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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 20<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, coordinated this project that increased 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 provided training and mentoring to child care staff, family support staff, and parents. The project created 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, and in 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 the immunization rate, 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 second Child and Family Impact Seminar on the topic of Prevention of Child Abuse and Neglect. The one-day seminar consisted of short presentations by national specialists 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 training are being provided to 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 philosophically similar interventions and conduct evaluations in orphanages in Latin America. Both projects represent a demonstration of the importance of early social-emotional experience and relationships in all aspects of early childhood development.

- **Relationship with the School of Education.** OCD has continued to become a more integrated element of the Applied Developmental Program (ADP) and more generally the School of Education after being administratively moved to the School in 2003. For example, Co-Director Groark served on several committees including two recruitment committees of the School, OCD staff taught courses and presented several lectures in the Proseminar on Applied Issues on Children and Families in Society, and discussions were held regarding how OCD can contribute its applied knowledge to the School's curriculum and to collaborative educational and scholarly activities with ADP and Developmental Psychology (Department of Psychology).
- **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 continuing data collection on its effectiveness.
- **Evaluation of the Mind in the Making curriculum.** OCD evaluated the video-based Mind in the Making early childhood training program created by the Work and Family Institute of New York and implemented in Pennsylvania. The curriculum was well received and implemented and produced improvements in already high-level functioning classrooms.
- **A web-based management information system.** With a small business grant from the National Institutes of Health to KIT Solutions, a Pittsburgh information technology company, OCD is collaborating to produce a prototype web-based version of the management information system software it previously devised for family support centers. The new product, called Linking Information, Families, and Technology (LIFT), will be designed to be usable by family support centers nationwide, not just in Allegheny County, and will incorporate outcomes in prenatal circumstances, health, child development, school readiness, and family stability.
- **OCD remains in good financial condition.** OCD's annual budget of grants in force was \$6,468,016. This is a reduction of \$500,000 from last year associated with the end of two major grants, one of which will be replaced next year.

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 for 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 find 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.
- 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.**

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.**

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

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

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.**

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, and 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.

### Chair

**Mr. Thomas Michlovic**, Commissioner, PA Securities Commission, Commonwealth of PA, 1010 N. Seventh Street, Harrisburg, PA 17102-1410  
Phone: 717-783-4389 Fax: 717-783-5125

### University of Pittsburgh

**Dr. Clifford Brubaker**, Dean, School of Health and Rehabilitation Sciences, University of Pittsburgh, 4029 Forbes Tower, Pittsburgh, PA 15260  
Phone: 412-647-1261 Fax: 412-647-1255

**Dr. N. John Cooper**, Dean, Faculty of Arts and Sciences, University of Pittsburgh, 917 Cathedral of Learning, Pittsburgh, PA 15260  
Phone: 412-624-6090 Fax: 412-624-6089

**Dr. Heidi Feldman**, Ronald L. and Patricia M. Violi Professor of Child Development, University of Pittsburgh School of Medicine, Children's Hospital, 3705 Fifth Avenue, Pittsburgh, PA 15213-3417  
Phone: 412-692-7450 Fax: 412-692-8729

**Dr. Robert Glaser**, Co-Director Emeritus, Learning Research and Development Center, University of Pittsburgh, 833 LRDC Building, Pittsburgh, PA 15260  
Phone: 412-624-7450 Fax: 412-624-9149

**Dr. Kevin Kearns**, Associate Professor, Graduate School of Public and International Affairs, University of Pittsburgh, 3E17 Posvar Hall, Pittsburgh, PA 15260  
Phone: 412-648-7621 Fax: 412-648-2605

### Community and Human Services

**Ms. Barbara Chait**, 605 Whispering Pines Drive, Pittsburgh, PA 15238  
Phone: 412-963-1614 Fax: 412-967-9376

**Mr. Marc Cherna**, Director, Allegheny County Department of Human Services, One Smithfield Street, Suite 400, Pittsburgh, PA 15222-2225  
Phone: 412-350-5705 Fax: 412-350-3414

