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## Screened family scene

## Co-Directors' Report

We are pleased to review a few highlights from the University of Pittsburgh Office of Child Development's 19<sup>th</sup> year of operation.

- **Strengthening Early Learning Supports (SELS).** The Office of Child Development, with funding from the federal Administration for Children and Families and the Howard Heinz Endowments, coordinates this project that increases the capacity of child care and family support providers in four low-income communities of Pittsburgh to improve the quality of their early childhood services. The project provides training and mentoring to child care staff, family support staff, and parents. The project creates a coordinated system of existing programs to increase caregivers' knowledge and skills in integrating early literacy strategies and strategies for working with children with special needs into child care settings as well as improving child care quality to promote children's development in every domain.
- **The Governor's Cabinet on Children and Families.** Robert Nelkin, OCD's Director of Policy Initiatives, was appointed Executive Director of Pennsylvania Governor Edward Rendell's Cabinet on Children and Families and the Governor's Commission for Children and Families to coordinate their activities. The Children's Cabinet consists of 11 state Secretaries who meet to coordinate and streamline their services for children and families. The Commission is composed of numerous citizen representatives holding different perspectives on issues of children and families. Both groups will develop the agenda of issues, possibly including early childhood learning strategies that insure children are ready to learn at an early age, reducing fragmentation in mental health services for children, coordinating the application processes for programs, increasing immunization rates, and improving children's health programs.
- **The Father's Curriculum.** OCD, in collaboration with the Fathers Collaborative and with support from the Frank and Theresa Caplan Fund for Early Childhood Development and Parenting Education, has created a Father's Curriculum, which was field-tested and revised this year. Several groups of men were trained during the field testing, and the curriculum is now ready for wider dissemination and use. Numerous agencies have signed up for the training, finding that they have neglected fathers' potential role in their families and that mothers are generally enthusiastic about having the men in their lives participate.
- **UCPC Child and Family Impact Seminar.** The Universities Children's Policy Collaborative, consisting of OCD and similar groups at Pennsylvania State and Temple Universities, collaborated with the Legislative Office for Research Liaison in presenting their first Child and Family Impact Seminar on the topic of Early Childhood Education: Universal Pre-K & Other Alternatives. The one-day seminar consisted of short presentations by individuals knowledgeable about early childhood initiatives forged by other states which were then related to the situation in Pennsylvania. Comments from the legislators, aides, and child advocates indicated the seminar was stimulating, timely, and useful.
- **International orphanage intervention projects.** OCD's 5-year collaborative intervention demonstration project attempting to improve the caregiving behavior and environment in orphanages in St. Petersburg, Russian Federation, officially ended this year, but data analysis and report writing continues. Improving the amount of warm, sensitive, responsive caregiving through training and providing a supportive environment in which caregiver-child relationships can be built through improved staffing patterns and orphanage organization have clearly improved children's development by substantial amounts in every domain, including physical growth, general behavioral development, and social-emotional maturity. Further, the structural changes and a refresher training will be provided to one of the comparison orphanages through a grant from the International Assistance Group of Pittsburgh, and the training component was recently provided to a Russian national hospital for children with HIV. As a result of the Russian project, OCD has

been asked to collaborate with Whole Child International of Santa Monica, CA, and WestEd of San Francisco, CA, to create a philosophically similar intervention and evaluation in two orphanages in San Salvador. Both projects represent a demonstration of the importance of early social-emotional experience and relationships in all aspects of early childhood development.

- **OCD offered a Proseminar on Applied Issues on Children and Families in Society, which was designated as a required course in the Applied Developmental Psychology Program of the School of Education.** The course included lectures and discussions by various professionals, many from OCD, of major topics in applied scholarship for children and families, including background information on major public systems (e.g., maternal and child health, child welfare, juvenile justice, mental health, legislation and policy), applied skills (e.g., monitoring and evaluation), and practice and policy issues in early care and education. The course is likely to be offered annually hereafter.
- **Relationship with the School of Education.** OCD continues to become more integrated with the Applied Developmental Program and more generally the School of Education after it was administratively moved to the School in 2003. For example, OCD organized two Food-for-Thought luncheons, Co-Director Groark served on several committees including two recruitment committees of the School, OCD staff offered the Proseminar described above, and discussions were held regarding how OCD can contribute its applied knowledge to the School's curriculum.
- **OCD increases its scholarly publications.** OCD has increased the number and breadth of its scholarly publications, including empirical articles describing the Russian orphanage project interventions, the broadest empirical description of orphanages and their caregivers and children, and chapters on applied developmental science and public policy in leading graduate texts in developmental psychology and in child psychiatry.
- **Evaluation of post-traumatic stress disorder treatment program.** Under a grant from the Pennsylvania Commission on Crime and Delinquency, OCD is evaluating a treatment curriculum developed by Alternative Rehabilitation Communities for female juvenile delinquents with post-traumatic stress disorder, a condition often associated with abuse and other traumatic events in their lives that also led them into delinquency. The new curriculum was implemented in six treatment sites with two comparison sites across the state. OCD completed the evaluation of the implementation of the program, and is now collecting data on its effectiveness.
- **OCD remains in good financial condition.** OCD's annual budget of grants in force was \$7,034,000. This represented a decline of approximately \$1 million from last year, but much of that was associated with the ending of grants that contained large subcontracts to other organizations and thus had less impact on OCD than it might appear.

As always, the Office of Child Development specializes in university-community collaborations, and consequently it could not operate or attain these accomplishments without the cooperation of University administrators and faculty, human service organizations, colleagues at other universities, funders, and policy makers. We are grateful to all of our partners who have made this possible.

Sincerely,

Christina J. Groark, Ph.D.  
Co-Director

Robert B. McCall, Ph.D.  
Co-Director

# **Vision, Mission, and Purposes**

## **OCD Vision**

All children, youth, and families will develop in safe and supportive environments and achieve their life potentials.

