



Annual Report

2002-2003

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Year Seventeen

University of Pittsburgh
Office of
Child
Development



University of Pittsburgh

**Office of
Child
Development**

Summary Report, 2002-2003

We are pleased to review the nature and progress the University of Pittsburgh Office of Child Development (OCD) has made in 2002-2003.

Nature of OCD

The Office of Child Development (OCD). OCD was established in September 1986, and is a university-community, public-private informational resource and management facility that contributes to the welfare of children, youth, families, and communities predominantly in greater Pittsburgh and increasingly in the Commonwealth of Pennsylvania, the nation, and around the world.

Vision, mission, purposes. The vision, mission, and purposes of OCD are presented in Table 1.

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

Project domains. OCD facilitates and develops, through mutually-beneficial partnerships with its constituents, 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; and
- Needs assessments and policy studies.

Principles of operation. OCD operates under several principles that are listed in Table 2. In particular, for example, OCD emphasizes interdisciplinary or collaborative projects among its

constituents of University administrators and faculty, policymakers, funders, and human service agencies. It operates in a partnership manner in which collaborators share in rights, responsibilities, and credit with respect to selecting a topic, planning and implementing a project, operating it, and reporting its results.

Criteria for new projects. New projects, however, must fit five criteria, which are presented in Table 3. Mainly, new projects must pertain to children, youth, families, and the communities in which they live and represent an innovative demonstration of new knowledge that will have some implication for education, research, services, policy, or the welfare of children, youth, and families beyond those who participate in the project. As such, some evaluation must be conducted, and the results must be communicated to wider audiences.

Illustrative projects. This approach produces a great variety of projects in the five domains in which the Office operates. Table 4 lists some illustrative projects that OCD has funded, planned and implemented, managed, or conducted during its 15-year history.

OCD's possible roles. Because of its partnership style, OCD may play a great variety of roles. For example, it may organize and direct the funding of a project that will be operated by other agencies, it may be hired to plan and implement a project that is then turned over to another agency, it may provide management services to a large collaborative project composed of several agencies, it may provide technical assistance and data analysis services to agencies conducting their own program evaluations, and it may fund and perform projects entirely with its own staff.

Administration. The University of Pittsburgh Office of Child Development is a program of the School of Education under the direction of Dean Alan Lesgold. The Office of Child Development is co-directed by Christina J. Groark, Ph.D., and Robert B. McCall, Ph.D., who are assisted by a National Advisory Board (Table 5) and a Local Advisory Board (Table 6). An organizational chart for OCD is presented in Table 7.

Major Events of 2002-2003

Administration Morton Weir, Chancellor Emeritus of the University of Illinois and Chairman of OCD's National Advisory Board, resigned as Chair after eight years. We at OCD are indebted to him for his superb leadership, wisdom, and guidance. Fortunately, Dr. Weir agreed to remain on the Board through 2003. In addition, OCD expanded the National Board by adding two new members: Dr. Frances D. Horowitz, President of the Graduate School and University Center, City University of New York, and a highly respected scholar in child development; and Dr. Larry Aber, Director of the National Center for Children in Poverty at Columbia University in New York City and a prominent specialist in child development, especially low-income children and families. We are very pleased these well-known people have agreed to take time from their busy schedules to guide OCD.

Projects. Major initiatives during the year include:

- **Universities Children's Policy Collaborative (UCPC) and the Governor's Task Force on Early Childhood Care and Education**

Over the last few years, OCD has collaborated with the Prevention Research Center at the Pennsylvania State University and the Center for Public Policy at Temple University to form the Universities Children's Policy Collaborative (UCPC), which coordinates the resources of the three State-supported universities to provide State policymakers with balanced research-based information on policy issues. When Pennsylvania Governor Mark Schweiker created the Governors' Task Force on Early Childhood Care and Education, he wanted the Task Force recommendations to be grounded in the research literature as well as current research on the needs and services in the Commonwealth. UCPC was ready to fulfill this role. Within a five-month period, OCD contributed to this process by reviewing the scholarly and professional literature on model programming and characteristics of successful programs, conducted a stratified random survey of 600 providers across the Commonwealth, and surveyed all of the higher education institutes that provide training to early childhood care and education personnel. Temple surveyed a random stratified sample of 1,000 parents who had at least one child from birth through five years of age, and subsequently Penn State conducted observations of early childhood care and education quality for 3-5 year olds in 400 sites across the State. Subsequently, UCPC has become recognized in State government circles as a resource for balanced research-based information, and the new Governor, Edward Rendell, has proposed a variety of Pre-K programming for Pennsylvania that is consistent with the research and Task Force recommendations.

- **Evaluation of the Pennsylvania Keystone Stars system for promoting quality in early childhood care and education programs.**

Following the Governor's Task Force, State government turned to OCD on behalf of UCPC to evaluate the Commonwealth's Keystone Stars program, a rating system and support program designed to promote quality in early childhood care and education services throughout the State. The evaluation is designed to provide continuous program improvement both in the process and outcomes of implementing Keystone Stars and in the rating system itself.

- **Promoting responsible parenting through father involvement.**

A major political and social emerging theme is to increase the involvement of fathers, especially non-custodial fathers, in the growth and development of their children in addition to simply providing financial resources. Many very low-income fathers have not had good models of fathering in their own lives and have a variety of personal and economic issues that limit their involvement. OCD has taken a major role in the region in promoting father involvement in such circumstances and bringing evidence-based parenting practices to this area.

- **Early literacy.**

A focal theme in early childhood care and education is early literacy. OCD has been a leader in promoting early literacy by coordinating the Early Literacy Task Force in the region, launching an early literacy media campaign urging parents to read to their children, convening an Early Literacy Summit, identifying and supporting early literacy leaders in the region, stimulating parent literacy education and encouraging parent-child activities that promote emerging literacy, and conducting reading interventions for kindergarten and first grade students in neighborhood programs that need assistance in literacy development.

- **Smoke free mothers and families.**

Pittsburgh has one of the highest rates of smoking among pregnant women in the nation, and much evidence documents the deleterious outcomes of such a practice. OCD has promoted minimizing smoking during pregnancy and in families having young children by launching a media campaign and by directly encouraging the State legislature and the new Secretary of Health to institute policies and practices to prevent smoking during pregnancy and in families with young children.

- **Early childhood mental health**

Early childhood service professionals, including those in OCD's Early Head Start program, have been reporting an increase in mental health problems in infants and young children, and OCD's statewide survey of early childhood care and education providers revealed that 71% reported that they removed or threatened to remove a child from their services for behavioral problems in the last year. OCD conducted a needs assessment on early childhood mental health, followed by an implementation plan for increased services and coordination of services and resources for this emerging problem.

- **Partnerships for Family Support.**

Nearly a decade ago, OCD created the Pittsburgh site of the federally-sponsored Comprehensive Child Development Program, a family support program for families with children birth to five. Since then, OCD has promoted family support in the region by providing education and training, creating a comprehensive computerized management information system, and staffing the Family support policy board. Today, OCD still provides these services to the Partnerships for Family Support, a consortium of 33 family support centers in the region that collectively is a national leader in family support programming.