**Mr. Ronald R. Cowell**, President, Education, Policy, & Leadership Center,

800 North Third Street, Suite 408, Harrisburg, PA 17102  
Phone: 717-260-9900 Fax: 717-260-9903

**Mr. James L. DiCostanzo**, PNC Bank, 249 Fifth Avenue, Pittsburgh, PA 15222-2707  
Phone: 412-762-3489 Fax: 412-705-1625

**Dr. Karen W. Feinstein**, President, Jewish Healthcare Foundation of Pittsburgh, Centre City Tower, Suite 2330, 650 Smithfield Street, Pittsburgh, PA 15222  
Phone: 412-594-2555 Fax: 412-394-5464

**Mr. Leon Haynes**, Executive Director, Hosanna House, 807 Wallace Avenue, Suite 101, Wilkinsburg, PA 15221  
Phone: 412-243-7711 Fax: 412-243-7733

**Mr. Mike Hepler**, President and CEO, Boys and Girls Clubs of Western PA, 5432 Butler Street, Pittsburgh, PA 15201  
Phone: 412-782-5710 Fax: 412-782-5720

**Ms. Claudia Morf**, former Vice President of Fiscal Affairs, Westinghouse Corporation, 2522 Saddlebrook Road, Macungie, PA 18062  
Phone: 610-706-0280

**The Honorable Timothy F. Murphy**, Congressman, U.S. House of Representatives, 504 Washington Road, Pittsburgh, PA 15228  
Phone: 412-344-5583 Fax: 412-429-5092

**Ms. Margaret M. Petruska**, Senior Program Officer and Director, Children Youth & Families Programs, Howard Heinz Endowment, Dominion Tower, Floor 30, 625 Liberty Avenue, Pittsburgh, PA 15222  
Phone: 412-338-2615 Fax: 412-281-5788

**W. Russell Robinson**, Council member, County of Allegheny, Room 119, 436 Grant Street, Pittsburgh, PA 15219  
Phone: 412-350-6570 Fax: 412-350-6449

**Ms. Mary Zubrow**, Vice President of Communities and Governmental Affairs, Magee-Women's Hospital, Forbes Avenue and Halket Street, Pittsburgh, PA 15213  
Phone: 412-641-4971 Fax: 412-641-1939

#### **Ex-Officio**

**Dr. Alan M. Lesgold**, Dean, School of Education, University of Pittsburgh, 5T01 Wesley Posvar Hall, Pittsburgh, PA 15260  
Phone: 412-648-1773 Fax: 412-648-1825

**Dr. Carl N. Johnson**, Associate Professor, School of Education, University of Pittsburgh, 5T25 Wesley Posvar Hall, Pittsburgh, PA 15260  
Phone: 412-624-6942 Fax: 412-624-7231

## **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 social and public policy, 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 three 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 two symposiums on Evaluation in 2006, one located in the Western Region of the State and the other in the Central Region.

*Anne Farber, Division 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, 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**

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 recently finished a five-year federally-funded, collaborative research project in which structural changes (e. g., smaller group size, fewer and more consistently available caregivers, age and disability integration, family hour) and/or training in child development and sensitively responsive caregiving were implemented in orphanages for children birth-4 years of age in St. Petersburg, Russian Federation. Caregivers improved their social-emotional-relationship behaviors on the wards, and children's social, mental, and physical development improved substantially. These interventions are being implemented in other orphanages in St. Petersburg, and division personnel are collaborators in making similar changes and evaluating the outcome in orphanages in Latin America. The process and outcomes of these and other projects are being prepared for publication and form the basis of invited chapters in major graduate textbooks and edited volumes.

*Robert B. McCall and Christina J. Groark, Division 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**

The Division completed the Strengthening Early Learning Supports (SELS) project. SELS was a 17-month (October 2004 – February 2006), project funded by the Early Learning Opportunities Act. SELS provided supports in literacy, early care and education quality, and special needs for parents, children, early care and education providers and family support centers in four low-income communities in Allegheny County. Through this project, OCD provided coaching and mentoring to over 100 early care and education providers leading to a 35% increase in enrollment into the statewide quality improvement system compared to a 17% increase throughout the state. Ninety-four children and families received support in accessing special needs services, and over 200 mothers, fathers, child care providers, family support center staff, and child care consultants participated in literacy trainings or activities provided through SELS.