## **Description**

The University of Pittsburgh Office of Child Development is a university-community public-private informational resource and management facility that contributes to the welfare of children, youth, families, and communities in greater Pittsburgh, the Commonwealth of Pennsylvania, the nation, and around the world.

## **Constituents**

OCD is an intermediate organization serving faculty and administrators of the University, service professionals and agencies, policy makers, public and private funders, and others who work to improve the lives of children, families, and communities.

## **Mission**

OCD facilitates and develops through mutually-beneficial partnerships with its constituencies new knowledge, services, and policies to improve the lives of children and families in five domains:

- Interdisciplinary education and training.
- Interdisciplinary research and scholarship.
- Human service demonstration programs, networking, and strategic planning.
- Program monitoring and evaluation.
- Needs assessments and policy studies.

## **Specific Purposes**

- To create and maintain a supportive and facilitative atmosphere for its constituencies within which interdisciplinary and collaborative activities may be conceived, nurtured, implemented, and managed.
- To provide guidance, assistance, and management of the planning, funding, development, implementation, and operation of innovative collaborative systems, projects, and programs in its domains of activities.
- To provide balanced, non-partisan, research-based information on service needs and program effectiveness communicated in a clear and useful format to those who can apply such information.
- To provide information, technical assistance, and a wide range of interdisciplinary and management services to collaborative projects locally and elsewhere pertaining to university-community partnerships; collaborative demonstration service and policy projects; strategic planning and systems analysis; program monitoring,

evaluation, and needs assessments; interdisciplinary and applied scholarship, education, and training; and other activities that promote the welfare of children, youth, families and the communities in which they live.

- To disseminate research and professional information on children, youth, and families through publications, presentations, the popular media, and personal contact to those individuals who can use that information, including academics, service professionals, policy makers, parents, and citizens.
- To be an exemplar of a university-community partnership and explore, demonstrate, and communicate to other universities and communities how such a venture can be beneficial to all partners.

## Principles of Operation

The Office of Child Development emphasizes certain themes in conducting its activities.

- **OCD emphasizes interdisciplinary or collaborative projects among its constituencies.** If a project resides essentially within a single discipline or is in the proper domain of another single organization, OCD typically defers to that discipline or organization.
- **OCD does not focus its efforts exclusively on one or two problems, issues, or content themes.** Instead, OCD represents an infrastructure and a support facility for educational, scholarly, service, evaluation, and policy projects on any topic pertaining to children, youth, and families and does not focus exclusively or primarily on any single issue.
- **OCD prefers to operate collaborations with its constituencies in a partnership manner.** This means that collaborators share in the rights, responsibilities, and credit in selecting a topic, planning and implementing a project, operating it, and reporting its results.
- **OCD tends to be responsive and flexible in the selection of special projects.** Because of its partnership style, new projects are typically selected when OCD and its constituencies document that a need exists, agencies and personnel are available, and funding for the project is possible. Consequently, while OCD does initiate projects, its agenda is often set in collaboration with its constituent partners.
- **OCD is prepared to operate in a timely, often rapid, manner.** Many of OCD's partners operate on short deadlines and OCD attempts to maintain the capability and flexibility to meet such needs.
- **OCD attempts to facilitate, coordinate, and help others meet their goals and objectives and does not necessarily need to play a lead or continuing role in a project.** While OCD does operate numerous projects when the collaborators request that the Office play such a continuing role, OCD also enhances capacity in other organizations and individuals so that they, not OCD, will operate the project as appropriate. Consequently, OCD will play any appropriate role in a collaborative project consistent with its mission and principles regardless of whether the funding comes to OCD or to another organization. Further, OCD spins off or transfers projects when they no longer need OCD or do not fit OCD's project criteria.
- **As long as core funding permits, OCD does not charge or extract quid pro quo benefits from participating groups or projects.** This policy attempts to preserve trust and confidence in OCD as a fair and independent manager of collaborations. However, funded projects that request OCD to perform a continuing administrative or technical service typically pay OCD for that service.
- **OCD does not operate direct services.** Since OCD attempts not to compete with its constituencies, OCD does not deliver routine professional or human services, although OCD may coordinate existing services and supervise case-management functions in situations in which it is necessary or desirable to do so.
- **OCD has no formal membership.** Its services and assistance are available to any of its constituents, and anyone is eligible to be a partner in its collaborative projects.

- **OCD promotes the welfare of children, youth, and families, but it is not a partisan political advocate.** OCD prefers to operate as an independent, credible, unbiased, and balanced source of information and administrative manager of service demonstrations, program evaluations, needs assessments, and policy projects on behalf of children, youth, and families rather than as an advocate for specific pieces of legislation or partisan issues.
- **OCD prefers to think of its activities as mutually-beneficial, university-community partnerships rather than as "public service."** The Office does not simply give its time or resources to faculty or the community in a unidirectional fashion. Instead, it works in partnerships with its constituents toward mutually-beneficial joint projects funded by external agencies.

## Project Criteria

As noted in the Principles of Operation, OCD operates in a flexible, responsive, and often rapid manner in collaboration with its faculty, service professional, funder, and legislative constituencies to create new projects. Criteria considered before taking on a project include:

- The project pertains to children, youth, families, or the communities in which they live.
- The project represents an innovative demonstration of new knowledge, techniques, best practices, and state-of-the art activities, the purpose of which is to create new information about the project, its feasibility, and its effectiveness.
- Some appropriate evaluation will be conducted to assess the project's process and outcome effectiveness.
- The project has implications for education, research, services, policy, or the welfare of children, youth, and families beyond the specific project itself, and some provision is made to communicate the results of the project to achieve this purpose.
- The project is a collaboration of stakeholders operating in a partnership mode.

## National Advisory Board

The National Advisory Board meets biennially and provides the Provost of the University, OCD's Local Advisory Board, and OCD Co-Directors with a review and evaluation of OCD's programmatic activities and internal administration. It places OCD in national perspective with respect to the purpose, nature, and relevance of its projects, successes and challenges, prospects for funding, stature relevant to other such units in the country, role in the University and local and national communities, and future directions.