- **Innovations in early childhood care and education.**

Over the years, OCD has been a major innovator in the region of new services for children and families conducted in collaboration with a variety of partners, and this tradition continues in three major programs. First, OCD continues to operate its Early Head Start (EHS) program, one of the original 17 programs to participate in the national evaluation of EHS; the Early Childhood Initiative Demonstration Project, a locally-funded demonstration that quality early childhood services can be provided in an administratively sound and efficient manner for low-income children and are effective in improving the children's mental and social-emotional development; and the attempt to improve caregiving behaviors and the caregiving environment in orphanages in St. Petersburg,

Russian Federation, to promote better physical, mental, and social-emotional development of children.

- **The Frank and Theresa Caplan Fund for Early Childhood Development and Parenting Education**

In the past few years, the fund has supported the creation and distribution of *Parenting Guides*, one-page guides for parents and professionals working with children birth to six years of age covering a variety of themes, issues, and decisions that parents typically face with their young children. In addition, the fund produced a set of 40 newspaper columns on parenting, and *Backgrounder Reports* on issues of children and families for the media. These three sets of materials are distributed in hard copy and over the internet (www.pitt.edu/-ocdweb), and the number of requests and “hits” continue at a high rate for these materials. In addition, the fund supported initiating sessions for parents in low-income neighborhoods to promote their role in developing their child’s emerging literacy skills and the first stages of creating a parenting “curriculum” for non-custodial low-income fathers.

Publications, reports, presentations, workshops, training, and conferences.

Table 8 presents a list of the 20 reports and publications issued in 2002-2003 and Table 9 lists the 70 presentations made by OCD staff. Consequently, OCD makes some communication of its activities at a rate of approximately twice per week throughout the year, almost double last year’s rate. In addition, Table 10 reports the training workshops and conferences sponsored and conducted by OCD, which shows that OCD workshops and training programs provided educational experiences to approximately 1350 employed professionals. In addition, the Annual OCD Family Support Conference was attended by over 1000 people.

Grant Activity

Table 11 lists 13 new grants that were awarded to the Office of Child Development in 2002-2003, and Table 12 lists 17 continuing grants that were in force during this period of time that did not require new applications for continued funding. Over the last several years, OCD operates annually approximately 25 projects with 30 funding streams.

Table 13 presents OCD’s grants history summary over its 17-year history. During the last year, OCD had grants in force totaling \$8,144,701 plus the University contribution to the Office worth \$370,337 for a total Office budget of approximately \$8,515,038, which represents a 15% increase over last year and a 50% increase over the year before. While this increment results from receiving a few grants that will not continue, we are pleased with this progress. The University also increased its continuing support by nearly 35% last year, and this year made a large one-time contribution plus loan to help OCD renovate its new offices.

OCD Staff

None of this could be accomplished without the invaluable contributions of the staff of the Office of Child Development, who are listed in Table 14. In addition to employees, OCD supports a variety of students and interns. During the last year, eight graduate students were employed or took internships with OCD staff, six undergraduate students were employed, and dozens of graduate and undergraduate students took part in classes and tutorials taught by OCD staff.

Respectfully yours,

Christina J. Groark, Ph.D

Co-Directors

Robert B. McCall, Ph.D.

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Table 1. Vision, Mission, and Purposes of OCD

OCD Vision

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

Mission and Purposes of OCD

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, policymakers, 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:
 1. Interdisciplinary education and training.
 2. Interdisciplinary research and scholarship.
 3. Human service demonstration programs, networking, and strategic planning.
 4. Program monitoring and evaluation.
 5. 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, policymakers, 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 both partners.

Table 2. Office of Child Development 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, the Office typically defers to that discipline or organization.
- **OCD does not focus its efforts exclusively on one or two problems, issues, or content themes.** Instead, the Office 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 constituency's 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, the Office also enhances capacity in other organizations and individuals so that they, not the Office, 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 the Office 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 (see Table 3).
- **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 the Office as a fair and independent manager of collaborations. However, funded projects that request the Office to perform a continuing administrative service or technical service typically pay OCD for that service.

- **OCD does not operate direct services.** Since the Office attempts not to compete with its constituencies, the Office does not deliver routine professional or human services, although the Office 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.** The Office 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.

Table 3. Office of Child Development 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 for taking on a project include:

1. The project pertains to children, youth, families, and the communities in which they live.
2. 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.
3. Some appropriate evaluation will be conducted to assess the project's process and outcome effectiveness.
4. 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.
5. The project is a collaboration of stakeholders operating in a partnership mode.

Table 4. Illustrative Former and Current Major Projects of the Office of Child Development

Interdisciplinary Education and Research

- Funded and co-directed one of ten federal **Child Abuse and Neglect Training Grants** and one of five original federally-funded **Interdisciplinary Child Welfare Training Grants** in the country.
- Operated for several years a two-semester course titled **Interdisciplinary Proseminar on Applied Issues of Children, Youth, and Families** for advanced undergraduates and graduate students as well as community service professionals.
- Convened and seeded researchers from Penn State and the University of Pittsburgh who are independently directing one of nine sites in the country of the **NICHD Study of Early Child Care**, a research project tracing the antecedents and consequences of different early childhood experiences.
- Created, funded, and operated an **Interdisciplinary Fellowship Program in Policy and Evaluation** to provide graduate students with a two-year internship and training experience to prepare them to conduct evaluations of human service programs in the context of recommended practices and policies.
- Provides **Training** to approximately 3,000 employed human service professionals annually.
- Operates with three colleagues the **Effects of Improving Caregiving on Early Development**, a project conducted in the Baby Homes of St. Petersburg, Russian Federation, that experimentally improves the socially-responsive caregiving behaviors and provides structural conditions that promote relationship building and observes the effects of those interventions on the mental, social-emotional, and behavioral development of the children while in the orphanage and subsequently for those children who are adopted into the United States.

Human Services Demonstrations

- Operated 1 of the 24 original national sites of the federal **Comprehensive Child Development Program** for high-risk children birth to six years of age, which is one of three sites nationally in which the original participants currently are being followed long-term.
- Created and operated the **Alliance for Infants**, which provides case-managed services to disabled and high-risk infants and families and those potentially needing early intervention services.

- Coordinated **A Better Start**, a statewide program to bring pre- and perinatal services to hard-to-reach, at-risk women.
- Operated 1 of 16 **Drug and Alcohol Prevention Task Forces for Runaway and Homeless Youth**, a federal program providing education and prevention services.
- Organized the grant application and supervised the planning year for the **Pittsburgh Healthy Start Program**, a federal project to prevent infant mortality.
- Manages the **Partnerships for Family Support**, a set of community-empowered family support programs in Pittsburgh.
- Conducts the Pittsburgh site of the original federal wave of **Early Head Start Programs**.
- Manages the **Early Childhood Initiative Demonstration Project** that supports two communities to provide high-quality early childhood services to low-income children as a model for future services in the county.
- Coordinated the **Collaborative for Non-Custodial Fathers** that attempts to integrate diverse services for low-income non-custodial fathers.
- Operates **Reading Intervention for Kindergarten and First Grade Students** in three neighborhoods that designed their own tutoring programs and receive start-up funds and technical assistance from this project.

