

Training: Nebraska Parental Information & Resources Center-Nebraska

Funding Source: Nebraska Children and Families Foundation

PI: Susan Sheridan

CYFS Faculty Affiliates

CYFS Student Affiliates

UNIVERSITY OF NEBRASKA MEDICAL CENTER	<i>Educational Psychology</i>	Malinda Eccarius
Munroe-Meyer Institute	James Bovaird	Suzanne Kemp
<i>Education & Child Development</i>	Eric Buhs	Christine Marvin
Barbara Jackson	Edward Daly, III	Reece Peterson
<i>Behavioral Genetics</i>	M. Meghan Davidson	Dixie Sanger
Wayne Fisher	Beth Doll	Marilyn Scheffler
<i>Psychology</i>	Kenneth Kiewra	Ellin Siegel
Keith Allen	Merilee McCurdy	<i>Teaching, Learning, & Teacher Education</i>
Joseph Evans	Ian Newman	David Brooks
Mark Shriver	Michael Scheel	Edmund (Ted) Hamann
Rachel Valleley	Duane Shell	Ruth Heaton
<i>Psychiatry</i>	Susan Sheridan	Margaret Latta
Christopher Kratochvil	Susan Swearer	Tom McGowan
UNIVERSITY OF NEBRASKA-LINCOLN	<i>Children, Youth and Families</i>	James O'Hanlon
Cooperative Extension Division	Richard Bischoff	Kathy Phillips
<i>4-H Youth Development</i>	Kathy Bosch	Loukia Sarroub
Brad Barker	Susan Churchill	Guy Trainin
Beth Birnstihl	Rochelle Dalla	Kathy Wilson
Kathleen Lodl	John DeFrain	College of Arts & Sciences
College of Education & Human Sciences	Maria Rosario T. deGuzman	<i>Center for Children, Families, and the Law</i>
Marjorie Kostelnik, Dean	Carolyn Pope Edwards	Victoria Weisz
<i>Center for Research on CYFS</i>	Cody Hollist	Brian Wilcox
Todd Glover	Julie Johnson	<i>Communication Studies</i>
Lisa Knoche	Helen Raikes	Dawn Braithwaite
Gina Kunz	Michelle Rupiper	Jody Koenig Kellas
Gwen Nugent	Julia Torquati	Jordan Soliz
<i>Educational Administration</i>	Yan Xia	<i>English/Women's Studies</i>
Jody Isernhagen	<i>Nutrition & Health Sciences</i>	Amy Goodburn
	Linda Boeckner	<i>Geosciences</i>
	Georgia Jones	David Harwood
	Nancy Lewis	Richard Levy
	Christina Perry	<i>Mathematics</i>
	Kaye Stanek-Krogstrand	W. James Lewis
	<i>Special Education & Communication Disorders</i>	<i>Psychology</i>
	Cynthia Cress	Gustavo Carlo

Lisa Crockett	<i>CYFS Statistics & Research Methodology Unit</i>	<i>Evaluation of the Efficacy of CBC for Addressing Disruptive Behaviors of Children At-Risk for Academic Failure</i>
David DiLillo	Michael Toland	Allison Bitz
Kimberly Andrews Espy	Kevin Kupzyk	Cindy Baker
David Hansen	<i>Parent Engagement and Child Learning Birth to Five (Getting Ready Project)</i>	Carrie Blevins
Anne Schutte	Sue Bainter	Lynne Clure
<i>Sociology</i>	Danielle Bauer	Lynae Frerichs
Christina Falci	Amy Chatelain	Breanna Gal
Dan Hoyt	Keely Cline	Andy Garbacz
Julia McQuillan	Tara Hart	Katie Gill-Hraban
Rosalie Torres Stone	Allison Osborn	Laura Mullaney
Kimberly Tyler	Doug Oxley	Michelle Swanger-Gagné
Les Whitbeck	Jamie Pointer	<i>School Psychology Leadership Specialization in Response-to-Intervention Research and Systems Change</i>
<i>Sociology/Women's Studies</i>	Sandra Potter	Amanda Albertson
Helen Moore	Kelly Rasmussen	Melissa Andersen
Office of Research	Ashley Taylor	Sara Kupzyk
Julia Hua Fang	Anabel Tapia-Marin	Courtney LeClair
Sandra Wiebe	Katie Woods	April Turner
UNIVERSITY OF NEBRASKA AT OMAHA	<i>Parent Engagement and Child Learning Birth to Five – Diversity Supplement</i>	Stephanie Schmitz
College of Arts & Sciences	Jaime Gonzalez	<i>State-Wide Response-to-Intervention Consortium for Training and Evaluation</i>
<i>Psychology</i>	<i>School Psychology Leadership Specialization in Family-Centered Interdisciplinary Collaboration</i>	Ann Crawford
Juan Casas	Carrie Blevins	Melanie McCoy
Lisa Kelly-Vance	Katie Magee	Alexandra Sorman
Brian McKewitt		
Lauree Tilton-Weaver		
<i>School of Social Work</i>		
Jeanette Harder		
Gwen Weber		
UNIVERSITY OF NEBRASKA PUBLIC POLICY CENTER		
Denise Bulling		
Mark DeKraai		
Alan Tomkins		

ADMINISTRATIVE LEADERSHIP

Susan M. Sheridan
Director

PROPOSAL DEVELOPMENT AND COORDINATION

Gwen L. Nugent
Research Associate Professor

Gina M. Kunz
Research Assistant Professor

Todd A. Glover
Research Assistant Professor

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Research Assistant Professor
Getting Ready Project

Tanya Ihlo
Research Assistant Professor
Nebraska Response-to-Intervention Consortium

Amanda Witte
CBC in the Early Grades

Kristen Werks
Mountain Prairie Partnership

POST-DOCTORAL FELLOWS

Brandy Clarke
Kyongboon Kwon

STATISTICS AND RESEARCH METHODOLOGY UNIT

James Bovaird
Director

Greg Welch
Research Assistant Professor

Kevin Kupzyk

Michael Toland

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Grant Specialist

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Office Supervisor

Melissa Money-Beecher
Research Coordinator

TECHNICAL SUPPORT UNIT

Istiaque Ali
Database Coordinator

Brian Hermes
Computer Technician

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Heidi Dostal
Getting Ready Project
Lisa Knoche, Faculty Supervisor

Elizabeth Sexton
Geoscience Education

Gwen Nugent & Gina Kunz
Faculty Supervisors

Tristan Weinmaster
Math & Science Professional Development
Gina Kunz & Gwen Nugent
Faculty Supervisors

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Steven Warren
Vice Provost for Research & Graduate Studies
University of Kansas

Working with the Center as I wrote and submitted my first grant has been an educational experience. Having the Center support and guidance has allowed me to develop my understanding of the grant writing and submission process.

*Keely Cline, CYFS Student Affiliate
and Grant Recipient*



The most helpful [aspect of CYFS] was with writing the grant, the revisions, using the right phrases. It helped just to get my ideas on paper. Even if the grant is not funded, my writing skills improved.

Georgia Jones, PhD, CYFS Faculty Affiliate



CYFS has produced an impressive and diverse research portfolio and is well-positioned for highly competitive grants.

NSF Program Officer



The Nebraska Center for Research on Children, Youth, Families, and Schools provides a strong institutional base, drawing on many university disciplines.

IES Grant Reviewer



The Nebraska Center for Research on Children, Youth, Families, and Schools housed at UNL provides an excellent research environment.

NIH Grant Reviewer



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

College of Education and Human Sciences
with
College of Arts and Sciences

University of Nebraska–Lincoln

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