**Dr. J. Lawrence Aber, Former Director, National Center for Children in Poverty, Professor of Applied Psychology and Public Policy, NYU/The Steinhardt School of Education, 246 Greene Street, New York, NY 10003.**

Dr. Larry Aber is a prominent specialist in child development, especially low-income children and families, and social policy.

**Dr. Frances Degen Horowitz, President, The Graduate Center, The City University of New York, 365 Fifth Avenue, New York, NY 10016-4309.**

Dr. Horowitz is a past president of the Society for Research in Child Development and scientific advisor to the American Psychological Association.

**Dr. Gary B. Melton, Professor and Director, Institute on Families and Neighborhood Life, Clemson University, 158 Poole Agricultural Center, Clemson, SC 29634-0132.**

Dr. Melton is one of the nation's leading authorities on children and the law, and the institute that he directs is similar in nature to the Office of Child Development.

**Dr. Morton W. Weir, Chancellor Emeritus & Professor of Psychology Emeritus of the University of Illinois**, 2012A Eagle Ridge Court, Urbana, IL 61802.

Dr. Weir is a child development specialist (psychology) and former director of the Boys Town Center for the Study of Youth Development.

**Dr. Heather B. Weiss, Director, Harvard Family Research Project, Harvard Graduate School of Education, Harvard University**, 3 Garden Street, Cambridge, MA 02138.

Dr. Weiss's project provides information about the development, implementation, and evaluation of family support and education programs for policy makers, program directors, and evaluation researchers. Dr. Weiss is a consultant to numerous organizations dealing with family programs, especially their evaluation.

## Local Advisory Board

The OCD Local Advisory Board is comprised of leaders from OCD's constituencies of University administrators, community service professionals, private enterprise representatives, funders, and policy makers. The Board meets twice a year to advise OCD on broad programmatic and administrative matters, and OCD works with individual Board members on more specific issues as needed throughout the year.

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## **The Office of Child Development Collaborative Model**

## **Office of Child Development Divisions**

### **Planning and Evaluation**

#### **General Purpose**

The Planning and Evaluation Division works in collaboration with human service agencies to build their organizational capacity for program improvement and self-evaluation through program evaluation, training, technical assistance, and the use of community indicators. The staff, trained in psychology, public health, child development, and criminology, possesses expertise in the evaluation of early care and education, youth development, family support, and juvenile justice programs among other areas.

#### **Illustrative Activities**

Over the past two years, the Division completed a statewide evaluation of the Keystone Stars Program to assess the implementation and effectiveness of Pennsylvania's quality early child care initiative. In addition, the Division has conducted several environmental scans and needs assessments and has provided training in evaluation to over 600 staff working in human services.

#### **Current Projects**

The Division is evaluating a Post-Traumatic Stress Disorder (PTSD) treatment program for female juvenile offenders being implemented in several residential facilities in Pennsylvania. The Division is also evaluating family support programs in Allegheny County, assessing several early childcare programs and initiatives, reviewing after-school and pregnancy-prevention programs, and evaluating programs relating to developmental disabilities. The Division also maintains a database of publicly collected demographic, health, education, and welfare statistics pertaining to Allegheny County's children and families. Finally, the Division hosted a Symposium on Evaluation in 2005 and worked with a cohort of human service organizations to increase their capacity in evaluation.

*Anne Farber, Director*

### **Interdisciplinary Education and Research**

#### **General Purpose**

This Division promotes and conducts interdisciplinary education as well as applied research projects pertaining to children, youth, and families, and it communicates the results of research to parents, practice professionals, and policy makers.

#### **Illustrative Activities**

In the past, the Division has funded and co-directed one of ten federal child abuse and neglect training grants, one of five federal interdisciplinary child welfare training grants, and a locally funded interdisciplinary fellowship program in policy and evaluation. The Division also created a course titled Interdisciplinary Proseminar in Applied Issues of Children, Youth, and Families for advanced undergraduate and graduate students as well as community service professionals. It initiated Pittsburgh's membership in the National Early Head Start Research Consortium, and conducted research on the effectiveness of the Pittsburgh site of the federally funded Comprehensive Child Development Program.

The Division also operates the Frank and Theresa Caplan Fund for Early Childhood and Parenting Education which promotes and funds students and applied early childhood and parent education projects.

The Division publishes OCD's quarterly newsletter that includes Special Reports (reviews of research on applied issues aimed at service professionals and policy makers), Backgrounders aimed at journalists, Parenting Guides, and a set of newspaper columns for parents.

### **Current Projects**

Currently, the Division conducts several types of projects:

The Division offered a Proseminar on Applied Issues of Children, Youth, and Families in the Applied Developmental Program of the School of Education. The course included guest lectures and discussions on a variety of applied issues, including the child welfare system, the public health system, early child care and education, applied research methods and program evaluation, and policy development.

The Division will continue to publish the newsletter, Special Reports, Backgrounders, and newspaper columns, and to fund activities that promote early childhood development and parenting practices through the Caplan Fund.

The Division is currently finishing a five-year federally-funded, collaborative research project in which structural changes (e. g., smaller group size, fewer and more consistently available caregivers, family hour) and/or training in child development and sensitively responsive caregiving are implemented in the orphanages for children birth-4 years of age in St. Petersburg, Russian Federation. The effects of such interventions are being assessed on the children's physical, mental, and social-emotional development as well as on the adjustment of such children who are adopted into the USA. Also, division personnel are involved in a collaboration to make similar changes and evaluate the outcomes in two orphanages in San Salvador, El Salvador.

*Robert B. McCall and Christina J. Groark, Co-Directors*

### **Service Demonstrations**

#### **General Purpose**

The Service Demonstration Division works with partners to develop and implement quality service models that improve the lives of children and parents. It especially promotes programs designed and governed by participants and communities. Through this work, services and evaluation are integrated to improve programs; lessons learned are identified and disseminated to a broad audience; and assistance is made available to providers and community groups to build capacity to improve outcomes for children.