Planning and Evaluation

- Designed and conducted the evaluation of **First Steps**, a home-visiting program for infants and their parents in four Pittsburgh neighborhoods.
- Conducted the evaluation of **Project Beacon**, a program that promoted prereading skills in 3-5 year-old children.
- Initiated and operated as part of a national consortium the evaluation and additional research on the local site of **Early Head Start (EHS)**, now continuing independently.
- Conducts the data analyses for the evaluation of the local site of the **Comprehensive Child Development Program (CCDP)**.
- Designed and conducts the evaluation of the **Partnerships for Family Support** in Pittsburgh.
- Operates the **Policy and Evaluation Project**, one of the few interdisciplinary university units in the country that conducts program evaluations and provides training and technical assistance to community-based programs on monitoring and evaluation.

Policy Initiatives

- Published collaboratively with the Pennsylvania Partnerships for Children **The State of the Child in Pennsylvania**, a county-by-county presentation of health, education, welfare, economic, and mental health indices for Pennsylvania's children and families.
- Published two editions of **Overcoming the Odds**, a report that designated geographic areas in Allegheny County in which children and families were at greatest risk, summarized services, and identified service gaps.
- Wrote the Human Services section of Pittsburgh's successful application to become a federal **Empowerment Zone**.
- Performed two **statewide needs assessments**, one on the **State of Early Childhood Services in Pennsylvania** for the State Board of Education of the Commonwealth of Pennsylvania and one on **Family Support, Family Preservation, and Home Visiting Services** for the Pennsylvania Department of Welfare.
- Conducted several **local needs assessments** on a variety of topics, including **After School Safe Places, Parent Education, Home Visiting Services, Adolescent Female Health Services, Non-School-Hour Programs for Elementary School-Age Children in Allegheny County, Early Identification and Intervention in Children's Behavioral Health, and Infant Mental Health**.
- Initiated and managed the **Family Services System Reform** project in selected sites of Allegheny County which encouraged local communities to organize and design their own system of services.
- Operated a Carnegie Corporation **Starting Points** project that facilitated and promoted quality early childhood services and policies in the region
- Manages and staffs the local **Family Support Policy Board**.
- Operates a **Literacy Campaign** to promote early literacy and a **Non-Smoking Campaign** to discourage smoking by pregnant mothers.
- Participates with Pennsylvania State University and Temple University in the **Universities Children's Policy Collaborative (UCPC)** to provide research-based information to policymakers. UCPC provided the research component to the Pennsylvania **Governor's Task Force on Early Childhood Care and Education**. OCD was principally responsible for surveys of 600 early childcare and education providers and 165 higher education programs and the review of research and best practices; PSU conducted observations of quality in 400 providers for 3-5 year olds, and Temple surveyed 1000 parents statewide.

Table 5. National Advisory Board

Dr. Lawrence J. Aber, Director, National Center for Children in Poverty, Mailman School of Public Health of Columbia University, 215 West 125th Street, 3rd Floor, New York, NY 10027.

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

Dr. Frances Degan 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.

Gary B. Melton, Professor & 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 Illinois 61802 (217-244-0473).

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 (617-495-9108).

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

Table 6. Local Advisory Board

Chairperson

Mr. Thomas Michlovic, former State Representative, 515 Verona Street, North Braddock, PA 15104 (phone 412-351-0559)

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 and 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).

Dr. Peter F. M. Koehler, Professor, Department of Physics and Astronomy, University of Pittsburgh, 100 Allen Hall, Pittsburgh, PA 15260 (phone 412-624-2763; fax 412-624-9163).

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).

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, 2522 Saddlebrook Road, Macungie, PA 18062 (phone 610-967-8177).

The Honorable Timothy F. Murphy, United States Congress, 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, The Howard Heinz Endowment, Dominion Tower, Floor 30, 625 Liberty Avenue, Pittsburgh, PA 15222 (phone 412-338-2615; fax 412-281-5788).

W. Russell Robinson, former State Representative 820 Clarissa Street, Pittsburgh, PA 15219 (phone 412-683-6044).

Ms. Carolyn Wean, Executive Director, Production and Distribution, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213 (phone 412-622-1431; fax 412-622-1331).

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, 5N01 Posvar Hall, Pittsburgh, PA 15260 (phone 412-648-1773; fax 412-648-1825).

Dr. Carl N. Johnson, Associate Director, Office of Child Development, University of Pittsburgh, 5H32 Posvar Hall, Pittsburgh, PA 15260 (phone 412-624-6942; fax 412-624-7231).

