

RESEARCH THAT MAKES A DIFFERENCE...



VISION



OUTREACH



CONNECTION

NEBRASKA CENTER FOR RESEARCH ON CHILDREN, YOUTH, FAMILIES AND SCHOOLS

MESSAGE FROM THE CYFS CENTER DIRECTOR



MISSION

To advance the conduct of high-quality interdisciplinary research to promote the intellectual, behavioral, and social-emotional development and functioning of individuals across educational, familial, and community contexts. Central to this is enhancing our understanding of how these complex systems work dynamically to support the future of our nation.

When Do We Really “Make a Difference”?

The life of a researcher may seem all too mundane to some. Days (in fact, years) are consumed with specifying hypotheses, collecting data, running statistical tests, and publishing findings. We spend hours determining how to garner funds necessary to do our work, and how to excite grant reviewers so they see no option but to fund our projects. On the surface, it may seem like a narrow and artificial way to do business. However, daily activities in the Nebraska Center for Research on Children, Youth, Families and Schools could not be more vibrant, as we are experiencing the fruits of our labors that feel larger than any series of steps, procedures, or tests.

When does a researcher know if he or she really makes a difference? Is it when tests of significance suggest that students receiving our services are performing significantly better than those who do not? Is it when a particular teacher support program greatly improves students’ learning? Is it when effects of a family engagement intervention are observed easily on graphs? Yes, and more. I think the faculty and student affiliates of CYFS will agree with me that – given our true passion to “make a difference” in the real lives of children – it is more importantly when a teacher tells us, “Micah is amazingly proud of herself and has matured and become more independent!” It is when a parent says, “The changes I have seen in my child in a short period have been terrific – thank you!” or a child admits, “No one has asked me to do this before. I can do this!” It is when we see a teen parent hug and laugh with her child, or a deaf student use sign language to say “I love you” for the first time. These “results” keep us coming back every day, with a smile. I hope this report brings a smile to your face as well. Thank you for helping us “make a difference.”

Susan M. Sheridan, PhD
Director, Nebraska Center for Research on Children, Youth, Families and Schools
Willia Cather Professor and Professor of Educational Psychology

CONTENTS

RESEARCH THAT MAKES A DIFFERENCE...

IN RURAL EDUCATION	2
FOR STRUGGLING READERS	4
IN THE LIVES OF YOUNG CHILDREN	6
IN DEAF EDUCATION	8
FOR STUDENTS AND TEACHERS IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATH	10
BY CREATING CONNECTIONS	12
WITH STATISTICS AND RESEARCH METHODOLOGY SUPPORT	13
CELEBRATING FIVE YEARS OF MAKING A DIFFERENCE	14
STUDENT GRANT AWARDS: <i>RESEARCH THAT MAKES A DIFFERENCE...</i>	16
THROUGH PARENT-CHILD BOOK READING	16
TO IMPROVE READING PERFORMANCE	16
FOR CHILDREN WITH OBESITY	17
OUTSTANDING GRADUATE STUDENT RESEARCH	18
SIGNIFICANT UNDERGRADUATE STUDENT RESEARCH	19
PUBLICATIONS AND PRESENTATIONS	20
LANDSCAPE OF SUPPORT	22
CURRENTLY FUNDED EXTERNAL GRANTS AND CONTRACTS	24
FACULTY AFFILIATES	26
STUDENT AFFILIATES	27
ADVISORY BOARDS	28
CYFS KEY PERSONNEL	29

RESEARCH THAT MAKES A DIFFERENCE IN RURAL EDUCATION



National Center for Research on Rural Education (R²Ed)
Leadership Team

left to right: Drs. Susan M. Sheridan, Gwen L. Nugent,
James A. Bovaird, Todd A. Glover, & Gina M. Kunz



Ravenna, Nebraska
Population: 1,300

Rural matters – for nearly 10 million of our nation’s children, one-third of Nebraska’s children, and 87% of Nebraska’s school districts. The **National Center for Research on Rural Education (R²Ed)** is about these children – growing up in rural America, going to rural schools, and developing skills and competencies in reading, science and math to equip them to become productive members of a global society.

Research will be locally defined but nationally relevant.

The *Nebraska Center for Research on Children, Youth, Families and Schools* will be home to the National Center for Research on Rural Education. This nearly \$10 million, 5-year grant from the *U.S. Department of Education, Institute of Education Sciences (IES)*, is under the direction of **Drs. Susan Sheridan** (PI and Center Director), **Todd Glover**, **Gwen Nugent**, **Gina Kunz**, and **James Bovaird**. UNL faculty, key personnel, and graduate students will engage in research that is locally defined but nationally relevant.

R²Ed is also about rural schools, teachers, and families, and the kinds of supports they need to help advance student learning. In its entirety, the essence

and central function of R²Ed is conducting high-quality educational research to identify needs and opportunities for rural teachers and students to ensure they are on the same playing field as students in other educational and geographic contexts, acquiring advanced knowledge, and producing meaningful and productive educational outcomes.

There are many positive aspects about rural schools and numerous lessons to be learned by partnering with rural colleagues. Rural schools often experience tremendous community support, camaraderie and relationships. There are also challenges. Rural schools may experience isolation, resulting in staff turnover, limited availability

to specialized resources, and diminished access to opportunities for teacher support and professional development. Distances and disconnects among schools and between schools and community partners often separate teachers from resources and from each other. In the end, students in rural schools don't always experience the same opportunities to access innovations in education available in urban and suburban schools.

Researchers in the National Rural Center will test innovative models by which teachers can acquire new knowledge and skills and identify methods to help teachers use them in classrooms. Teachers will participate in various experiences to learn cutting-edge methods for

There are many positive aspects about rural schools and numerous lessons to be learned by partnering with rural colleagues.

collecting and using data to make meaningful decisions and deliver effective instructional strategies based on individual student needs. Other teachers will work with researchers to learn ways to use guided participatory experiences to maximize middle school students' learning of scientific concepts and methods. All teachers will be involved in training, coaching, and new research-based methods.

Technology will be used to determine the best way to increase access to and availability of supports.

More than 500 Nebraska teachers and at least 5,000 Nebraska students will participate in planned studies; many more will be involved as future projects explore family involvement in rural schools and supporting para-educators to work within those schools.

An important aspect of the National Rural Center will be leadership for rural education research nationally. Conferences, visiting professorships, post-doctoral fellowships, pre-doctoral research assistantships, and publications in periodicals will have tremendous impact on research specific to rural schools.



left to right: **Dr. Roger Breed**, Commissioner, Nebraska Department of Education; **Dr. Harvey Perlman**, Chancellor, UNL; **Drs. Gwen Nugent, Todd Glover, Susan Sheridan, James Bovaird, & Gina Kunz**, the Nebraska Center for Research on Children, Youth, Families and Schools; **Dr. Prem Paul**, Vice Chancellor, Research & Economic Development, UNL



National Center for Research on Rural Education (R²Ed)

RESEARCH THAT MAKES A DIFFERENCE FOR STRUGGLING READERS



Nationally, seven in every 10 students are not reading proficiently at grade level in the 4th grade, and the numbers are similar in the 8th grade. In Nebraska trends are similar, and the picture is even more grim for minority students – only two of every 10 Hispanic students and only one of every 10 African American students reads as expected in 4th grade. Fortunately, there is emerging support nationally and locally for Response-to-Intervention (RtI), a strategy used to improve reading proficiency for all struggling students while also successfully decreasing the gap between majority and underserved students.