#### **Illustrative Activities**

Early Head Start is a ten-year project that provides intense, individualized, comprehensive services to pregnant women, infants/toddlers (up to age 3), and their parents to promote positive child outcomes. Services are provided to 170 families in Clairton, Sto-Rox, the Hill District, and East End communities of Pittsburgh in collaboration with community-based agencies.

Partnerships for Family Support provides training and technical assistance to the 33 family support centers of Allegheny County and leadership and staff support to the infrastructure of the family support system, including the Family Support Policy Board and its committees (Executive, Quality Assurance, and Advocacy), the Roundtable, Site Directors Network, and Community Voices. Close to 7,000 families are enrolled in family support centers, and over 800 staff receive training and technical assistance through the Division.

### **Current Projects**

Strengthening Early Learning Supports (SELS) is a 17-month, federally funded grant through the Early Learning Opportunities Act. SELS provides supports in literacy, quality, and special needs in four low-income communities in Allegheny County. Through this project, OCD has engaged 100 early care and education providers and eight family support centers and has provided training, coaching, mentoring, and tangible resources to improve quality and child outcomes.

STARS TA is part of the Keystone STARS quality enhancement programs. Hands-on technical assistance is made available to early care and education providers seeking to enhance their program quality and improve outcomes for the children in their care, while achieving higher Star designations in the STARS program. Using a broad range of consultants, this program delivers and coordinates technical assistance to providers in Allegheny, Greene, Fayette, Washington, and Westmoreland Counties.

*Laurie Mulvey, Director*

## **Policy Initiatives**

### **General Purpose**

This Division improves outcomes for children and families by informing policy makers of research, best practices, and evaluation results that address potentially needed policy changes, and by developing and supporting collaborating organizations in their work to improve policies.

### **Illustrative Activities**

In the past, the Division has pursued several major projects: It led the Starting Points project, which was an initiative to better inform policy makers and the public about the importance of the early years in the development of young children; it helped to deepen and expand the family support movement (growth of family support centers, development of parent leadership); it successfully promoted an agenda around children's health care access that influenced state policy and local implementation; it launched a comprehensive early literacy campaign that generated collaborative activities by universities, media, community, school, pediatric, parent, early childhood, and literacy providers; and it's leadership in Smoke Free Mothers/Smoke Free Families has resulted in changes to Pennsylvania's Medicaid policies and funding that will facilitate smoking cessation among pregnant women.

### **Current Projects**

Policy Initiatives is continuing prior work in policy development, systems reform, public engagement, program improvement, and public/private partnerships, while adding a greater emphasis on collaborations and making data available and used in decision making. Policy Initiatives currently works in six areas:

- **Children's Health.** Policy Initiatives' current work includes efforts on state and local policies to reduce smoking during pregnancy; screening of young children for lead poisoning; enhancing the coordination of care for young children with special health care needs; and reducing the incidence of Sudden Infant Death Syndrome.
- **Children's Behavioral Health.** We are making several efforts at policy and systems' change to provide real help in a timely way to parents and caregivers of young children with behavioral problems.
- **Early Childhood Education.** We are leading a local collaborative to expand quality early childhood education; to build a collaborative of children's researchers at three state-related universities to improve the transition of children to kindergarten; and to link early care and education providers with early intervention services.

- **Responsible Parenting and Family Support.** We are strengthening and expanding the network of 31 family support centers and organizing parent leaders to be consumer voices on local and state policy issues.
- **Early Literacy.** We are urging state policy changes that would improve preparation of teachers for children birth to age 8 and locally to improve early literacy.
- **Youth Development.** We are promoting after school youth places to reduce youth crime and advance the participants in academic and career pursuits.

In each project, there are collaborations with primary partners, development of intermediaries, formation of policy collaboratives, work with other OCD divisions, use of data and best practices, close relationships with funders, information for policy makers, and learning/evaluation.

*Robert Nelkin, Director*

## **Administrative Operations**

### **General Purpose**

Administrative Operations is responsible for providing administrative support for all divisions of the Office of Child Development.

### **Illustrative Activities**

We support all phases of grant management, including budget development, expenditure processing, and budget monitoring. We provide financial information and reports as needed. Additionally, we provide assistance regarding computing, human resources, physical plant, telecommunications, and policy and procedural issues. We link OCD with other University departments, such as the Office of Research, Payment Processing, and Research/Cost Accounting.

### **Current Projects**

This year we implemented an online, interactive performance management system, performance impact workplace. We also started using the University prism system. This system gives online access to our financial information (budget, expenses, and commitments). We also implemented the use of a procurement card to simplify and speed low dollar purchases.

*Roger Fustich, Director*

## **Community and Internal Services**

### **General Purpose**

Community and Internal Services manages projects, events, and activities among the Office of Child Development divisions and staff and between the Office and the University and the community.

### **Illustrative Activities**

Community and Internal Services has identified emerging issues affecting children, youth and families; convened University and community representatives to explore these issues; and organized the development of networks and collaborations to pursue projects in these areas. Major issues covered are fatherhood, child abuse prevention, runaway youth, homeless families and children, and youth gang

prevention. Community and Internal Services promoted best practices in the human service field on an international level as part of the Pittsburgh International Children and Families Institute. Internal to the Office, the Division planned, organized and implemented Office of Child Development events and activities, including the OCD 10th Year Celebration, Open House at the new Lexington Offices, annual staff retreats and quarterly meetings, and internal committees addressing the interests of OCD staff.

### **Current Projects**

Staff serve on a variety of community and University advisory boards and projects.

Current projects include the Fatherhood Training Institute – training professionals and fathers in areas of contemporary fatherhood; and the Family Support Fathers Projects – a group of over 14 family support centers that meet regularly to plan joint father activities, share ideas, and continue the promotion of fatherhood in family support centers.

The Division is the facilitator and administrator for the Fathers Collaborative, which promotes involved and responsible fathering through a service model for non-custodial fathers, a law clinic in collaboration with the University Law School that addresses father access and visitation barriers, the development of a child development curriculum for fathers, and training in child development to over 400 fathers in a three-year period.