Office of Child Development Organizational Chart

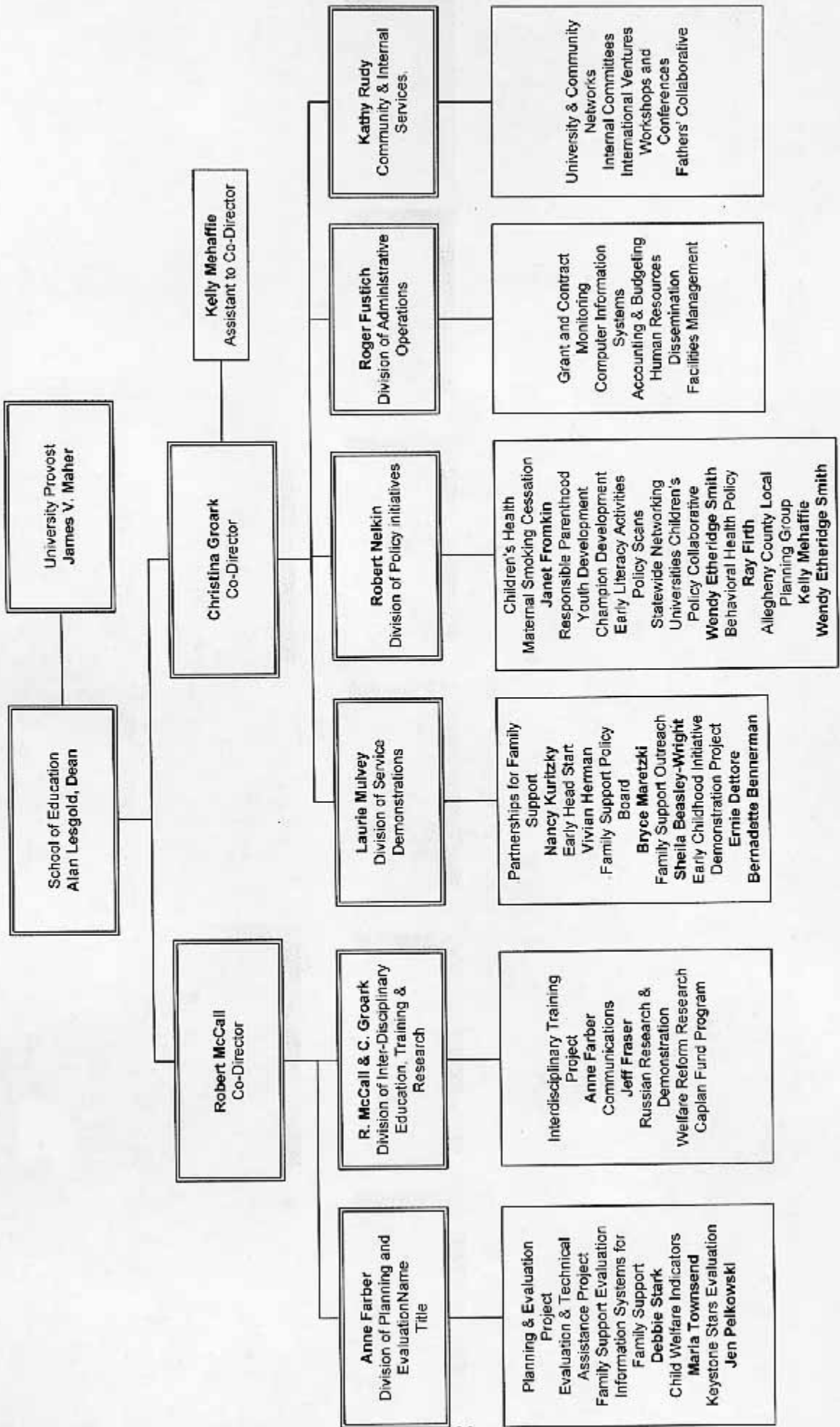


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Farber, A.E., & Moeti, P. (2003). *The Allegheny Works Initiative: Year III Evaluation Report*. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Farber, A.E., & Moeti, P. (2003). *The Allegheny Works Initiative: Summary of Year 1 through 3*. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

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Moeti, P., & Farber, A.E. (2003). Pittsburgh Mediation Center Victim Offender Program: Year 3 Demographic Analysis. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Moeti, P., & Farber, A.E. (2003). Pittsburgh Mediation Center Victim Offender Program: Year 3 Victim and Offender Survey. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Pelkowski, J. J., & Ohmer, M. (May 2003). Pittsburgh Action Against Rape Enhanced Safety for South Pittsburgh Communities Project, Final Report. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Pelkowski, J. J., & Rishel, C. W. (April 2003). Greater Pittsburgh Community Food Bank, Adults CAN and Kids CAN Evaluation, Progress Report 5. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Pelkowski, J. J. (March 2003). Pittsburgh Action Against Rape, Sexual Violence Information and Support Services for Women with Disabilities, Interim Report. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Pelkowski, J. J., Barnard, W. M., Farber, A. E., & Townsend, M. Z. (May 2003). Keystone Stars Partner Interviews Evaluation Report. Pittsburgh, PA: University of Pittsburgh Office of Child Development.

Ryan, C. S., McCall, R. B., Robinson, D. R., Groark, C. J., Mulvey, L., & Plemons, B. W. (2002). Benefits of the Comprehensive Child Development Program (CCDP) as a function of AFDC receipt and SES. *Child Development*, 73, 315-328.

Skarupski, K. A., & Pelkowski, J. J. (2002). Multipurpose senior centers: Opportunities for community health nursing. *Journal of Community Health Nursing*, 20(2), 119-132.

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Table 9. Office of Child Development Presentations, 2002-2003

Barnard, B., & Stark, D. (June 2003). *Evaluation on the Run*. Presented to the 10th Annual Allegheny County Family Support Conference, Pittsburgh, PA.

Beasley, S. (June 2002). *Parent Engagement*. Presented to Western Pennsylvania Partnerships for Family Support, Pittsburgh, PA.

Beasley, S. (July 2002). *Community Mobilization*. Presented to East Liberty Presbyterian Church, Pittsburgh, PA.

Beasley, S. (October 2002). *Reaching the Child*. Presented to Episcopal Church of the Redeemer, Pittsburgh, PA.

Beasley, S. (November 2002). *Family Support*. Presented to Community Human Services Class (GISPIA), Pittsburgh, PA.

Beasley, S. (February 2003). *Multiculturalism*. Presented to Chatham Elementary School, Pittsburgh, PA.

Beasley, S. (February 2003). *Family Support Links with Head Start*. Presented to Allegheny Intermediate Unit, Pittsburgh, PA.

Beasley, S. (April 2003). *A Cultural Experience: Chinese & African American Culture*. Presented to OCD Staff, Pittsburgh, PA.

Beasley, S. (June 2003). *Recruiting and Engaging: Sustaining Parent Involvement*. Presented to Annual Family Support Conference, Pittsburgh, PA.

Beasley, S. (June 2003). *Public Speaking: Removing your Fears*. Presented to Annual Family Support Conference, Pittsburgh, PA.

Beasley, S. (June 2003) *Parent Engagement*. Presented to Rosedale Block Cluster (Family Service), Pittsburgh, PA.

Dettore, E. (June 2003). *How to Teach Adult Learners and How to Teach Young Children*. Presented to Americorps volunteers, Pittsburgh, PA.

Dettore, E. (June, 2003). *Emotional Development of Young Children*. Presented to early educators of the Jewish Education Institute, Pittsburgh, PA.

Dettore, E. (May, 2003). *Your Questions Are More Important Than Your Answers*. Presented to a state audience of trainers of early educators at the Pennsylvania Pathways Trainer's Meeting, State College, PA.

- Dettore, E. (May 2003). *Active times –Quiet Times: Making Transitions Easier*. Presented to a national audience of early educators via Better Kid Care Satellite Workshop at Penn State University, State College, PA.
- Dettore, E. (April 2003). *Questioning Strategies with Children While on the Floor in the Museum*. Presented to Museum Floor Staff of the Pittsburgh Children’s Museum, Pittsburgh, PA.
- Dettore, E. (April 2003). *Using Puppets to Foster Language Development*. Presented to local early educators at the Pittsburgh Children’s Museum, Pittsburgh, PA.
- Dettore, E. (April 2003). *Using Puppets to Foster Language Development*. Presented to local early educators at the Pittsburgh Children’s Museum, Pittsburgh, PA.
- Dettore, E. (March 2003). *Your Questions Are More Important Than Your Answers*. Presented to a regional audience of early educators at CCIS Literacy Conference, Cochran, PA.
- Dettore, E. (February 2002). *Your Questions Are More Important Than Your Answers*. Presented to local early educators at the Pittsburgh Children’s Museum, Pittsburgh, PA.
- Dettore, E. (November 2002). *Art in the Early Childhood Curriculum*. Presented to early educators of the Jewish Education Institute, Pittsburgh, PA.
- Dettore, E. (November 2002). *Staff Evaluation*. Presented to early educators of the Jewish Education Institute, Pittsburgh, PA.
- Dettore, E. (November 2002). *Ethics and Professionalism in Child Care and Education*. Presented to early educators of the Jewish Education Institute, Pittsburgh, PA.
- Dettore, E. (November 2002). *Your Questions Are More Important Than Your Answers*. Presented to a regional audience of early educators at Edinboro University of PA.
- Dettore, E. (August 2002). *Observation and Assessment*. Presented to early educators of the Jewish Education Institute, Pittsburgh, PA.
- Dettore, E. (August 2002). *Multiple Intelligence: Applying Theory to Practical Classroom Use*. Presented to early educators of the Jewish Education Institute, Pittsburgh, PA.
- Etheridge, W.A. (June 2002). *Issues Assessment: The Data’s Call to Action*. Presentation to the Allegheny County Local Planning Group, Pittsburgh, PA.
- Etheridge, W.A. (August 2002). *Early Childhood Task Force: Highlights from the Survey of Early Care and Education Providers in Pennsylvania*. Presentation to Governor Schweiker’s Early Childhood Care and Education Task Force, Harrisburg, PA.
- Etheridge, W.A. (October 2002). *The Report of Governor Schweiker’s Early Care and Education Task Force – Early Care and Education Teacher Supply and Quality Findings*. Presentation in the Early Care and Education panel at the Education Policy and Leadership Center Teacher Supply and Quality Conference, Harrisburg, PA.