In 2006, with support from the *Nebraska Department of Education*, university

researchers and state-level educators formed a state-wide Response-to-Intervention Consortium specifically designed to reform education to improve educational outcomes for all students – regardless of geographic location, income level, race, or ethnicity. This RtI Consortium is led by Directors **Drs. Todd Glover** (UNL-CYFS), **Lisa Kelly-Vance** (UNO), **Edward Daly** (UNL), **Merilee McCurdy** (UNL), and **Tanya Ihlo** (UNL-CYFS), the Lead Project Manager. The Consortium

Schools have always had data, but now school personnel are able to use the data to make good decisions about what students actually need in order to improve their reading.

is coordinated with **Ms. Rose Dymacek** (Nebraska Department of Education).

With RtI, information on students' reading skills is collected and then used to inform decisions on supports needed by the student to improve reading. Once the supports are put into place, students are monitored closely to make sure they are progressing. "Schools have always had data, but now school personnel are able to use the data to make good decisions about what students actually need in order to improve their reading," commented Dr. Ihlo.

Paul Anderson, Elementary Principal in Ravenna Public Schools, reported the following benefits associated with RtI: improved reading scores, better

In Nebraska, only two of every 10 Hispanic students and only one of every 10 African American students reads as expected in 4th grade.

instructional strategies, teacher empowerment, and more accurate diagnosis of students' needs. **Kristi Gibbs**, Assistant Superintendent for Learning at Ralston Public Schools, also reported positive changes associated with using the RtI approach: more effective allocation of personnel time, interconnection of resources, purposeful planning rather than simply reviewing the current status of students' performance, and better communication with parents and the community. "Our kindergarten students showed a 50% increase in foundational reading skills for the 2008-2009 school year [after establishing RtI in the classroom] compared to only a 6% increase in 2003-2004,"

reported Ms. Gibbs.

As the evidence continues to show RtI as an effective strategy for making a real difference in the lives of students

struggling to read, it becomes even more important to help schools implement the RtI approach school-wide. Dr. Ihlo concluded, "Many students, especially those typically underserved, are not being supported. RtI is a way to equalize the opportunities students have for receiving the supports they need to become proficient readers and better educated students."

One unique aspect of the statewide RtI project is the manner in which training is provided. Interdisciplinary teams of school personnel – teachers, regular and special educators, principals, administrators, reading specialists, speech pathologists,

and school psychologists – participate in specialized training in RtI conducted through the Consortium.

In addition, several UNL faculty – **Drs. Merilee McCurdy, Edward Daly, Gina Kunz, and Tanya Ihlo** – have received funding for the next 4 years from the *U.S. Department of Education* to provide graduate students in the UNL school psychology program with training in RtI. As part of this grant, students will complete additional coursework and specific practicum experiences resulting in a certification specialization in RtI.

"It makes a huge difference to have current graduate students learn effective educational strategies such as RtI," commented Dr. Kunz. "As soon as they begin their jobs in schools, they will be able to begin immediately helping students improve their reading."



RESEARCH THAT MAKES A DIFFERENCE IN THE LIVES OF YOUNG CHILDREN



Competence in reading is essential. It predicts a child's success in almost all facets of society. In many ways, reading serves as the gateway to children's learning. Students who do not "learn to read" early on, experience extreme difficulties when expected to "read to learn." Unfortunately, not all children develop early literacy and language skills; these children will likely struggle throughout their educational careers. Even high-quality, classwide early literacy interventions do not always fully support the learning of all children. Research is needed on approaches to identify and provide intensive support in the area of language and literacy for children who struggle to learn to read.

Reading serves as the gateway to children's learning.

The *U.S. Department of Education* has funded the development of a ***Three-Tiered Model in Early Intervention to Address Language and Literacy Needs of Children at Risk***, a 3-year, multi-million dollar grant directed by Principal Investigator **Dr. Susan Sheridan** (CYFS, UNL) and Co-Principal Investigators **Drs. Lisa Knoche** (CYFS, UNL), **Judith Carta** (Juniper Gardens Children's Project, University of Kansas), and **Charles Greenwood** (Juniper Gardens Children's Project, University of Kansas) along with key investigator **Dr. Mary Abbott** (Juniper Gardens).

Over a 3-year project period, this research team will partner with teachers, children and families to develop and pilot a three-tiered prevention model in early education for children at risk of reading difficulties. The model to be tested will involve intervention strategies at three levels: a broad-based universal level, a more narrowed targeted level for small groups of students at risk, and an individual level for students who are

most in need of intensive support. This approach is expected to result in greatly enhanced child outcomes in the areas of oral language, phonological awareness, alphabet knowledge and print awareness.

Early childhood educators in public early childhood programs in Grand Island, Nebraska, and Kansas City, Kansas, will receive high-quality professional development, including individualized and ongoing support by an on-site coach/consultant. The language and literacy skills of all children involved in the project will be monitored regularly with assessment tools. Children who are identified as struggling will receive more intensive support and instruction from teachers and consultants to help them become successful readers as they transition from kindergarten to elementary school. Additionally, families will be involved in family literacy experiences at school; will receive individualized consultation, training and support; and have opportunities to meet and build relationships with teachers. An important feature of this project is the continual feedback that will be elicited from administrators, teachers, families and expert consultants. Of this work, the early childhood supervisor in Grand Island said, “We are excited to be part of a project that is focusing on the individual needs of children in our program. This work will tie directly to and extend the work we have been doing in the area of early language and literacy.”

We know “earlier is better” – the earlier we can identify children who are struggling and help them with appropriate instruction and support, the more likely we will be to reduce the occurrence of learning problems. The development and ultimate testing of this comprehensive three-tiered model will establish effective methods for identifying children and providing appropriate and responsive services before they enter school.

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RESEARCH THAT MAKES A DIFFERENCE IN DEAF EDUCATION



Teachers taking part in classroom-based discussions as part of their professional development teacher certification program directed by Drs. Chris Marvin and Malinda Eccarius



“Raise your hand when you hear the beep.” For most of us, this was a familiar instruction delivered in school for the annual hearing test. But, what about children in rural settings who *don’t* raise their hand because they *can’t* hear the beep – or anything else? Services for these children are limited at best and often are unavailable.

Two educators in Special Education and Communication Disorders at the University of Nebraska-Lincoln are making a huge difference in the lives of deaf children and their families in rural settings in Nebraska and surrounding states. **Drs. Chris Marvin and Malinda Eccarius** have developed a program available through UNL

for teachers who are working on their certification in either early childhood special education or deaf education. The teachers in these programs are taking coursework in each other’s fields to gain additional knowledge and skills emphasizing very young children with hearing loss. These services are desperately needed for children who are deaf in rural settings. Unlike any other program of its kind, the ***Mountain Prairie Professional Upgrade Partnerships: Early Childhood and Deaf Education (MPUP-EC)*** program is delivered through distance education, accessible for teachers throughout Nebraska, Iowa, and Wyoming.