The Division is currently coordinating the planning of the 14th Annual Family Support Conference.

*Kathryn Rudy, Director*

## **The Office of Child Development Organizational Chart**

## Reports and Publications

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- McCall, R. B., Groark, C. J., & Nelkin, R. (2004). Integrating developmental scholarship and society: From dissemination and accountability to evidence-based programming and policies. *Merrill-Palmer Quarterly, 50<sup>th</sup> Anniversary Issue* (invited), *50*(3), 326-340.
- Muhamedrahimov, R. J., Palmov, O. I., Nikiforova, N. V., Groark, C. J., & McCall, R. B. (2004). Institution-based early intervention program. *Infant Mental Health Journal, 25*(5), 488-501.
- Puzanchera, M., & Townsend, M. Z. (2004). Greater Pittsburgh Community Food Bank: Adults CAN and Kids CAN Evaluation Progress Report 7. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Stark, D. (2005). United Way Impact Report FY 2004-2005: The Community Impact of United Way Partner Agencies in Allegheny County. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Stark, D. (2004). Data Integration Report for the Family Support Policy Board Quality Assurance Committee. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Stark, D. (2005). The Allegheny County Fathers Collaborative Legal Clinic Interim Evaluation Report. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

The St. Petersburg-USA Orphanage Research Team (in press). Characteristics of children, caregivers, and orphanages for young children in St. Petersburg, Russian Federation. *Journal of Applied Developmental Psychology: Child Abandonment, Special Issue*. (C. Groark & R. McCall are members of the Team).

Townsend, M. Z. (2004). An evaluation of the Infant Mental Health Project. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Townsend, M. Z. (2004). An evaluation of Pittsburgh Action Against Rape (PAAR) Psycho-Education Train-the-Trainer Mental Health Program. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Zajac, J., & Barnard, W. (2004). Kids Voice Multidisciplinary Team Model: Outcomes Analysis. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Zajac, J., & Ohmer, M. (2004). Kids Voice Shorter and Longer Term Outcomes for the Multidisciplinary Team Model: Development and Potential Measures. Final Report. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Zajac, J., & Puzanchera, M. (2004). Evaluation of a Post Traumatic Stress Disorder Treatment Component, Curriculum Review. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Zajac, J., & Puzanchera, M. (2005). Evaluation of a Post Traumatic Stress Disorder Treatment Component, Site Visits and Interviews. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

## Presentations

Balbier, G., Dhanda, A., Farber, A., Pinzino, J., & Wilson, S. (April 2005). *Measuring Change: The Why, The What, The How*. Presented at the 2005 Nonprofit Summit, Pittsburgh, PA.

Barnard, W., Townsend, M., & DeGel, J. (November 2004). *How Can Evaluators Help Human Service Make Sense of Their Data?* Round table presented at the annual meeting of the American Evaluation Association, Atlanta, GA.

Barnard, W. M., Mehaffie, K. E., Groark, C. J., Dettore, E., Bennermon, B., & Mulvey, L. (April 2005). *Improving Classroom Quality: Administration of Effective Technical Assistance to Early Centers in Low-Income Communities*. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Groark, C.J. (May 2005). *Grant Writing and Helpful Strategies*. Presented at the 12<sup>th</sup> Annual Family Support Conference, Pittsburgh, PA.

Groark, C.J. (April 2005). *Improving Classroom Quality: Administration of Effective Technical Assistance to Early Childhood Centers in Low-Income Communities*. Paper presented as part of the symposium *Mentoring and Technical Assistance Strategies: Outcomes for Early Care and Education Programs and Children* at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.

Groark, C.J. (October 2004). *Grant Writing and Helpful Strategies*. Presented at the 2004 Annual PAEYC Conference, Pittsburgh, PA.

Groark, C.J., & McCall, R.B. (April 2005). *The Developmental Consequences of Improvements in Social-Emotional Environments in St. Petersburg (Russia) Orphanages*. Paper presented as part of the symposium *Developmental Consequences of Variations in Early Environments: The Bucharest and St. Petersburg (Russia) Orphanage Studies* at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.

Groark, C.J., & McCall, R.B. (April 2005). *Faces of Promise and Hope*. Video presented as part of the symposium *Developmental Consequences of Variations in Early Environments: The Bucharest and St. Petersburg (Russia) Orphanage Studies* at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.

Groark, C.J., & McCall, R.B. (April 2005). *The Developmental Consequences of Improvements in Social-Emotional Environments in St Petersburg (Russia) Orphanages*. Presented to the Children's Hope Chest, Palmer Lake, CO.

Groark, C.J., & McCall, R.B. (June 2005). *Turning Scholarship into Action through University-Community Partnerships for Children, Youth, and Families*. Presented at St. Petersburg State University, St. Petersburg, Russian Federation.

Groark, C.J., & McCall, R.B. (June 2005). *Strategic Grant Writing*. Presented at St. Petersburg State University, St. Petersburg, Russian Federation.