### **Current Projects**

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 (PFS) provides training and technical assistance to the 32 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. This year PFS is in a demonstration project with the Allegheny County Department of Human Services regarding the Family Development Credential. The Community Action Program of Pennsylvania has developed a Credentialing Process for Pennsylvania to provide strengths-based training for frontline family workers. The Family Development Credential is a nationally recognized credential that originated in New York State with a curriculum produced by Cornell University.

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 to 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, Division 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 its 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; to screen young children for lead poisoning; to enhance the coordination of care for young children with special health care needs; and to reduce the incidence of Sudden Infant Death Syndrome.
- **Children's Behavioral Health.** Policy Initiatives is making several efforts at policy and systems change to provide 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 32 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 to 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, Division 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 will continue to use an online, interactive performance management system, Performance Impact Workplace. The focus this year will be goal setting and using log events to track performance throughout the year.

*Roger Fustich, Division 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 and 20th Year Celebrations, 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 serves 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.

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 coordinates the planning of the Annual Family Support Conference.

*Kathryn Rudy, Division Director*

## The Office of Child Development Organizational Chart

## Reports and Publications

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Mehaffie, K.E. & Fraser, J. (2006). School readiness; definitions, best policies, assessments, and cost. In C.J. Groark, K.E. Mehaffie, R.B. McCall, and M.T. Greenberg (Eds.), *Evidence-based practices and programs for early childhood care and education* (pp. 3-24). Thousand Oaks, CA: Corwin Press.

Mehaffie, K.E. & Wolfson, M. (2006). Best practices for transitions into kindergarten. In C.J. Groark, K.E. Mehaffie, R.B. McCall, and M.T. Greenberg (Eds.), *Evidence-based practices and programs for early childhood care and education* (pp. 56-66). Thousand Oaks, CA: Corwin Press.

Morgan, G.G. & Fraser, J. (2006). Professional development and higher education systems to develop qualified early childhood educators. In C.J. Groark, K.E. Mehaffie, R.B. McCall, and M.T. Greenberg (Eds.), *Evidence-based practices and programs for early childhood care and education* (pp. 159-180). Thousand Oaks, CA: Corwin Press.

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Townsend, M. Z. (2006). Preliminary Evaluation Report of United Cerebral Palsy of Pittsburgh Unique Community Partnerships for Kids Project, April 2005 to March 2006. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

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Townsend, M. Z. (2005). Summary of Themes from Early Care and Education Council of McKean and Elk Counties Roundtable Meeting. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Townsend, M. Z. (2005). Evaluation of the Reinvestment Project: 2002-2004. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Townsend, M. Z. (2005). Preliminary Evaluation Report of United Cerebral Palsy of Pittsburgh Unique Community Partnerships for Kids Project, March 2004 to March 2005. Pittsburgh, PA: University of Pittsburgh Office of Child Development

Zajac, J., & Townsend, M. Z. (2005). Epilepsy Foundation, Evaluation of Educational Programming. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

## Presentations

Beasley, S., Carter, A., Davis, T., & DiNardo, N. (March 2006). "Growing Parent Leadership" Parent Leadership Curriculum Introductory Training. Presented at Family Support America's 25<sup>th</sup> Anniversary National Conference, Chicago IL.

Bell, S., Carter, A., Dick, D., & Solomon, K. (March 2006). Involving Families in Evaluation and Quality Improvement: Lessons Learned from the Field. Presented at Family Support America's 25<sup>th</sup> Anniversary National Conference, Chicago IL.

Bell, S. L. & Townsend, M. Z. (November 2005). Data Collection Methods. Getting to Outcomes Training Series for grantees of United Way of Western Pennsylvania, Pittsburgh, PA.