Funded by the *U.S. and Nebraska*

Departments of Education, the MPUP and the NE-PUP (Nebraska Professional Upgrade Partnerships) bring together two sets of critical training for educators: early childhood and deaf education. Especially in remote geographic settings, early childhood and deaf educators often are the only professionals available to help young deaf

Families don’t have to leave the farm to get assistance for their child who needs help in deaf education.

children. Through the training offered in this certification program, practitioners are gaining

confidence in answering parents' questions about their child's education.

"We are training educators to bring quality education and solutions to every area," said Marvin. "Families don't have to leave the farm to get help for their child who needs help in deaf education." Many teachers who are accepted into the program already have deaf students on their case load. In turn, these teachers often become the "go to" person for their school district when new, young (birth-5) deaf students are identified. In addition, Nebraska teachers who are part of the NE-PUP program agree to stay in the area to teach for at least 4 years. As a result, the immediate and long-term benefits for deaf children in Nebraska are greatly enhanced.

Participation in this program equips teachers to help parents recognize

hearing problems in young children. In addition to classes, teachers have a year-long opportunity to interact with families of children who are deaf or hard of hearing. They also participate in a week-long seminar in which they observe early childhood preschool programs, cochlear implant appointments, and learn about the most current research being conducted with young children with hearing loss.

"A primary goal of our project," commented Eccarius, "is to make our program available to teachers who either couldn't afford to completely pay for it or to leave their homes in rural areas to travel to a university." Through distance education and with tuition assistance, this program is available to teachers who need these skills in order to more appropriately serve deaf children in their areas. "We are encouraged that our program is

working because teachers who have completed the program are now able to find signs of deafness early and help guide parents and teachers into making good choices for their child's education," commented Eccarius.

The program is working to find signs of deafness early and help guide parents and teachers into making good choices for their child's education.

Teachers are encouraged by what they have learned and are excited about the positive changes they see taking place in the lives of parents and young children with hearing loss.



Teacher participant having her hearing tested



Audiologist testing the teacher participant's hearing

RESEARCH THAT MAKES A DIFFERENCE FOR STUDENTS AND TEACHERS IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)

The 4-H robotics camp was well underway with students working fervently in teams. “We need to contact the landscape company and tell them they need to pay more attention to certain areas of the school grounds!” Dr. Brad Barker recalls a female student in an urban middle school saying. She took the information gathered from her team during a field study at their school and applied it to solve a real life problem. “It was amazing that this young person was able to connect the study to a solution at such an early age,” commented Barker.

Dr. Brad Barker (UNL 4-H) and a team of investigators including **Drs. Viacheslav Adamchuk** (UNL), **Gwen Nugent** (UNL), **Neal Grandgenett** (UNO), and **Bing Chen** (UNL), and project staff **Kathleen Morgan**, **Megan Patent-Nygren**, **Katie Larson**, and **Tracy Prachiel**, received a \$2.5 million grant from the *National Science Foundation* to implement Robotics and GPS/GIS experiences for middle school youth in 4-H and afterschool programs. The project, “*Scale-Up: National Robotics in 4-H: Workforce Skills for the 21st Century*,” represents a first in fully integrating robotics and geospatial concepts into programs operated through 4-H, with a national participation of more than 5,000 students over 5 years.

Participating youth work with robots, GPS receivers, and sensors similar to those used in agriculture and natural resources management, providing information that helps farmers understand their land and optimize use of chemicals and other agricultural inputs (precision agriculture). “Because the robotics/GPS/GIS camps are less formal than traditional classes, it makes STEM more fun,” said Barker. The program is engaging and intensive, with each student participating in 40 hours of summer camp and 80 hours during the school year for 2 years. The expectation is that more youth will chose STEM courses during high school and college, becoming better prepared for a career in these fields.

A robotics showcase at the Strategic Air and Space Museum in Nebraska will be held in partnership with the Boys and Girls Club of the Midlands to demonstrate the potential impact of relevant STEM applications. The event will also host the first LEGO League qualifying competition and the annual CEENBoT showcase, putting Nebraska on the map for innovative STEM education nationwide.



BUILDINGS, BRIDGES AND BARRIERS: ENGINEERING FOR K-12

“What is an engineer?” is a question that many middle and high school students cannot answer. A collaborative team of UNL engineers (**Dr. Larry Rilett**) and educators (**Drs. Gina Kunz and Gwen Nugent**), together with the Nebraska Department of Education (**Tony Glenn**), are helping middle and high school students and their teachers understand engineering and the real life math, science, and technology applications that are the essence of this field. When we approach a stop light, cross a street, drive across a bridge, or survive a car accident, we can appreciate the reality of engineering in practice.

This is the first professional development workshop that gave me the opportunity to select a topic that I actually teach, and it is the only one where I was able to test out my lesson with students prior to using it in my classroom.

Middle School Math Teacher

The **UNL Professional Development Science and Math Summer Institute**, funded by the Nebraska Coordinating Commission for Postsecondary Education and the U.S. Department of Transportation, is advancing the knowledge and skills of science, technology, engineering and math (STEM) middle and high school educators and their students.

Teachers participate in discussions with engineers about their research related to safety barriers, road design, and radiofrequency identification; visit various sites where the research

has been put into action; and develop lesson plans that they use in classrooms with their students. Teacher and student participants have demonstrated increases in their knowledge of engineering, and students have shown increases in positive attitudes towards math, science, and engineering.

The success of the nation relies on future leaders in engineering fields. This project reaches out to teachers and students throughout Nebraska, with plans to expand efforts regionally and nationally, to promote such leadership.

What a great experience for students to have the opportunity to learn about and experiment with engineering in a university setting. How wonderful to be part of this as a teacher. I have learned so much.

High School Science Teacher



High school students test the weight limit of their self-constructed bridges



Middle and high school teacher participants at the Peter Kiewit Institute facility tour (2009)



Middle school students experience traffic engineering with trucks, trains and planes

RESEARCH THAT MAKES A DIFFERENCE BY CREATING CONNECTIONS

The Creating Connections Speaker Series is hosted by CYFS each year in an effort to inform and enlighten Nebraska researchers, graduate students, practitioners, and policy makers on cutting-edge research findings and implications for work relevant to children, youth, families and schools.

In collaboration with the *Nebraska Child and Family Foundation*, **Jack P. Shonkoff, M.D.** (pictured below) visited UNL and provided a very well-received presentation entitled, “*The Science of Early Childhood Development: Closing the Gap between What We Know and What We Do.*” In this scholarly presentation, Dr. Shonkoff captivated an audience of



more than 100 faculty, graduate students, administrators and community members as he discussed the science behind brain development, including how early experiences in a child’s life affect the structure of the developing brain, the fact that the brain is constructed over time

through experiences from prenatal development through adulthood, and the critical period of early childhood as a particularly important window of opportunity to maximize the brain’s – and therefore a person’s – capacity.