Etheridge, W.A., Kochanoff, A., Matthews, A., & McCall, R.B. (December 2002). *Early Care and Education: The Keystone of Pennsylvania's Future Preparing Our Children For Success – The Report of Governor Schweiker's Early Care and Education Task Force*. Presentation to the Allegheny County Local Planning Group, Pittsburgh, PA.

Etheridge, W.A. (January 2003). *Early Care and Education: The Keystone of Pennsylvania's Future, Preparing Our Children For Success – Southwestern Pennsylvania Findings from Governor Schweiker's Early Care and Education Task Force*. Presentation to the Professional Development Committee of the Education Policy and Issues Center, Pittsburgh, PA.

Etheridge, W.A. (January 2003). *Early Care and Education: The Keystone of Pennsylvania's Future Preparing Our Children For Success – The Report of Governor Schweiker's Early Care and Education Task Force*. Presentation to the Allegheny County Local Planning Group, Pittsburgh, PA.

Etheridge, W.A., & Mehaffie, K.E. (January 2003). *Early Care and Education: The Keystone of Pennsylvania's Future Preparing Our Children For Success – The Report of Governor Schweiker's Early Care and Education Task Force*. Presentation to the UCLID Center, Children's Hospital, Pittsburgh, PA.

Etheridge, W.A., & Mehaffie, K.E. (February 2003). *Early Care and Education: The Keystone of Pennsylvania's Future Preparing Our Children For Success – The Report of Governor Schweiker's Early Care and Education Task Force*. Brown Bag presentation to the Developmental Psychology Department, University of Pittsburgh, Pittsburgh, PA.

Etheridge, W.A. (March 2003). *Pennsylvania Research Says: Make ECE a Public Policy Priority*. Presentation in the Pennsylvania Early Childhood Policy Agenda panel at the Education Policy and Leadership Center Conference, Harrisburg, PA.

Farber, A. E., & Pelkowski, J. J. (November 2002). *Logic Models: Mapping Your Programming Journey*. Presentation to the Pennsylvania Housing Finance Agency, Pittsburgh, PA.

Farber, A.E. (November, 2002). *Making a Difference: Can You Evaluate Your Effectiveness?* Chaired panel at Grantmakers of Western Pennsylvania 2002 Family Philanthropy Conference, Pittsburgh, PA.

Farber, A.E. (February 2003). *Meeting Needs, Delivering Services, and Measuring Results*. Presentation made at 2003 Nonprofit Seminar Striving for Excellence in a Challenging Time, Latrobe, PA.

Farber, A.E. (February 2003). *Overview of Evaluation and Accountability*. Presentation to Community Connections 21 Program, Pittsburgh Council for International Visitors, Pittsburgh, PA.

Farber, A.E. (May 2003). *Outcomes Measurement Models and Frameworks*. Presentation made at NonProfit Summit, Pittsburgh, PA.

Firth, R. (June 2003). *Are We Leaving Them Behind? The Case for Helping Childcare Providers and Parents Address Behavioral Problems in Very Young Children*. Presentation at the Early Intervention Coordination Institute, Innovative Practices in Early Intervention Programs, University Park, PA.

Groark, Christina J. (with Robert B. McCall), (May 2003). *Integrating Research, Practice, and Policy: I. The University of Pittsburgh Office of Child Development; II. A Case Study of Improving Caregiving in Orphanages in St. Petersburg, Russia*. Invited presentation at the Clinical Spring Retreat of the University of Western Ontario entitled Community Outreach Psychology, London, Ontario.

Groark, Christina J. (April 2003). *Project Rational and Interventions Implemented in Orphanages in St. Petersburg, Russia*. Paper presented as part of the symposium Improving Stability and Responsiveness of Caregiving for Children Birth to Four in St. Petersburg, Russia, Orphanages Society for Research in Child Development, Tampa, Florida.

Groark, Christina J. (January 2003). *Effects of Improving Caregiving on Early Development*, Zonta Club of Pittsburgh Chapter of Zonta International, Pittsburgh, PA.

Groark, Christina J. (with Robert B. McCall), (April 2002). *University/Program Partnerships – Partnering with Community Resources*, Children’s Trust Fund Conference, Harrisburg, PA.

Groark, Christina J. (January 2002). *Program Enhancement*, The Howard Heinz Endowments, Pittsburgh, PA.

Groark, Christina J., (November 2001). *Using Data for Strategic Planning and Program Development*, Interdisciplinary Fellowship Program in Policy and Evaluation, University of Pittsburgh, Guest Lecture Series on Contemporary Issues in Program Evaluation in Community Settings, Pittsburgh, PA.

Kuritzky, N. (August 2002). *Family Support in Allegheny County*. Presented to the Father’s Collaborative Group, Pittsburgh, PA.

Kuritzky, N. (October 2002). *Developmental Play Activities*. Presented to Allegheny County Children, Youth and Families (South Office), Pittsburgh, PA.

Kuritzky, N. (October 2002). *Family Support in Allegheny County*. Presented to the Nurse Family Partnership Program, Pittsburgh, PA.

Kuritzky, N. (December 2002). *Keeping the Team Together*. Presented to Local Child Care Planning Groups (Southwest Region) through the Dept. of Public Welfare, Cranberry, PA.

Kuritzky, N. (February 2003). *Keeping the Team Together*. Presented to the Local Child Care Planning Groups (Central Region) through the Dept. of Public Welfare, Mifflintown, PA.

Kuritzky, N. (February 2003). *Keeping the Team Together*. Presented to Local Child Care Planning Groups (Northwest Region) through the Dept. of Public Welfare, Allentown, PA.

Kuritzky, N. (with Harper S.) (June 2003). *Strategic Skills for Forming Partnerships*. Presented at the Allegheny County Family Support Conference, Pittsburgh, PA.

Kuritzky, N., Musewe, L., & Stark, D. (June 2003). *The Family Support Management Information System*. Presented to the 10th Annual Allegheny County Family Support Conference, Pittsburgh, PA.

McCall, Robert B. (with Christina J. Groark), (April 2002), *University/Program Partnerships—Partnering with Community Resources*, Workshop presented at the Children's Trust Fund Conference, Harrisburg, PA.

McCall, Robert B. (May 2002), *Discussion – Cognitive Measures for Children Under Two Years of Age*. Presented at NICHD's Workshop on Selecting Cognitive Measures for Young Children in Large Scale Surveys, Washington, DC.