Bell, S. L. & Townsend, M. Z. (November 2005). Interpreting and Communicating Your Results. Getting to Outcomes Training Series for Grantees of United Way of Western Pennsylvania, Pittsburgh, PA.

Bell, S. L. & Townsend, M. Z. (October 2005). Developing Data Collection Plans. Getting to Outcomes Training Series for grantees of United Way of Western Pennsylvania, Pittsburgh, PA.

Bell, S. L. & Townsend, M. Z. (October 2005). Goals and Objectives and Logic Models. Getting to Outcomes Training Series for Grantees of United Way of Western Pennsylvania, Pittsburgh, PA.

Dick, D., Bell, S., Carter, A., & Gregg, B. (March 2006). Using Governance to Promote Program Quality. Presented at Family Support America's 25<sup>th</sup> Anniversary National Conference, Chicago IL.

DeGel, J. (2005). Using Community Voices for Program Improvement. Poster session presented at the Office of Population Affairs Abstinence Education Evaluation Conference, Baltimore, MD.

Groark, C. J., & McCall, R. B. (December 2005). The Effects of Relationship-Building on Children's Development in Russian Orphanages. Invited presentation at the National Association for the Education of Young Children (NAEYC) Annual Conference, Washington, DC.

Groark, C. J., & McCall, R. B. (March 2006). The Developmental Consequences of Improvements in Social-Emotional Environments in St. Petersburg (Russia) Orphanages. Presented at the Social, Genetic and Developmental Psychiatry Centre, Institute of Psychiatry, University of London.

Groark, C. J., & McCall, R. B. (March 2006). Designing and Implementing Evidence-Based Universal Programmes in Communities. Presented at Implementing Interventions for Children, Nuffield Foundation Seminars on Children and Families: Evidence and Implications, Nuffield Foundation, London.

Mulvey, L., Carter, A., Davis, T., & Reicher, L. (March 2006). County-Wide Systems Change Embracing Family Support. Presented at Family Support America's 25<sup>th</sup> Anniversary National Conference, Chicago IL.

Musewe, L., (March 2006). Surveying, Mapping and Data Collection for Family Support and Resource Programs: Creating a National Inventory for Family Support. Panel presentation at Family Support America's 25<sup>th</sup> Anniversary National Conference, Chicago IL.

Musewe, L., Davis, T., DiNardo, N., Harper, S., & Harvey, J. (March 2006). Using Data to Support the Family Stories. Presented at Family Support America's 25<sup>th</sup> Anniversary National Conference, Chicago IL.

Musewe, L., & Zhang, X. (March 2006). Linking Information, Families and Technology (LIFT). Presented at Family Support America's 25<sup>th</sup> Anniversary National Conference, Chicago IL.

Townsend, M. Z. (June 2006). PK-3: Strengthening Early Care and Education and Increasing Child Benefits. Presentation for the Early Care and Education Task Force of McKean and Elk Counties, Kersey, PA.

Townsend, M. Z. ( May 2006). Measuring Outcomes and Documenting Services. Training conducted at the Evaluation Symposium, Office of Child Development, Mechanicsburg, PA.

Townsend, M. Z. (May 2006). Survey Design. Training conducted at the Evaluation Symposium, Office of Child Development, Mechanicsburg, PA.

Townsend, M. Z. (May 2006). Measuring Outcomes and Documenting Services. Training conducted at the Evaluation Symposium, Office of Child Development, Wexford, PA.

Townsend, M. Z. (May 2006). Needs Assessments. Training conducted at the Evaluation Symposium, Office of Child Development, Wexford, PA.

Townsend, M.Z. & DeGel, J. (2005). Collaborative Efforts in Capacity Building – Evaluation Cohort 2004/05. Demonstration presented at the annual meeting of the American Evaluation Association, Toronto, Canada

Townsend, M. Z. & Bell, S. L. (March 2006). It's All About Results: Using Logic Models to Measure Program Impacts. Training conducted at the Nonprofit Summit sponsored by Grantmakers of Western Pennsylvania, Pittsburgh, PA.