Shonkoff stressed the critical role of positive human interaction in child development, and emphasized the cognitive, emotional, and social capacities that are present in every young person. According to Shonkoff, “Brains are hard-wired for predictability, safety, and

responsiveness, developing the capacity for learning how to expect the world to be.” He shared scientific evidence demonstrating that children who learn to self-regulate in a safe environment with positive and appropriate support from caring adults are well-positioned to learn, grow and develop into well-adjusted, productive contributors to society.



Dr. Shonkoff is a Julius B. Richmond FAMRI Professor of Child Health and Development and Founding Director of the Center on the Developing Child at Harvard University. He currently chairs the National Scientific Council on the Developing Child. He chaired the National Academy of Science’s blue-ribbon committee that produced a landmark report, entitled *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Dr. Shonkoff has authored more than 130 publications, including nine books, and has received multiple professional honors, including elected membership to the Institute of Medicine, the C. Anderson Aldrich Award in Child Development from the American Academy of Pediatrics, and the Distinguished Contributions to Social Policy Award from the Society for Research in Child Development.

Shonkoff’s prolific message and commitment to effecting change in early intervention and programming for young children serves to both encourage and challenge researchers, policy makers, and service providers alike.

RESEARCH THAT MAKES A DIFFERENCE WITH STATISTICS AND RESEARCH METHODOLOGY SUPPORT



SRM Unit Personnel (left to right)
Dr. James Bovaird, Director; Dr. Gregory
Welch, Kevin Kupzyk & Natalie Koziol



Kevin Kupzyk presents during the
SRM Research Methodology Series

Researchers are interested in finding answers to important questions. The answers they discover can have positive effects on the lives of children, youth, and families, and on schools, communities, policies, and practices. But, how do they know that they have asked the right questions or have designed their studies in a way that leads to findings that are both accurate and meaningful?

One purpose of the *Statistics and Research Methodology (SRM) Unit* is to assist researchers in structuring studies and analyzing results to have confidence in the findings. The SRM is a support unit in the Nebraska Center for Research on Children, Youth, Families and Schools. Under the direction of **Dr. James Bovaird**, the unit is comprised of a team of statisticians and methodologists, including **Dr. Gregory Welch** (Research Assistant Professor) and **Kevin Kupzyk** (advanced doctoral student).

In April, 2009, SRM/CYFS joined together with the UNL Survey, Statistics, and Psychometrics Core Facility to kick off a series on *Randomized Trials in the Social and Behavioral Sciences*. In conjunction with the 2009 UNL Research Fair, **Dr. Peggy McCardle**, Chief of the Child Development and Behavior Branch for the Eunice Kennedy Shriver National Institute of Child Health and Human Development, served as the inaugural speaker of the series. Dr. McCardle's talk, "*Let the Design Match the Question: The Importance of Clinical Trials in the Study of Child Development and Behavior*," shed light on current perspectives of conducting large scale studies using randomized designs, and the role of associated

approaches to answer critical research questions. Additional speakers are planned to address related issues on research designs for intervention studies that allow researchers to answer questions of "what works, for whom, under what conditions" with scientific rigor.

Each year SRM hosts a Research Methodology Series, consisting of three to six presentations, which disseminates important education and information to faculty on cutting-edge methods. In May 2009, SRM/CYFS also collaborated with the Survey, Statistics, and Psychometrics Core Facility, and the Department of Educational Psychology to bring **Dr. Jonathan Templin**, Assistant Professor in the Department of Educational Psychology and Instructional Technology at the University of Georgia, to UNL to present a 2-day workshop on Diagnostic Measurement.

CELEBRATING FIVE YEARS MAKING A DIFFERENCE

CHILDREN, YOUTH, FAMILIES AND SCHOOLS



October 2002

University of Nebraska-Lincoln Interdisciplinary Faculty Retreat organized by Drs. Susan Sheridan and Lisa Crockett.

June 2003

Nebraska Research Alliance on Children, Youth, Families and Schools recognized as a Program of Excellence.

September 2003

The *Getting Ready Project* (Sheridan & Edwards), funded by the Interagency School Readiness Consortium, a 5-year, \$5 million research award, launched major grant-funded activities of CYFS.

February 2004

Nebraska Center for Research on Children, Youth, Families and Schools approved by the Nebraska University Board of Regents.



MAKING A DIFFERENCE FOR FAMILIES



Early planning activities for the Center date back to October, 2002. Thirty-one UNL faculty, three deans and two vice chancellors met in a day-long retreat, identified areas of strength, and developed interdisciplinary teams that provided a foundation for Center-based research. Three thematic areas emerged: Early Childhood Education and Intervention; Academic Intervention, Instruction and Learning; and Youth Risk, Resilience and Health Promotion. Almost 7 years later, these thematic areas continue to reflect the passions of CYFS Faculty Affiliates.

August 2004

A Parent Tutoring (Kunz & Valleley) workshop, funded by the Watt Foundation, marked the first foundation grant awarded to CYFS.

October 2004

216 Mabel Lee Hall renovated as a central location for CYFS activities.

June 2005

CBC in the Early Grades (Sheridan & Glover), a \$1.5 million research grant funded by the Institute of Education Sciences, represented the first large-scale IES grant for a randomized trial of Conjoint Behavioral Consultation (CBC) grades K-3.

June 2005

Grant writing course for graduate students taught for the first time by CYFS faculty (Nugent, Kunz, & Glover).



MAKING A DIFFERENCE IN EARLY LITERACY



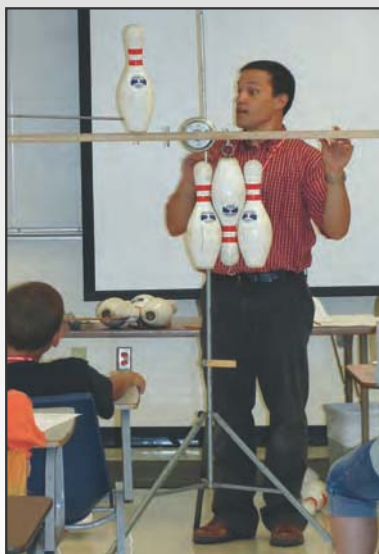
Early in the Center's formation, 40 faculty aligned with CYFS as Faculty Affiliates, and four students were supported by grants awarded to the Center. Today, the Center is home to a network of over 100 Faculty Affiliates across multiple disciplines and from various campuses in the Nebraska University system, including the University of Nebraska-Lincoln, the University of Nebraska at Omaha, and the University of Nebraska Medical Center. In addition, more than 150 students have been supported through and participated in grant-funded work housed in the Center.

New Program of Excellence funds (DeAyala, Sheridan, & Kostelnik) awarded to hire research methodologist in ecosystemic methodology.

Geoscience Education (Harwood, Levy, Nugent, & Kunz), awarded by the National Science Foundation, supported 2 years of research and evaluation of an inquiry-structured field-based geoscience class for undergraduate students preparing to become teachers.