McCall, Robert B. (Chair) (April 2003). *Research design and measurements in the St. Petersburg-USA orphanage project*. Paper presented as part of the symposium, Improving Stability and Responsiveness of Caregiving for Children Birth to Four in St. Petersburg, Russia, Orphanages, The Society for Research in Child Development, Tampa, Florida.

McCall, Robert B. (May 2003., *Integrating Research, Practice, and Policy: I. The University of Pittsburgh Office of Child Development; II. A Case Study of Improving Caregiving in Orphanages in St. Petersburg, Russia (both with Christina J. Groark)*. Invited presentations at the Clinical Spring Retreat entitled Community Outreach Psychology, University of Western Ontario, London, Ontario.

Pelkowski, J., & Stark, D. (May 2003). *Building a Continuous Learning System: Using Logic Models to Support Collaborative Efforts for Safe and Stable Families and Communities*. Presentation at the 2003 Building Partnerships for Stronger Communities Conference Institutes, Harrisburg, PA.

Pelkowski, J. J. (May 2003). *Enhanced Safety for South Pittsburgh Communities Project Evaluation*. Presentation to Pittsburgh Action Against Rape, Pittsburgh, PA.

Pelkowski, J. J. (April 2003). *Program Development, Planning for the Long-Term, and Measuring Outcomes*. Presentation to the regional meetings of the Child Care Resource Developers, Southeast and Northeast Regions, Philadelphia, PA and Scranton, PA.

Pelkowski, J. J., & Stark, D. L. (May 2003). *Building a Continuous Learning System: Using Logic Models to Support Collaborative Efforts for Safe and Stable Families and Communities*. Presentation to the Building Partnerships for Stronger Communities Conference, Grantville, PA.

Stark, D.L. (October 2002). *Using Program Logic Models for Program Planning, Implementation, Improvement and Evaluation*. Invited lecture, Program Evaluation course, Heinz School of Public Management, Carnegie-Mellon University, Pittsburgh, PA.

Stark, D.L. (December 2002). *Snap Shot III: Allegheny County Family Support Centers, July 1, 2001 – June 30, 2002*. Presented to the Allegheny County Family Support Policy Board, Pittsburgh, PA.

Stark, D.L. (March 2003). *Using Program Logic Models for Program Planning, Implementation, Improvement and Evaluation*. Invited lecture, Program Evaluation course, Graduate School of Public Health, University of Pittsburgh, Pittsburgh, PA.

Stark, D.L. (March 2003). *Developing Models for Evaluation of Volunteer Programs*. Presented to the Southwestern Pennsylvania Volunteer Partnership, Pittsburgh, PA.

Stark, D. (April 2003). *Developing Program Logic Models for Organizational Planning*. Presented to the staff of the Westmoreland County Museum of American Art, Greensburg, PA.

Video

McCall, R. B., & Groark, C.J. (2003). *Faces of Promise and Hope*. A video of the St. Petersburg-USA orphanage project, produced by Lynne Squilla and Douglas C. Bradley in cooperation with The VideoHouse, Inc: University of Pittsburgh Office of Child Development, Pittsburgh, PA.

Table 10. Training, Workshops and Conferences Sponsored, 2002-2003

Family Support 2003 – Family Support: Past, Present and Future

A Family Support Conference for parents, neighborhood leaders, faith-based groups, family support participants, community development and economic development organizers, social service agencies, child care workers, educators, health care providers, practitioners and human service administrators of human services, child advocacy groups, foundations, public agency staff, policy makers, and elected officials (June 9 & 10, 2003: approximately 1,000 individuals attended).

Gold Sponsors – The Board of Public Education

Silver Sponsors – Children’s Hospital of Pittsburgh, Central Susquehanna Intermediate Unit, Healthy Start, Inc., The United Way of Allegheny County, Heinz North America, Howard Heinz Endowment.

Bronze Sponsors – Community Care Behavioral Health, The Giant Eagle Foundation, Parental Stress Center, Inc.

Major Conference Sponsors – Childcraft Education Corp., C & D Silkscreening, Community Human Services, Corp., Creative Information Management Concepts, Inc., Kaplan Early Learning Company, A Second Chance, Inc., Alliance for Infants & Toddlers, Inc., Citizens Financial Group, Inc., The City of Pittsburgh Office of the Mayor-Youth Policy Office, Family Services of WPA, Highmark Blue Cross Blue Shield, Magee-Womens Hospital of UPMC Health System, Make-A-Wish Foundation, Northeast Family Preservation, Pittsburgh Post-Gazette Publishing Company, Shady Lane School, Southwestern PA AIDS Planning Coalition, Spectrum Family Network Foundation, Sunoco, Inc., Tobacco Free Allegheny, Urban League of Pittsburgh, Inc.

Support Conference Sponsors – Abraxas Group, Inc., Allegheny Intermediate Unit, Community Living & Support Services, Inc.(Cerebral Palsey), Family Links, Family Resources, Focus on Renewal-Sto Rox, Great Lakes Behavioral Research Institute, Hosanna House, Just Harvest, Pittsburgh Association for Education of Young Children, Southwest PA AHEC, Three Rivers Adoption Council, Tickets for Kids, YMCA of Pittsburgh.

Take This Heart

A celebration of foster care and adoption for foster care families, practitioners, and administrators of human services, child advocacy groups, mental health providers, public agency staff foundations, and policy makers. The event honored five selected foster care families and five adoptive families for their outstanding service and dedication to children seeking permanency. The event also recognized two foster care families for their extended involvement in providing foster care services to children. May 1, 2003. Approximately 200 individuals attended.

Major Sponsors - Permanency Planning Task Force, WQED, Three Rivers Adoption Council, Child Watch and the Pittsburgh Zoo.

Celebrating Those Who Care

A celebration honoring the sixteen child care centers whose proposals were funded for the purpose of bringing special projects of the arts to their children, families and centers. June 30, 2003. Approximately 100 individuals attended.

Major Sponsors – Shady Lane School, Cyert Child Care Center at Carnegie Mellon University, and the Office of Child Development.