- Rudy, K. (February 2005). Making the Connection.  
Presented at the 6<sup>th</sup> Annual Southwestern Fatherhood and Families Conference, Phoenix, AZ.
- Rudy, K. (April 2005). Unifying Family Support Programs: Creating Policy, Power, Skills, and Results.  
Presented at the Family Support America Conference, Jacksonville, FL.
- Rudy, K. (April 2005). Importance of Fathers -Fathers Collaborative.  
Presented at the Pennsylvania Head Start Conference, Grantsville, PA.
- Rudy, K. (April 2005). Supporting Promising Practices and Positive Outcomes: A Shared Responsibility.  
Presented at the 15<sup>th</sup> National Child Abuse Conference, Boston, MA.
- Rudy, K. (April 2005). Importance of Fathers-Fathers Collaborative.  
Presented at the West Virginia NASW Conference, Charleston, WV.
- Rudy, K. (October 2004). Importance of Fathers - Development of a Fatherhood Action Plan.  
Presented at the Pennsylvania Schools and Communities Conference, Harrisburg, PA
- Stark, D. (Spring 2005). Getting to Outcomes. Presentation to Leadership Pittsburgh, Pittsburgh, PA.
- Stark, D. (December 2004). An Overview of Self-Sufficiency in Family Support in Allegheny County 2003-2004. Presented at the Family Support Policy Board, Pittsburgh, PA.
- Stark, D., & Farber, A. (November 2004). Small agency, minimal budget, and limited capacity: Developing creative methods for working with community-based human service organizations.  
Presented at the 2004 Annual conference of the American Evaluation Association, Atlanta, GA.
- Zajac, J. (June 2005). Data Collection Methods.  
Presented at the Dauphin County Outcomes Collaborative, Harrisburg, PA.
- Zajac, J. (April 2005). Developing Outcomes Indicators.  
Presented at the Dauphin County Outcomes Collaborative, Harrisburg, PA.
- Zajac, J., Heesen, J., Kisner, L., & Slavik, F. (February 2005). Evaluation of the ARC PTSD Treatment Intervention. Presented at the Juvenile Justice and Delinquency Prevention Committee of the Pennsylvania Commission on Crime and Delinquency, Harrisburg, PA.
- Zajac, J., Kisner, L., & Slavik, F. (January 2005). Evaluation of the ARC PTSD Treatment Intervention.  
Presented at the Female Services Sub-Committee of the Pennsylvania Commission on Crime and Delinquency, Harrisburg, PA.
- Zajac, J., & Puzanchera, M. (November 2004). Evaluation of a PTSD Treatment Intervention.  
Presented at the 2004 Pennsylvania Conference on Juvenile Justice, Harrisburg, PA.

## **Training Workshops and Conferences Sponsored**

### **United Way Training “Getting to Outcomes”**

A series of four sessions was offered by Debra Stark in October - December 2004 and in February - March 2005 for United Way Partner agencies on measuring outcomes.

### **Evaluation Cohort 2004-2005**

Fourteen grantees of The Howard Heinz Endowments and the Forbes Funds attended a series of five sessions on evaluation. The training and technical assistance was provided by Wendy Barnard, Jessica DeGel, Anne Farber, Michele Puzanchera, Debra Stark, and Maria Townsend. Topics covered included logic model, evaluation methods, outcome indicators, data monitoring, data analysis, and reporting findings.

### **Evaluation Symposium 2005**

The Evaluation Symposium 2005, held on May 18, 2005 in Sharon, Pennsylvania, was offered to staff of human services agencies to develop their capacity in conducting evaluations. Sessions were held on Developing Goals and Objectives, Creating Logic Models, Conducting Focus Groups, Developing Surveys, and Conducting Needs Assessments. The sessions, attended by 100 participants, were presented by Wendy Barnard, Jessica DeGel, Anne Farber, Michele Puzanchera, Maria Townsend, and Jennifer Zajac.

### **Family Support Conference- Family Support: Today and Tomorrow’s Children**

A Family Support Conference for parents, neighborhood leaders, faith-based groups, family support participants, community and economic development organizers, social service agencies, child care workers, educators, healthcare providers, practitioners and human service administrators, child advocacy groups, foundations, public agency staff, policy makers, and elected officials was held on May 3, 2005. Approximately 400 individuals attended.

### **Family Foundations Early Head Start presented: Fathers and Their Babies: A Developmental Journey on April 12 and 13, 2005.**

The conference focused on the ongoing and expressed needs of fathers as individuals and parents as a group. Keynote Speakers Ronald David M.D. and Gerard Costa, Ph.D. presented and facilitated discussion about spiritual, social, and emotional development in infants and toddlers. The audience consisted of fathers along with early childhood, early intervention and mental health staff and supervisors. This conference was funded by a Supplemental Funds grant awarded by the Head Start Bureau.

### **Fatherhood Training Institute**

Provided training to over 125 professionals in areas pertaining to fathers and fatherhood. Topics included importance of fathers, contemporary issues and fatherhood, fathers and child development, recruitment and retention of fathers, teen fathers, and gender differences.

## New Grants Awarded

Barnard, W.: *Mercy Abstinence II Evaluation*, Mercy Children's Medical Center, (August 2004 – July 2005) - \$3,000.

Barnard, W.: *Mercy MCMC4 Evaluation*, Mercy Children's Medical Center, (September 2004 – September 2005) - \$4,000.

Barnard, W.: *Evaluation of Mercy MPP4*, Mercy Children's Medical Center, (July 2005 – June 2006) - \$10,000.

Barnard, W.: *Youthworks Longitudinal Evaluation*, Youthworks, (April 2005 – September 2005) - \$25,000.

Barnard, W.: *21<sup>st</sup> Century After School Evaluation*, Allegheny County, (October 2005 – September 2006) - \$14,000.

Farber, A., Townsend, M., & Zajac, J.: *Epilepsy Evaluation*, Epilepsy Foundation, (October 2004 – September 2005) - \$20,000.

Farber, A.: *NEED Longitudinal Evaluation*, Negro Educational Emergency Drive (NEED), (March 2005 – April 2006) - \$9,600.

Farber, A., & Bell, S.: *United Way Evaluation*, United Way of Allegheny County, (July 2005 – June 2006) - \$30,000.

Farber, A.: *New Trustees for a New Pittsburgh Evaluation*, Duquesne University, (May 2005 – April 2007) - \$26,505.

Farber, A. & Zajac, J.: *Evaluation of One-on-One Program*, Family Communications, (March 2005 – May 2006) - \$10,000.

Groark, C.J.: *SELS*, Howard Heinz Endowment, (September 2004 – February 2006) - \$150,000.

Groark, C.J.: *SELS*, Department of Health & Human Services, (September 2004 – February 2006) - \$724,504.

Groark, C.J.: *State Evaluation Partner*, Child & Family Policy Center, (January 2004 – December 2004) - \$13,000.