The Response-to-Intervention (RtI) Consortium (Glover, Kelley-Vance, Daly, & McCurdy), funded by the Nebraska Department of Education, supported the first state-wide consortium for a Response-to-Intervention approach to helping students struggling with reading. Efforts were led by faculty at the Lincoln campus in partnership with the Omaha campus and Nebraska state and local educational agencies.

Suite 303 Mabel Lee Hall renovated through UNL Program of Excellence funds as a central location for the Statistics and Research Methodology (SRM) Unit.



MAKING A DIFFERENCE IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATH



In June, 2003 the Nebraska Research Alliance on Children, Youth, Families and Schools was approved as one of 14 priority programs at UNL to receive support as a "Program of Excellence." Less than a year later, on February 28, 2004, the University of Nebraska Board of Regents approved the establishment of the Nebraska Center for Research on Children, Youth, Families and Schools, recognizing the opportunity to achieve prominence through coordinated, collective interdisciplinary research initiatives.

August 2007

Early Reading First (Knoche & Raikes), a 3-year, \$2.7 million grant funded by the U.S. Department of Education to support efforts to improve language and reading skills for rural, low-income pre-school children.

September 2008

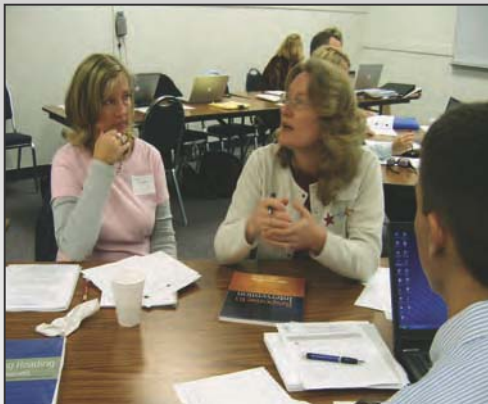
Quality of Parent-Child Book Reading (Cline & Edwards), awarded by the Administration for Children and Families, represents the first CYFS student dissertation award.

December 2008

National Robotics in 4-H: Workforce Skills for the 21st Century (Barker, Adamchuk, Nugent, Grandgenett, & Chen) awarded by the National Science Foundation to an interdisciplinary group of researchers at UNL and UNO.

July 2009

The *National Center for Research on Rural Education* (Sheridan, Glover, Nugent, Kunz, & Bovaird), funded by the Institute of Education Sciences, marks the first Center grant awarded to CYFS.



MAKING A DIFFERENCE
THROUGH
PROFESSIONAL
DEVELOPMENT



NEBRASKA CENTER FOR RESEARCH
CHILDREN, YOUTH, FAMILIES AND SCHOOLS

STUDENT GRANT AWARDS: RESEARCH THAT MAKES A DIFFERENCE

...THROUGH PARENT-CHILD BOOK READING



“Once upon a time, in a land far away...” When parents and children read together, they engage in one of the most basic and effective early learning experiences. The quality of reading – reading with emotion and expression, and interacting with children through discussions about the story – can enhance skills beyond basic reading. But, how do reading qualities relate to cognitive and language development? **Keely Cline**, doctoral student in Psychology and Student Affiliate of CYFS, was recently awarded funding from the *Department of Health and Human Services Administration for Children and Families* for her dissertation, ***“Instructional and Emotional Quality of Parent-Child Book Reading and Early Head Start Children’s Learning Outcomes.”*** Ms. Cline will examine the relationship between these qualities in reading and child outcomes in the areas of cognitive

and language development. Under the supervision of **Dr. Carolyn Pope Edwards**, she will view interactions between parents and young children (infants and toddlers) reading together and assess the number of interactions that involve quality reading (reading with expression and active discussions). She will determine the relationship between quality of reading interaction with current academic functioning of the children. According to Cline, “By using information that has already been gathered, I will be giving back to the agencies information that they can truly use in making a positive difference for young children and their families.”

...TO IMPROVE READING PERFORMANCE



When teachers can teach parents how to help their children improve in reading, everyone benefits. Identifying the best way for teachers to show parents how to help students improve reading skills is exactly what **Sara Kupzyk** will do in her project, ***“Preparing Teachers to Train Parents in Evidence-Based Tutoring Strategies for Reading Fluency.”*** Kupzyk is a doctoral-level graduate student in the School Psychology Program at UNL and a Student Affiliate of CYFS. She received funding from the *Wing Institute* to support her efforts in conducting this study under the supervision of **Dr. Edward Daly**. By using videotaped instructions and demonstrations, Kupzyk will train three pairs of 1st through 3rd grade teachers in strategies that improve reading fluency in struggling young readers. Once trained, the teachers will train parents of two to three students to use the evidence-based strategies. Student progress will be monitored to assess the effectiveness of

this “train-the-trainers” model in increasing student reading outcomes. “This study will make a real difference for teachers and the parents they work with,” said Kupzyk. “The skills these teachers learn will stay with them for the remainder of their teaching careers. Parents who participate will learn strategies to help their children read better. In turn, the students will benefit the most with improved reading skills and academic outcomes.”

...FOR CHILDREN WITH OBESITY

Nebraska has a high rate of childhood obesity. Children who are obese often have low self-esteem and rate their quality of life poorly. Childhood is a critical period for establishing habits that persist into adulthood to improve quality of life and longevity.

Carrie Blevins Semke, advanced doctoral student in the School Psychology Program at the University of Nebraska-Lincoln and a CYFS Student Affiliate, under the supervision of **Dr. Susan Sheridan** (CYFS), received dissertation funding through the *Society for Research on Child Development* to test the effects of an intervention designed to improve the health of children with obesity through health education, behavior modification, and home-school communication. The intervention approach, *Conjoint Behavioral Consultation (CBC)*, brings together the most important and influential individuals in children's lives (their parents, teachers, and medical personnel) with a CBC consultant who helps them collaboratively set goals, develop plans, and monitor outcomes.

Childhood obesity is a major problem impacting all areas of a child's life. As a result, it should neither be ignored nor dealt with "privately" by families and physicians. According to Semke, "It takes a coordinated effort by people across multiple environments in which the child and his/

her behaviors are embedded. Comprehensive, collaborative, effective treatment programs are necessary to improve the health behavior patterns and health status of obese children, and to curb the growing rates of childhood obesity and its adverse consequences."

Pediatricians will refer children aged 8 to 10 identified as obese to participate in Semke's study. Family, school, and medical personnel will collaborate to identify dietary and physical activity goals and develop a plan for achieving these goals. Children's health status (e.g., Body Mass Index) will be monitored to identify improvements in overall health. The program will last 8 to 12 weeks with an 8-week follow up period. Through this project, connections are being formed between the Educational Psychology and the Nutrition and Health Sciences Departments at the University of Nebraska-Lincoln, among the university and pediatric groups in Lincoln, and among the university and local schools and families involved in the project.

Childhood is a critical period for establishing habits that persist into adulthood to improve quality of life and longevity.