Training and meeting Attendance September 2002 through August 2003

Date	Training Workshop	Presenter	Number
10-Sep-02	Reading Interventions Tutor Training	Linda Jones	9
15-Sep-02	Reading Interventions Tutor Training	Linda Jones	1
24-Sep-02	Those Amazing Infants	Sheila Milnes	9
7-Oct-02	Microsoft Access Level	Lucas Musewe	18
8-Oct-02	Microsoft Access Level	Lucas Musewe	18
9-Oct-02	Microsoft Access Level	Lucas Musewe	18
10-Oct-02	Microsoft Access Level	Lucas Musewe	18
11-Oct-02	Microsoft Access Level	Lucas Musewe	17
11-Oct-02	From Assessment to Home Visit	Anne Jane Shally	6
14-Oct-02	Role of FC Childcare Aide/Worker part 2.1	Sheila Milnes	10
17-Oct-02	Lost and Found: Dealing with Grief	Glenna Wilson	6
22-Oct-02	Those Terrific Toddlers	Sheila Milnes	9

Date	Training Workshop	Presenter	Number
24-Oct-02	MIS Standardized Reports and Center Management	Debbie Stark	17
12-Dec-02	The Fatherhood Support Action Plan	Debbie Stark	3
18-Dec-02	Distributed Read Aloud Guides and Graded Booklets	Linda Jones	50
4-Nov-02	Pre-Service Module 1 Principles & Practices of Family Support	Maria Almendarez Barron	18
4-Nov-02	Pre-Service Module 2 Quality Standards	Nancy Kuritzky	18
5-Nov-02	Pre-Service Module 3 Diversity	Sharon Harper	16
5-Nov-02	Pre-Service Module 4 Relationship Building	Nancy Kuritzky	22
6-Nov-02	Pre-Service Module 5 Home Visiting	Maria Korn & Diona Jones	18
6-Nov-02	Pre-Service Module Appendix B Support Groups	Sharlee Ellison	19
7-Nov-02	Pre-Service Module 6 Assessment Family Strength/ Goal Planning	Maria Almendarez Barron	18
8-Nov-02	Pre-Service Module 8 Working as a Team	Juliann Tamsula & Ami McGrew	22
8-Nov-02	Pre-Service Module 9 Confidentiality	Nancy Kuritzky	16
8-Nov-02	Pre-Service Mandated Reporting	Bruce Noel	16
12-Nov-02	I'm Talking, Why Aren't they Listening? (Communicating with Children)	Maria Almendarez Barron	13
14-Nov-02	Grant Writing	Nancy Kuritzky	15
15-Nov-02	From Assessment to Home Visit Session 2	Anna Jane Shally	3
19-Nov-02	Mothers Raising Sons	Debra Squires	7
22-Nov-02	Assessment to Home Visit	Anna Jane Shally	1
1-Jan-03	Fatherhood and Family Support	Kathy Rudy	9
10-Jan-03	Assessment to Home Visit	Anna Jane Shally	3
13-Jan -03	Role of FC child Care Works: Building Social Skills	Sheila Milnes	11
14-Jan -03	MIS Forms	Debra Stark	12
14-Jan-03	Relationship-Driven Information Gathering	Nancy Kuritzky & Debbie Stark	8
23-Jan-03	Involving Fatherhood in our Programs	Kathy Rudy	5

Date	Training Workshop	Presenter	Number
24-Jan -03	Assessment to Home Visit	Anna Jane Shally	3
28-Jan-03	Solving the Puzzles of Preschools	Sheila Milnes	2
28-Jan-03	Follow-up on the Family Support action Plan	Debra Stark	3
31-Jan-03	Reading Aloud, Individual Progress, Speech and Behavioral Concerns	Linda Jones	5
31-Jan-03	Creating a Literacy-rich Environment during The after-school Hours	Linda Jones	10
4-Feb-03	Child Development Assessments/Screenings	Jennifer Caruso	10
4-Feb-03	Referring to an Early Intervention		4
6-Feb-03	Reading Aloud, High Quality African-American Children's Literature, Reading Activity Packet, Literacy Needs Assessment	Linda Jones	30
10-Feb-03	Role of FC Child Care Worker: Thinking & Learning Skills	Sheila Milnes	13
11-Feb-03	TV and Your Child	Sheila Milnes	10
17-Feb-03	Pre-Service Module 1 Principles and Practices of Family Support	Maria Almendarez Barron	10
17-Feb-03	Pre-Service Module 2 Quality Standards	Nancy Kuritzky	10
18-Feb-03	Pre-Service Module 3 Diversity	Sharon Harper	9
18-Feb-03	Pre-Service Module 4 Relationship Building	Nancy Kuritzky	9
19-Feb-03	Pre-Service Module 5 Home Visiting	Maria Korn & Diona Jones	11
19-Feb-03	Pre-Service Module Appendix B Support Groups	Maria Almendarez Barron	10
20-Feb-03	Pre-Service Module 6 Assessment Family Strength/Goal Planning	Maria Almendarez Barron	11
21-Feb-03	Pre-Service Module 8 Working as a Team	Sharon Harper & Ami McGrew	11
21-Feb-03	Pre-Service Module 9 Confidentiality	Nancy Kuritzky	9
21-Feb-03	Mandated Reporting	Bruce Noel	9
21-Feb-03	Assessment to Home Visit: Home Visiting Techniques/Review	Anna Jane Shally	3
25-Feb-03	Connecting with Parents- Level 1 #4	Sheila Milnes	1
4-Mar-03	You Make me so mad	Glenna Wilson	20

Date	Training Workshop	Presenter	Number
6-Mar-03	Idea Packet – Helping your Child Understand What He Reads	Linda Jones	35
11-Mar-03	MIS Query Training	Lucas Musewe	7
12-Mar-03	Discipline: Teaching your kids to Behave	Maria Almendarez Barron	2
13-Mar-03	FS Query Training	Lucas Musewe	6
13-Mar-03	Developing models for Evaluation – ETAP training	Prisca Moeti & Debra Stark	14
13-Mar-03	Developing Models for Evaluation	Debra Stark & Prisca Moeti	16
13-Mar-03	FS Query Training	Lucas Musewe	6
20-Mar-03	Creating a Literacy-rich Environment during the After-school Hours	Linda Jones	6
22-Mar-03	Reading Aloud, High Quality African-American Children’s Literature, Reading Activity Packet, and Literacy Needs Assessment	Linda Jones	17
26-Mar-03	Six Part Child Development Training	Sheila Milnes	2
27-Mar-03	Collecting Data	Maria Townsend & Prisca Moeti	16
1-Apr-03	Scaffolding for Success: Making the Most out of Homework Time	Linda Jones	3
2-Apr-03	Developmental Play Activities for Home Visits, etc.	Mary Paull & Deborah Gallagher	2
3-Apr-03	Helping Your Child Learn New Letters or Words, Writing good Sentences	Linda Jones	40
4-Apr-03	Relationship-Driven Information Gathering	Nancy Kuritzky & Debbie Stark	8
4-Apr-03	Grievance and Conflict Resolution	Sheila Beasley	17
8-Apr-03	MIS Forms Relationship Driven Information	Debra Stark	8
10-Apr-03	Designing Surveys	Anne Farber & Maria Townsend	17
14-Apr-03	Role of FS Aids Level 2	Sheila Milnes	7
16-Apr-03	Planning a Multi-age Buddy Reading Program	Linda Jones	5
20-Apr-03	Literacy Programming Ideas for Summer Camp – Four Corners Read Aloud Sessions	Linda Jones	5
30-Apr-03	Affordable Housing	Livette Bivens	13
1-May-03	Taking the Hassle out of Homework Time, Importance of Positive Reinforcement, Summer Reading Lists	Linda Jones	15