Groark, C.J. & McCall, R.B.: *Creative Sustainability*, R. K. Mellon, (July 2004 – June 2007) - \$350,000.

Groark, C.J. & McCall, R.B.: *Core Support*, Howard Heinz Endowment, (January 2005 - December 2007) - \$500,000.

Mulvey, L.: *Fatherhood Initiative*, U.S. Department of Health and Human Services, Administration for Children and Families to the Family Foundations Early Head Start Program,

(September 2004 – September 2005) - \$4,000.

Mulvey, L.: *Supplemental Training and Technical Assistance*, U.S. Department of Health and Human Services, Administration for Children and Families to the Family Foundations Early Head Start Program, (September 2004 – September 2005) - \$3,800.

Mulvey, L.: *Head Start Demonstration Project*, PNC Bank, PNC Grow Up Great Demonstration Project, to the Family Foundations Early Head Start Program, (January 2004 – December 2004) - \$41,105.

Mulvey, L.: *Early Head Start*, Allegheny County DHS, (July 2005 – June 2006) - \$411,192.

Nelkin, R.: *Governor's Task Force*, State of PA, (January 2005 – December 2005) - \$107,808.

Nelkin, R., & Smith, W.E.: *Berks County*, State of PA, (January 2005 – June 2005) - \$24,000.

Nelkin, R.: *RAND Lead Screening*, RAND, (July 2004 – June 2005) - \$40,500.

Nelkin, R.: *Smoke-Free Mothers, Smoke-Free Families*, Tobacco Free Allegheny (May 2005- June 2007) - \$138,862.

Nelkin, R.: *United for Children Year II*, Raymond John Wean Foundation, (January 2005 – December 2005) - \$13,000.

Smith, W.E.: *United for Children Year II*, Raymond John Wean Foundation, (July 2004 – June 2005) - \$50,000.

Rudy, K.: *Fathers Collaborative Law Clinic*, Pennsylvania Department of Public Welfare, (July 2005 – June 2006) - \$100,000.

Stark, D.: *Amachi Pittsburgh Year II*, Pittsburgh Leadership Foundation, (January 2005 – December 2005) - \$19,815.

Townsend, M.: *UCP Fun Evaluation*, UCP Pittsburgh, (December 2004 – February 2007) - \$12,000.

Townsend, M.: *UCP Kid Evaluation*, UCP Pittsburgh, (May 2005 – February 2007) - \$14,000.

## Continuing Grants in Force

Barnard, W.: *Mercy Prevention Project II Evaluation*, Mercy Children's Medical Center, (July 2003 – June 2005) - \$10,000.

Barnard, W.: *21<sup>st</sup> Century After School Evaluation*, Allegheny County, (June 2003 – May 2005) - \$20,000.

Barnard, W.: *Evaluation of Mercy Care Project*, Mercy Children's Medical Center, (September 2004 - September 2005) - \$4,000.

Farber, A.: *PTSD Services Evaluation*, PA Commonwealth Crime & Delinquency, (October 2003 – September 2005) - \$199,999.

Farber, A.: *Allegheny Works Year V Evaluation*, The Alcoa Foundation, (June 2004 – December 2004) - \$19,980.

Farber, A.: *Duquesne Board by Design Evaluation*, Duquesne University, (March 2004 – February 2005) - \$22,000.

Farber, A.: *Forbes Evaluation Cohort*, Forbes Foundation, (May 2004 – May 2005) - \$10,000.

Farber, A.: *Heinz Evaluation Cohort*, Howard Heinz Endowment, (May 2004 – May 2005) - \$10,000.

Firth, R.: *Building a Model Maternal/Child Health Care System in Allegheny County through Policy and Practice Improvement*, RAND, (January 2002- December 2005) - \$37,705.

Groark, C.J.: *Barriers to Mental Health*, The Jewish Healthcare Foundation, (January 2001-December 2005) - \$270,000.

Groark, C.J., & McCall, R.: *Matching Grant to St. Petersburg (Russian) Orphanage Project*, Howard Heinz Endowment (May 1999 – April 2004) - \$300,000.

Groark, C.J., & McCall, R.: *Senator Heinz Memorial*, Howard Heinz Endowment, \$84,014.

Groark, C.J., & McCall, R.: *OCD Core Support*, The Howard Heinz Endowment, (January 2002 - December 2005) - \$300,000.

Groark, C.J., & McCall, R.B.: *Creative Sustainability for OCD*, Richard King Mellon Foundation, (July 2004 – June 2007) - \$300,000.

Groark, C.J., & Mulvey, L.: *Partnerships for Family Support*, Allegheny County Department of Human Services, (July 2004 - June 2005) - \$411,192.

McCall, R., & Groark, C.: *Effects of Improving Caregiving on Early Mental Health*, NICHD, (April 2000- March 2005) - \$2,843,740.

McCall, R.: *The Frank and Theresa Caplan Fund for Early Childhood and Parenting Education*, Mrs. Theresa Caplan, (July 2004-June 2006) - \$210,538.

McCall, R., Groark, C., & Taylor, S.: *Effects of Improving Caregiving on Early Development*, Minority Supplement, NICHD, (April 2000-March 2005) - \$202,914.

Mulvey, L.: *Family Support Expansion*, The Howard Heinz Endowment, (July 1999 – June 2004) - \$200,000.

Mulvey, L.: *GAPS for Family Support*, The Pittsburgh Foundation, (January 2002 – December 2005) - \$145,000.

Mulvey, L.: *Early Head Start Project*, The Office of Human Development, (September 2004 – September 2005) - \$2,227,054.

Mulvey, L.: *Family Support*, Allegheny County DHS, (July 2004 – June 2005) - \$411,044.

Mulvey, L.: *Early Head Start*, The Howard Heinz Endowment, (October 1998 – September 2005) - \$789,730.

Mulvey, L.: *Early Head Start*, The Howard Heinz Endowment, (October 2003 – December 2005) - \$450,000.