OUTSTANDING GRADUATE STUDENT RESEARCH



left to right: **Dr. Tammy Hughes**, President of Division 16; **Dr. Rob Volpe**, Chair, Division 16 Awards Committee; **Dr. Brandy Clarke**, CYFS Post-Doctoral Fellow

Dr. Brandy Clarke, post-doctoral fellow at CYFS, received the prestigious **Outstanding Dissertation Award from Division 16 of the American Psychological Association** in 2008 for *Parental Self-Efficacy: Examination of a Protective Factor for Parents of Low-Income with Young Children*. Nominated by **Dr. Susan Sheridan** (CYFS), the award is based on quality of research and impact on the field.

Parental self-efficacy, or how parents perceive their parenting skills, serves as a buffer to the effects of stress on parenting behavior. It is most relevant for single parents where self-efficacy helps parents encourage their child's autonomy and support for learning. "Particularly, I am interested in the pediatric behavioral health needs of all children, blurring the line between school and families, and making sure that the families and schools have everything they need for the student."

Through her research, Dr. Clarke strives to provide early support, when parents and children need the most help. Early support can have the greatest impact to allow for the greatest success for children and their families throughout their lives.



Andy Garbacz, CYFS Student Affiliate and Advanced Doctoral Student in the School Psychology Program at the University of Nebraska-Lincoln

"Every adult-child interaction can have a powerful impact," according to **Andy Garbacz**, CYFS Student Affiliate and advanced doctoral student in the School Psychology Program at UNL. "It is essential to be aware of choices we make about children's academic and social goals."

Interacting with families across cultures to assist them in helping their children reach their academic and developmental potential is the primary focus of Garbacz's research. Specifically, he has focused on how families in New Zealand and the United States are involved in their children's education. He received second place from the **Nebraska Psychological Association's Spring 2008 Graduate Student Poster Competition** for a poster titled, *International Perspectives of Family-School Partnerships: An Examination Across Three Countries*.

Garbacz noted that involving as many key individuals as possible to reach a common goal is critical in helping children who are struggling. "This is what keeps me inspired to continue my work through UNL and CYFS. I see it as a privilege to work with children and families at important moments in their lives and help them navigate decisions, which have implications for future academic and social development."

He summarized his work simply: "No hill is too steep or obstacle too complicated to maneuver if we work together in an equally empowering, mutually respectful manner."

SIGNIFICANT UNDERGRADUATE STUDENT RESEARCH

PREPARING STUDENTS FOR A FUTURE IN STEM



“Getting kids interested in STEM careers is important for the future,” commented **Drew White** (left), an undergraduate student in psychology working with **Dr. Gwen Nugent** (CYFS) as part of UCARE (*Undergraduate Creative Activities and Research Experiences*, a program at UNL designed to provide undergraduates the opportunity to become involved in research under faculty supervision). “It is important to give young students opportunities to experience science, technology, engineering, and math and to be able to experiment with their application in order to stimulate students’ interest,” said White. Through UCARE, White is working on a multi-million dollar, multi-year scale-up grant funded through the *National Science Foundation: National Robotics in 4-H: Workforce Skills for the 21st Century*. Drew has learned about interview questionnaires and protocols, observational techniques and a variety of research methods. As part of his own research within this larger project, Drew conducted interviews with middle school students

to gain insight and identify background factors affecting current and changing attitudes toward STEM fields. “It is exciting to see that through the Robotics camp, students are becoming more interested in STEM,” said Drew. A female student reported to Drew that as a result of attending the Robotics camp, she wanted to become a robotics engineer. “That,” Drew said, “is what it’s all about.”

GETTING CHILDREN READY FOR KINDERGARTEN

Heidi Dostal (right), a second year UCARE student working with **Dr. Lisa Knoche** (CYFS), is helping parents and teachers prepare young children to be successful in kindergarten. Ms. Dostal’s background in early childhood and her aspiration to become a school psychologist provide a strong foundation for the research she is conducting with Dr. Knoche in conjunction with the *Getting Ready Project*, a multi-year, multi-million dollar grant funded through the *Interagency School Readiness Consortium*. “Getting the families involved and having the schools get the families involved are very important in getting children ready for kindergarten,” said Heidi. In addition to learning critical skills for conducting research with young children, Ms. Dostal enjoys seeing the positive outcomes for young children, their families, and their teachers. Specifically, families and teachers partner in fostering children’s cognitive skills, promoting positive behaviors, and helping children develop good social skills.



E-RACING DIFFERENCES

Heather Buss, in her second year of the UCARE program working with **Dr. Gina Kunz** (CYFS), is interested in examining differences in attitudes about science and math among students with different races and ethnicities. As part of her independent student project, in conjunction with a larger professional development project for math and science teachers funded by the *U.S. Department of Transportation and the Nebraska Coordinating Commission for Postsecondary Education*, Heather will examine differences in responses of middle and high school students who participate in an Engineering Education Excellence Day experience. “My hope,” said Heather, “is that this research will contribute to the understanding of race or minority differences in teaching and learning practices; therefore, it will lead to more effective ways of teaching science and mathematics to all students, regardless of race and cultural differences.”



PUBLICATIONS AND PRESENTATIONS

A primary 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. Disseminating important findings generated via ongoing research is a seminal activity of CYFS researchers. Such activities are critical to advance 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 72 publications in peer-reviewed journals and many conference presentations. Findings were disseminated 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 contributions in italics.

Blevins, C. A., Sheridan, S. M., Garbacz, A., Kupzyk, K. A., Swanger-Gagné, M. S., & Magee, K. L. (2008, August). Do family-school connections buffer the effect of family stress? Poster presented at the annual meeting of the American Psychological Association, Boston, MA.

Clarke, B. L., Sheridan, S. M., & Woods, K. L. (in press). Elements of healthy family-school relationships. In S. Christenson & A. Reschly (Eds.), *Handbook of family-school partnerships*. New York: Springer.

Cline, K. D., Knoche, L. L., Pope Edwards, C., Sheridan, S. M., & Martinez, M. M. (2009, April). *Getting Ready: One-year effects of a parent engagement intervention on parenting behaviors in low income families*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Cowan, R. J., & Sheridan, S. M. (2008). Evidence-based approaches to working with children with disruptive behavior. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (4th ed., pp. 569-590). Hoboken, NJ: John Wiley & Sons.

Daly, E. J., III, Johnson, S., & LeClair, C. (2009). An experimental analysis of phoneme blending and segmenting skills. *Journal of Behavioral Education, 18*, 5-19.

Daly, E. J., III, Kupzyk, S., Bossard, M., Street, J., & Dymacek, R. (in press). Taking RtI 'to scale': Developing and implementing a quality RtI process. *Journal of Evidence-Based Practices for Schools*.

Daly, E. J., III, Wells, J. N., Swanger-Gagné, M., Carr, J. E., Kunz, G. M., & Taylor, A. M. (in press). Evaluation of the Multiple-Stimulus Without Replacement stimulus preference assessment method using activities as stimulus events. *Journal of Applied Behavior Analysis*.