Townsend, M. Z. (February 2006). Program Evaluation for Nonprofits. Training for Bayer Center for Nonprofit Management at Robert Morris University, Pittsburgh, PA.

Townsend, M. Z. & DeGel, J. (December 2006). Logic Models and Performance Measures. Training for providers of Mercy County Behavioral Health Commission, Inc., Sharon, PA.

Townsend, M. Z. & Bell, S. L. (October 2005). Evaluation Training: Focus on the Future. Training for providers of Venango County Collaborative Board, Franklin, PA.

Townsend, M. Z. & DeGel, J. (October 2005). Collaborative Efforts in Capacity Building: Evaluation Cohort. Presentation at the Joint Canadian Evaluation Society and American Evaluation Association Conference, Toronto, Canada.

## Training Workshops and Conferences Sponsored

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

A series of four sessions was offered by Sheila Bell and Maria Townsend in October to November 2005 for United Way partner agencies on goals, objectives, logic models, data collection, data methods, and interpreting and communicating results.

### **Evaluation Symposium 2006**

The Evaluation Symposium 2006, held on May 3 in Cranberry, Pennsylvania and on May 17, 2006 in Mechanicsburg, Pennsylvania, was offered to staff of human services agencies to develop their capacity in conducting evaluations. Sessions were held on creating logic models, measuring outcomes and documenting services, conducting needs assessments, conducting focus groups, developing survey design, and analyzing data from open-ended questions. The sessions, attended by 135 participants, were presented by Jessica DeGel, Anne Farber, Sheila Bell, Maria Townsend, and Jennifer Zajac.

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

A Family Support Conference for parents, neighborhood leaders, faith-based groups, family support participants, community members, social service agencies, child care workers, educators, policy makers, healthcare providers, practitioners, and human service administrators, and child advocacy groups was held on May 31, 2006. Keynote speakers were Michael Kerr and Ayesha Grice, and 22 workshops provided participants cutting-edge information on successful growth of families as well as the importance of maintaining a strong family support movement. Over 500 participated in this annual conference.

### **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. Provided training using *A Man’s Guide to Child Development*, a child development training curriculum for men involved in families, to over 100 men in family support centers, churches, jails, and other community settings.

### **The Family Development Credential (F.D.C)**

The F.D.C. is a strengths-based approach to working with families that utilizes a nationally recognized curriculum developed by Cornell University. From October 2005 through May 2006, seventy-five persons—60 professionals in human services and 15 students from the University of Pittsburgh, School of Education, Applied Developmental Psychology completed 80 hours of coursework and 10 hours of portfolio advisement. Sessions consisted of Family Development, Communication, Taking Care of Self, Diversity, Strengths-Based Assessment, Reaching Goals, Accessing Special Services, Home Visiting, Facilitation, and Collaboration. These sessions were conducted by F.D.C. certified instructors. Jean Harvey, Director of Training and Technical Assistance, was responsible for two of the five Allegheny County classes, one at the Office of Child Development and one at the School of Education, where 35 students earned the credential.

### **Venango County Collaborative Board Evaluation Training**

A half-day session on evaluation and logic modeling was offered by Maria Townsend and Sheila Bell at the Venango County Focus on Our Future Collaborative Board in October 2005.

### **2005 Nonprofit Summit Logic Model Training**

Sponsored by United Way, this training session on using logic models to create an evaluation plan was offered by Sheila Bell and Maria Townsend at the 2006 Nonprofit Summit. Pittsburgh, PA in March 2006.

## New Grants Awarded

Bell, S.: *Amachi Pittsburgh Year III Evaluation*, Pittsburgh Leadership Foundation, (January 2006 – December 2006), \$19,815.

Bell, S.: *United Way Community Impact Evaluation III*, United Way of Allegheny County, (July 2005 – June 2006), \$30,000.

Bell, S. & Musewe, L.: *Linking Information, Families and Technology Prototype*, NIH and KIT Solutions, (October 2005 – March 2006), \$33,165.