Mulvey, L.: *Early Head Start Collaborative*, Department of Public Welfare, (July 2004 – June 2005) - \$33,964

Mulvey, L.: *Family Support*, The Howard Heinz Endowment, (July 1998 – December 2005) - \$787,500.

Mulvey, L.: *Family Support*, The Howard Heinz Endowment, (July 2003 – December 2005) - \$300,000.

Mulvey, L.: *STARS TA*, Keystone University Research Center/Department of Public Welfare, (January 2004 – January 2005) - \$404,250.

Mulvey, L.: *STARS TA*, The Heinz Endowments, (July 2004 – June 2007) - \$375,000.

Mulvey, L.: *PNC Grow Up Right*, Pittsburgh National Corporation, (September 2004 – September 2005) - \$40,000.

Mulvey, L.: *Improving Maternal & Child Health Care*, RAND, (January 2004 – December 2005) - \$25,000.

Mulvey, L., & Groark, C.: *Early Head Start*, The Department of Health & Human Services ACYF/Head Start Bureau, (September 2001-September 2004) - \$2,837,413.

Nelkin, R.: *Early Literacy Task Force*, The Howard Heinz Endowments, (July 2002-December 2005) - \$100,000.

Nelkin, R.: *Smoke-Free Mothers, Smoke-Free Families*, Tobacco Free Allegheny,

(January 2003-April 2005) - \$220,129.

Nelkin, R.: *Reading Interventions for Kindergarten and First Grade Students in Neighborhood Programs*, Howard Heinz Endowment, (December 2002-June 2005) - \$160,000.

Nelkin, R.: *Youth Places*, Vira Heinz Endowments, (November 1998-June 2005) - \$170,000.

Nelkin, R.: *Allegheny County Local Planning Group for Early Care and Education*, PA Department of Public Welfare (Western Region Child Care Resource Developers), (July 2003 – June 2004) - \$35,089.

Nelkin, R., & Smith, W.E.: *United for Children*, The Raymond John Wean Foundation, (January 2004 – December 2004) - \$13,000.

Nelkin, R., & Smith, W.E.: *Build Evaluation for The Child and Family Policy Center*, Penn State University, (January 2004 - December 2004) - \$18,000.

Nelkin, R., & Groark, C.J.: *Early Childhood Education*, The Grable Foundation, (April 2004 - March 2007) - \$150,000.

Rudy, K.: *Fathers Collaborative Legal Education*, The Maurice Falk Medical Fund, (February 2004 – January 2005) - \$35,501.

Rudy, K.: *Fathers Collaborative Law Clinic*, Pennsylvania Department of Public Welfare, (July 2004 – June 2005) - \$100,000.

Rudy, K.: *Children's Trust Fund*, Pennsylvania Children's Trust Fund, (November 2003 – October 2006) - \$150,000.

Stark, D.: *Community Impact*, United Way, (May 2003 – June 2005) - \$81,300.

Stark, D.: *Amachi Pittsburgh Evaluation*, Pittsburgh Leadership Foundation, (October 2003 – December 2004) - \$19,815.

Townsend, M.: *PAAR Mental Health Evaluation*, Pittsburgh Action Against Rape, (September 2003 – August 2004) – \$3,000.

Townsend, M.: *Cerebral Palsy Evaluation*, United Cerebral Palsy, (October 2003 – March 2005) - \$12,000.

Townsend, M.: *Food Bank Evaluation Year III*, Pittsburgh Community Food Bank, (October 2003 – September 2004) - \$9,000.

Townsend, M.: *Healthy Children Project Evaluation*, Learning Disabilities of America, (November 2003 – July 2005) - \$10,000.

Townsend, M.: *PAAR Psychoed Evaluation II*, Pittsburgh Action Against Rape, (January 2004 – September 2004) - \$2,000.

## **Grant History Summary**

## **Staff of the Office of Child Development**

### **Co-Directors**

Christina J. Groark  
Robert B. McCall

### **Associate Director**

Carl N. Johnson

### **Division Directors**

Anne E. Farber,

*Planning and Evaluation*

Roger Fustich,

*Administrative Operations*

Robert B. McCall & Christina J. Groark,

*Interdisciplinary Education  
and Research*

Laurie A. Mulvey,

*Service Demonstrations*

Robert Nelkin,

*Policy Initiatives*

Kathryn L. Rudy,

*Community and Internal Services*

### **Project Directors**

Sheila Bell

*Family Support Evaluation*

Wendy Barnard,

*Youth Development*

Sheila Beasley-Wright,

*Family Support Outreach*

Bernadette Bennermon,

*STARS TA*

Doris Dick,

*Service Demonstration Manager*

Ray Firth,

*Behavioral Health Policy*

Jeanne Harvey,

*Partnerships for Family Support*

Vivian Herman,

*Early Head Start*

Lucas Musewe,

*Family Support Database*

Wendy Etheridge Smith,

*Assistant Director, Policy Initiatives*

Debra L. Stark,  
*Partnerships for Family Support Evaluation*  
Maria Z. Townsend,  
*Child and Family Indicators*  
Jan Zajac,  
*Post Traumatic Stress Disorder*  
*Treatment & Evaluation*

**Administrators**

Peggy A. Maloney  
David M. Nicoll

**Executive Administrative Assistants**

Mary Ellen Colella  
Mary Louise Kaminski

**Staff**

Ann Bisceglia  
Jessica DeGel  
Ernie Dettore  
Larry Fish  
Barbara French  
Sharon Harper  
Annette Harris-Bush  
Cheryl Huggins  
Annette Jackson  
Susan Jones  
Angela Koval  
Brandi Masson  
Kelly Mehaffie  
Charlene Nelson  
Christina Ohmer  
Michelle Puzanchera  
Donna Saresno  
Beth Stafura  
Jeanne Taylor  
Emie Tittnich  
Sufang Yao

**Graduate Students and Interns**

Tarryn Crowe  
Amanda Gmiter

**Undergraduate Students**

Jeremy Lupo  
Tom McGough  
Ryan Moore