De Guzman, M. R. T., Carlo, G., & Edwards, C. P. (in press). Prosocial behaviors in context: Examining the role of children's social companions. *International Journal of Behavioral Development*.

Duursma, E., Pan, B., & Raikes, H. H. (2008). Predictors and outcomes of low-income fathers' reading with their children. *Early Childhood Research Quarterly, 23*, 351-365.

Edwards, C. P., Sheridan, S. M., & Knoche, L. (in press). Parent engagement and school readiness: Parent-child relationships in early learning. In B. McGaw & P. Peterson (Eds.), *International encyclopedia of education*. Oxford, England: Elsevier.

Evans, S. E., Davies, C., & DiLillo, D. (2008). Exposure to domestic violence: A meta-analysis of child and adolescent outcomes. *Aggression and Violent Behavior, 13*, 131-140.

Garbacz, S.A., Sheridan, S. M., Swanger-Gagné, M. S., & Witte, A. L. (2009, February). *Intervention implementation integrity within conjoint behavioral consultation: Strategies to maximize outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Kotcherlakota, S., & Brooks, D. W. (2008). A test of strategies for enhanced learning of AP descriptive chemistry. *Journal of Science Education Technology*, 17, 297-304.

Kratochvil, C., Milton, D., Vaughan, B., & Greenhill, L. (2008). Acute Atomoxetine treatment of younger and older children with ADHD: A meta-analysis of tolerability and efficacy. *Child and Adolescent Psychiatry and Mental Health*, 2(1).

Kwon, K., & Lease, A. M. (in press). Examination of the contribution of clique characteristics to children's adjustment: Clique type and perceived cohesion. *International Journal of Behavioral Development*.

Liu, C. J., Kemper, S., & Bovaird, J. A. (2009). Comprehension of health-related written materials by older adults. *Educational Gerontology*, 35, 653-668.

Marvin, C., Nugent, G., & Doll, B. (2008, October). *Free and for-fee infant services: Parental choices for Medicaid-eligible children*. Paper presented at the Annual International Conference on Young Children with Special Needs and their Families, Minneapolis, MN.

McCurdy, M., Skinner, C. H., Watson, T. S., & Shriver, M. D. (2008). Examining the effects of group contingencies on the writing performance of middle school students with learning disabilities in writing. *School Psychology Quarterly*, 23, 571-586.

Mullaney, L. C., Gill-Hraban, K. A., Sheridan, S. M., & Blevins, C. A. (2009, February). *Teacher beliefs about parent involvement, parent efficacy, and child behavioral outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

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

Osborn, A., Rasmussen, K., Woods, K., Sheridan, S. M., & Knoche, L. L. (2009, February). *Examining relationships between teacher behaviors and parent engagement*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

Scheel, M. J., Backhaus, A., & Madabhushi, S. (in press). The academic motivation of at-risk students in a counseling prevention program. *The Counseling Psychologist*.

Schulte, A. C., & Daly, E. J., III. (in press). Operationalizing and evaluating professional competencies in psychology: Out with the old, in with the new? *Teaching and Education in Professional Psychology*.

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., Marvin, C., Knoche, L., & Edwards, C. (2008). Getting Ready: Promoting school readiness through a relationship-based partnership model. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness*, 2, 149-172.

Swearer, S. M. (2008). Relational aggression: Not just a female issue. *Journal of School Psychology*, 46, 611-616.

Torquati, J. C., & Churchill, S. (2008, April). *Connecting children to the natural world: Supporting development, learning and connections between families, schools, and communities*. Paper presented at the Fifth Australian Family & Community Strengths Conference, University of Newcastle, NSW.

Welch, G. W., Counts, J., Oeth, J., Niileksela, C., Gilliam, R., & Chang-Rios, K. (2008, November). *Lessons learned from an evaluation of the Kansas Early Childhood Comprehensive Systems Plan*. Paper presented at the 2008 annual meeting of the American Evaluation Association, Denver, CO.

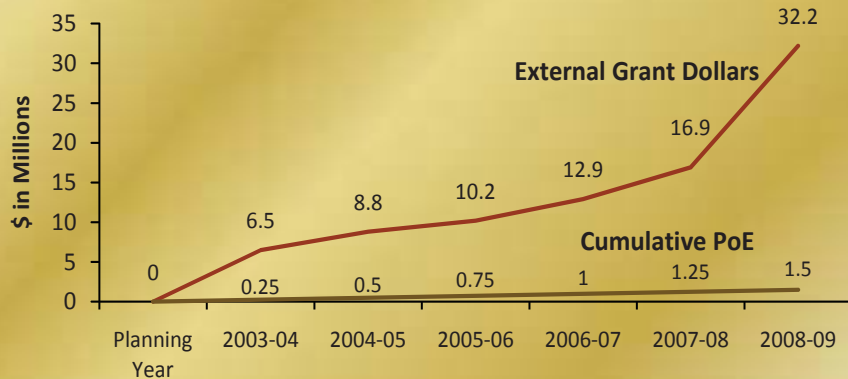
LANDSCAPE OF SUPPORT: CUMULATIVE ACTIVITY

CYFS Snapshot of Cumulative Grant Activity

Total PoE Funds to Date	\$1,500,000
Total Number of Grants Submitted through CYFS	154
Total Dollar Amount of Grants Submitted	\$142,119,787
Total Number of Grants Funded	69
“Hit Rate” of Funded Grants (based on known decisions)	50%
Total Dollar Amount of <i>External</i> Grants Funded	\$32,235,253
Total Dollar Amount of <i>Internal</i> Grants Funded	\$189,917
Total Dollar Amount of All Grants Funded	\$32,425,170
Percent of Grant Dollars from Federal Agencies	91%
Return Rate to UNL (based on external funds) for every \$1 invested	\$21.49

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

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

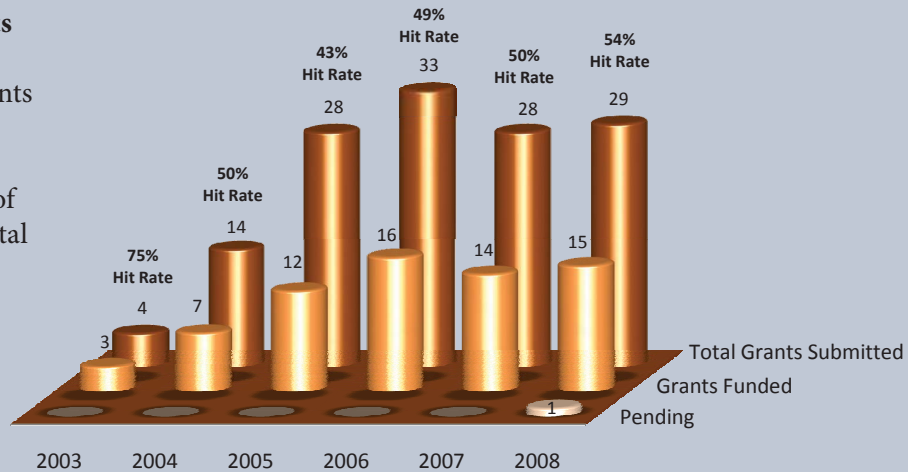


The “**Cumulative External Grant Dollars**” graph (*left*) depicts growth in external funds awarded to CYFS/ UNL relative to Program of Excellence support. The total dollars in external awards has increased 494% between 2003-04 and 2008-09, from \$6.53 million to \$32.24 million. In the past year, the total dollars in external funding nearly doubled.