Degel, J.: *Mercy Prevention Project IV – Evaluation of the Mercy Prevention Program*, Mercy Children's Medical Center, (July 2006 – June 2007), \$10,000.

Farber, A. Zajac, J., & Bell, S.: *Systems of Care Program Evaluation*, Northumberland County Children and Youth Services, (November 2005 – September 2006), \$51,500.

Farber, A. & Bell, S.: *Tech Gyrls Plus Program Evaluation*, Allegheny County YWCA, (January 2006 – December 2006), \$5,000.

Farber, A.: *Mercy Prevention Project IV – Evaluation of the Mercy Prevention Program*, Mercy Children's Medical Center, (July 2005 – June 2006), \$10,000.

Farber, A.: *Boards- by-Design Evaluation*, Duquesne University, (May 2005 – April 2007), \$26,500.

Farber, A., & Townsend, M.: *Early Learning Opportunities*, Guidance Center on Behalf of the Early Care and Education Councils of Elk and McKean Counties, (September 2005 - February 2007), \$13,709.

Groark, C.J., & McCall R.B.: *San Salvador Orphanage Project – Evaluation and Intervention in Two Orphanages in San Salvador*, (August 2005 – July 2006), Whole Child International, \$135,682.

Groark, C.J., & McCall R.B.: *San Salvador Orphanage Project – Effects of Improving Caregiving in Early Mental Health* NICHD, (August 2005 – July 2006).

Mulvey, L.: *PNC GrowUp Right*, Pittsburgh National Corporation, (September 2004 – September 2006), \$40,000.

Nelkin, R.: *Commission for Children and Families to Advise the Governor's Cabinet for Children and Families*, Governor's Task Force, State of PA, (January 2006 – December 2006), \$107,808.

Nelkin, R.: *Youth Crime Prevention Council Coordination to Reduce Youth Crime and Youth Victimization*, Howard Heinz Endowment, (April 2006 – March 2007), \$34,000.

Taylor, J.: *Community Engagement for Early Care and Education to Enhance Community-Based Solutions to Improve Child Care Services in Pennsylvania*, YWCA of Greater Pittsburgh, (July 2006 – June 2007), \$44,500.

Townsend, M.: *Kids Cooking and Nutrition Program Evaluation*, Greater Pittsburgh Community Food Bank, (July 2005-June 2006), \$4,060.

Townsend, M.: *Evaluation Capacity Building*, Community Services of Venango County, (February 2006-June 2006), \$2,500.

Townsend, M., & Zajac, J.: *Evaluation of the State-Wide Infant/Toddler Systems Building Initiative*, Pennsylvania Department of Public Welfare Office of Child Development through support from The Heinz Endowments, (June 2006-May 2008), \$59,833.

## Continuing Grants in Force

Barnard, W.: *21<sup>st</sup> Century After School Evaluation*, Allegheny County, (June 2003 – September 2006), \$35,000.

Farber, A., & Zajac, J.: *PTSD Services Evaluation*, PA Commonwealth Crime & Delinquency, (October 2003 – September 2007), \$329,873.

Farber, A.: *Duquesne Board by Design Evaluation*, Duquesne University, (March 2004 –April 2007), \$26,505.

Farber, A.: *NEED Scholarship and Financial Grant Program Evaluation – Program Evaluation of NEED Scholarship Recipients*, NEED, (March 2005 – April 2006), \$9,600.

Farber, A.: *21<sup>st</sup> Century Community Learning Centers – Evaluation of After School Programs*, Allegheny County DHS, (February 2005 – September 2006), \$18,000.

Farber, A., & Zajac, J.: *Evaluation of Build*, Child and Family Policy Center, (January 2005 – December 2006), \$24,000.

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 2006), \$270,000.

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

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

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

Groark, C.J., & McCall, R.: *Matching Grant to St. Petersburg (Russian) Orphanage Project*, Howard Heinz Endowments, (May 1999 – April 2007), \$300,000.

Groark, C.J., & McCall, R.: *Senator Heinz Memorial*, Howard Heinz Endowment, \$90,060.

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.: *The Frank and Theresa Caplan Fund for Early Childhood Development and Parenting Education*, Mrs. Theresa Caplan, (July 2004-June 2006), \$204,760.

McCall, R., Groark, C., & Taylor, S.: *Effects of Improving Caregiving on Early Mental Health, Minority Supplement*, NICHD, (April 2000-March 2006), \$202,914.

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

Mulvey, L.: *Early Head Start*, Howard Heinz Endowment, (December 2005 – December 2006), \$150,000.

Mulvey, L.: *Early Head Start*, Office of Human Development, (December 2005 – December 2006), \$2,291,413.

Mulvey, L.: *Family Support*, Allegheny County DHS, (June 2005 – June 2006), \$411,044.

Mulvey, L.: *Family Support Expansion*, The Howard Heinz Endowments, (July 1999 – Dec 2006), \$200,000.

Mulvey, L.: *Keystone Stars*, Howard Heinz Endowment, (July 2004 – June 2006), \$375,000.

Mulvey, L.: *Keystone Stars*, YWCA of Pittsburgh, (September 2004 – September 2005), \$354,250.

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 Endowments, (July 1998 – December 2006), \$787,500.

Mulvey, L.: *Family Support*, The Howard Heinz Endowments, (July 2003 – December 2006), \$300,000.

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

Mulvey, L.: *PNC Grow Up Right*, Pittsburgh National Corporation, (September 2004 – May 2007), \$70,000.

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 2003-September 2004), \$2,837,413.

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

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 2006), \$170,000.

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

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 – June 2006), \$13,000.

Smith, W.E.: *United for Children Year III*, YWCA of Greater Pittsburgh, (July 2004 – June 2005), \$50,000.

Rudy, K.: *Fathers Collaborative Law Clinic*, Pennsylvania Department of Public Welfare, (July 2005 – June 2006), \$196,654.

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

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

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

Zajac, J., Farber, A., & Barnard, W.: *Evaluation of the Implementation in Pennsylvania of Mind in the Making Learning Modules for Early Childhood Teachers*, The Heinz Endowments, (December 2004 – December 2005), \$38,238.

Zajac, J., & Farber, A.: *Evaluation of One on One: Connecting Cops and Kids*, Staunton Farms, (March 2005 – May 2006), \$10,000.

Zajac, J. & Townsend, M.: *Evaluation of Epilepsy Foundation of Pennsylvania*, Epilepsy Foundation of Pennsylvania and Pennsylvania Department of Health, (October 2004 – September 2005), \$20,000.

## **Grant History Summary**

## Office of Child Development Staff

### 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 and  
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*

Maria Z. Townsend,  
*Child and Family  
Indicators*

Jen Zajac,  
*Post Traumatic Stress  
Disorder Treatment and  
Evaluation*

Ruth Kolb,  
*Executive Director,  
Family Support  
Policy Board*

### Administrators

Peggy A. Maloney  
David M. Nicoll

### Executive Administrative Assistants

Mary Ellen Colella  
Mary Louise Kaminski

### Graduate Students and Interns

Tarryn Crowe  
Dianne Eperthener  
Amy Gee  
Amanda Gmitter  
Emily Merz  
Becky Vroon  
Jessica Yamnitzky

### Undergraduate Students

Tom McGough  
Ryan Moore

### Staff

Ann Bisceglia  
Jessica DeGel  
Ernie Dettore  
Ian Downing  
Chris Dunkerley  
Maura Falchetti  
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  
Donna Saresno  
Beth Stafura  
Jeanne Taylor  
Emie Tittnich  
Sufang Yao  
Chunyan Wang

## Office of Child Development Awards

**The Lifetime Achievement Award** recognizes outstanding individuals or organizations that embody the principles of family support and who have provided ongoing and long-term leadership to create and sustain opportunities for healthy children, families, and stronger communities. To Laurie Mulvey, from Family Support Allegheny County, Pittsburgh, PA. May 2006.

## *Screened Group of Children*