LANDSCAPE OF SUPPORT: ANNUAL ACTIVITY

Decisions for Grants Submitted

The “Decisions for Grants Submitted” graph (right) depicts the number of grants submitted by year and final disposition. The “hit rate” reflects the number of grants funded from the total number submitted.

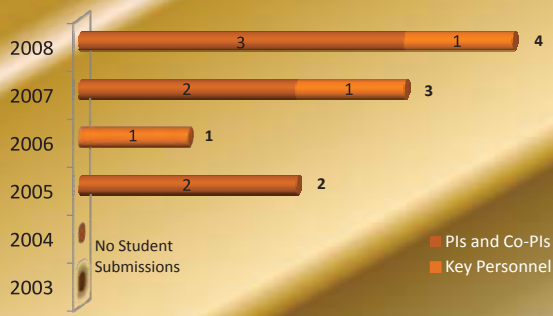


CYFS Faculty Affiliates Who Submitted Grants



The “CYFS Faculty Affiliates who Submitted Grants” graph (left) features the total number of faculty (as Principal Investigators, Co-Principal Investigators, and Key Personnel) who submitted grants each calendar year from 2003 through 2008. The number of faculty who submitted grants has increased by more than five times, from 9 in 2003 to 49 in 2008.

CYFS Student Affiliates Who Submitted Grants



The “CYFS Student Affiliates who Submitted Grants” graph (left) features the total number of students (as Principal Investigators, Co-Principal Investigators, and Key Personnel) who submitted grants each calendar year from 2003 through 2008. The first student grant submissions occurred in 2005, and the number of students who submitted grants through CYFS doubled from 2005 to 2008.

CURRENTLY FUNDED EXTERNAL GRANTS AND CONTRACTS

FEDERAL AWARDS

(\$29,664,627 CURRENTLY FUNDED)

Institute of Museum & Library Sciences

Evaluation: Healthy Families Play Outside

PI: Gwen Nugent

Administration for Children and Families

Instruction and Emotional Quality of Parent-Child Book Reading and Early Head Start Children's Learning Outcomes

PIs: Keely Cline, Carolyn Pope Edwards

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

PIs: Linda Willis, Carolyn Pope Edwards

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

Continuity Across Family and School Systems to Promote the Learning and Development of Children and Adolescents

PIs: Susan Sheridan, Gwen Nugent, Gina Kunz, James Bovaird

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

Scale-Up: National Robotics in 4-H: Workforce Skills for the 21st Century

PIs: Bradley Barker, Viacheslav Adamchuk, Gwen Nugent, Neal Grandgenet, Bing Chen

U.S. Department of Education

Development of a Three-Tiered Model in Early Intervention to Address Language and Literacy Needs of Children at Risk

PIs: Susan Sheridan, Lisa Knoche, Judith Carta, Charles Greenwood

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

National Center for Research on Rural Education

PIs: Susan Sheridan, Todd Glover, Gwen Nugent, Gina Kunz, Jim Bovaird

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 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

Training School Psychologists in Response-to-Intervention Implementation and Systems Change

PIs: Merilee McCurdy, Edward Daly, Gina Kunz

U.S. Department of Transportation

Transportation Curriculum Development Using Technology Application in STEM

PIs: Laurence Rilett, Gina Kunz

STATE AWARDS
(\$1,997,728 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

Distance Delivery of UNL's Comprehensive and High Quality Professional Development Math and Science Summer Technology Institute

PIs: Laurence Rilett, Gina Kunz, Gwen Nugent

Nebraska Department of Education

Nebraska Early Childhood Deaf Education Professional Upgrade Partnership Continuation

PI: Christine Marvin

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

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

Technology Enhanced Spanish Program

PI: Lisa Knoche

FOUNDATION/OTHER AWARDS
(\$572,898 CURRENTLY FUNDED)

ArtsReach and Partners in Education Program Evaluation II

Funding Sources:

Dana Foundation

Kennedy Center for the Performing Arts

LIED Center

Nebraska Arts Council

Nebraskans for the Arts

PI: Gina Kunz

Early Childhood Course Conversion

Funding Source: Buffet Foundation

PI: Carolyn Pope Edwards

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

Preparing Teachers to Train Parents in the use of Evidence-based Tutoring Strategies

Funding Source: Wing Institute

PIs: Sara Kupzyk, Edward Daly

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

Funding Sources:

Building Strong Families Foundation

Cooper Foundation

Woods Charitable Fund

PI: Suzanne Kemp

School Psychology Futures: Family School Partnership Project

Funding Source: School Psychology Leadership Roundtable

PI: Susan Sheridan

The Efficacy of Conjoint Behavioral Consultation as a Collaborative Approach to the Treatment of Childhood Obesity

Funding Source: Society for Research in Child Development

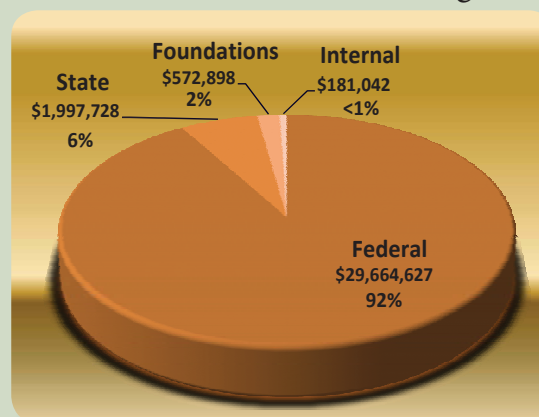
PIs: Carrie Blevins Semke, Susan Sheridan

Training: Nebraska Parental Information & Resources Center

Funding Source: Nebraska Children and Families Foundation

PI: Susan Sheridan

Sources of Current Funding



CHILDREN, YOUTH, FAMILIES AND SCHOOLS

FACULTY AFFILIATES

UNIVERSITY OF NEBRASKA MEDICAL CENTER

Munroe-Meyer Institute for Genetics and Rehabilitation

Education & Child Development

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Political Science

Doug Oxley

Psychology

Keely Cline

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Abbey Modica

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Math & Science Professional Development Summer
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Gina Kunz, Faculty Supervisor

Heidi Dostal

Getting Ready Project

Lisa Knoche, Faculty Supervisor

Andrew White

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

Gwen Nugent, Faculty Supervisor

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The Nebraska Center for Research on
Children, Youth, Families and Schools
216 Mabel Lee Hall
P.O. Box 880235
Lincoln, NE 68588-0235

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Children, Youth, Families and Schools**

**College of Education and Human Sciences
with
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Phone: (402) 472-2448

Fax: (402) 472-2298

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