Date	Training Workshop	Presenter	Number
8-May-03	Conducting Focus Groups.	Mary Ohmer & Debbie Stark	14
8-May-03	Conducting Focus Groups	Debra Stark & Mary Ohmer	20
16-May-03	Ideas for Literacy Programming in Summer Camp	Linda Jones	1
22-May-03	Making Sense of your Data	Wendy Barnard & Carry Rishel	22
2-Jun-03	Pre-Service Module 1 Principles & Practices of Family Support	Maria Almendarez Barron	9
2-Jun-03	Pre-Service Module 2 Quality Standards	Nancy Kuritzky	9
3-Jun-03	Pre-Service Module 3 Diversity	Sharon Harper	13
3-Jun-03	Pre-Service Module 4 Relationship Building	Nancy Kuritzky	12
3-Jun-03	Avoiding the Summer Achievement Slide, Summer Reading Ideas, Graded Book Lists	Linda Jones	7
4-Jun-03	Pre-Service Module 5 Home Visiting	Maria Korn & Diona Jones	10
4-Jun-03	Pre-Service Module Appendix B Support Groups	Maria Almerdarez Barron	9
5-Jun-03	Pre-Service Module 8 Working as a Team	Sharon Harper & Ami McGraw	10
5-Jun-03	Avoiding the Summer Achievement Slide, Summer Reading Ideas, Reading Lists from Birth to High School	Linda Jones	25
6-Jun-03	Pre-Service Module 9 Confidentiality	Nancy Kuritzky	14
6-Jun-03	Mandated Reporting	Bruce Noel	10
9-Jun-03	Recruiting and Engaging: Sustaining Parent Involvement	Sheila Beasley	63
10-Jun-03	Public Speaking: Removing Your Fears	Sheila Beasley	33
25-Jun-03	Fatherhood and Family Support, Homewood- Brushton Family Support Center	Kathy Rudy	10
26-Jun-03	Integrating Fatherhood Program in Family Support	Kathy Rudy	10
30-Jun-03	Six Part Child Development Training	Sheila Milnes	1
8-Jul-03	Relationship Driven Information Gathering	Maria Almendarez Baron	7
16-Jul-03	Fatherhood Action Plan Homewood- Brushton Family Support Center	Kathy Rudy	10
16-Jul-03	Fatherhood and Family Support, Northview Heights Family Support Center	Kathy Rudy	6

Date	Training Workshop	Presenter	Number
18-Jul-03	Fatherhood and Family Support, Duquesne Family Support Center	Kathy Rudy	8
26-Jul-03	Nurturing Parent Leaders	Sheila Beasley	11
7-Aug-03	Public Relations and Outreach	Sheila Beasley	32
12-Aug-03	Importance of Fatherhood Nurse-Family Partnership-Maternal and Child Health Program, Allegheny County Health Dept.	Kathy Rudy	11

Table 11. New Grants Awarded in 2002-2003

- Barnard, W.: *Evaluation of Mercy Prevention Project*, Mercy Children's Medical Center - (July 02-June 03) - \$10,000.
- Barnard, W.: *Evaluation of Mercy Care Project*, Mercy Children's Medical Center - (Sept 02-Sept 03) - \$4,000.
- Farber, A.: *Evaluation of Keystone Stars Demonstration Project*, Child Care Resource Developers of Southeastern Pennsylvania - (Nov 02-June 03) - \$111,766.
- Farber, A.: *Evaluation of Alcoa Foundation Allegheny Works Initiative Year Four*, Alcoa Foundation - (Jan 03-Dec 03) - \$18,500.
- Farber, A.: *Evaluation of Community Accountability Panels*, Pittsburgh Mediation Center - (Jan 02-June 04) - \$4,500.
- Groark, C./ Mulvey, L.: *Partnerships for Family Support*, Allegheny County Department of Human Services - (Jul 02-June 04) - \$411,192.
- Groark, C.J/ Rudy, K.: *Promoting Responsible Parenting Through Father Involvement*, Howard Heinz Endowments - (Jan 02-Jun 04) - \$250,000.
- Groark, C.J.: *The Governor's Early Childhood Task Force – Phase II Early Care and Education Study of Pennsylvania*, Penn State University - (June 02-June 03) - \$170,793.
- Groark, C.J.: *Barriers to Mental Health*, The Jewish Healthcare Foundation - (Jan 01-Dec 04) - \$70,000
- Nelkin, R.: *Early Literacy Task Force*, The Howard Heinz Endowments - (Jul 02-Dec.03) - \$100,000.
- Nelkin, R.: *Smoke-Free Mothers, Smoke-Free Families*, Tobacco Free Allegheny - (Jan 03-Mar 05) - \$220,129.
- Nelkin, R.: *Reading Interventions for Kindergarten and First Grade Students in Neighborhood Programs*, Howard Heinz Endowment - (Dec 02-Jun 04) - \$60,000.
- Pelkowski, J.: *Evaluation of Greater Pittsburgh Community Food Bank Nutrition Education Program*, Greater Pittsburgh Community Food Bank - (Oct 02-Sept 03) - \$9,000.

**Table 12. Office of Child Development Continuing
Grants in Force 2002-2003**

- Farber, A. *Interdisciplinary Fellowship Program in Policy and Evaluation* - Howard Heinz Endowment - (Aug 01–Jan 04) - \$250,000.
- Firth, R.: *Improving the Health Care of America’s Children* - RAND - (Jan 02-June 03) - \$12,705.
- Groark, C./Rudy K.: *Access and Visitation Partnering for Positive Parenting* - Allegheny County - (Sept 01-Sept 03) - \$90,000.
- Groark, C.: *The Governor’s Early Childhood Task Force - Phase I Early Care and Education Study of Pennsylvania* - Penn State University - (Mar 02-Dec 02) - \$152,825.
- Groark, C./ McCall, R.: *OCD Core Support*— The Howard Heinz Endowment - (Jan 02-Dec 04) - \$300,000.
- Groark, C.: *Barriers to Mental Health* - The Jewish Healthcare Foundation - (Jan 01-Dec 04) - \$200,000.
- McCall, R. / Groark, C.: *Effects of Improving Caregiving on Mental Health* - NICHD - (Apr 00-Mar 05) - \$2,843,740.
- McCall, R., Groark, C., & Taylor, S.: *Effects of Improving Caregiving on Early Development, Minority Supplement* – NICHD - (Apr 00-Mar 05) - \$202,914.
- McCall, R.: *The Frank and Theresa Caplan Fund for Early Childhood and Parent Education* – Mrs. Theresa Caplan - (Jul 02-Jun 03) - \$169,670.
- Mulvey, L. / Groark, C.: *Early Head Start* - The Department of Health & Human Services ACYF/Head Start Bureau - (Sept 01-Sept 04) - \$2,158,877.
- Mulvey, L. / Groark, C.: *Early Head Start* – The Howard Heinz Endowment - (Sept 02-Aug 03) - \$417,500.
- Mulvey, L. : *Gaps* –The Pittsburgh Foundation - (Jan 02-Dec 05) - \$145,000.
- Mulvey, L., & Firth R.: *Reinvestment Project with Family Support* - Community Care Behavioral Health - (Jan 02-Dec 03) - \$300,000.
- Nelkin, R.: *Infant Mental Health*- The Staunton Farm Foundation - (Jan 01-Jan 04) - \$147,000.
- Pelkowski, J.: *Evaluation of Kids Voice* - Kids Voice - (Aug 01-June 04) - \$54,000.
- Pelkowski, J.: *Evaluation of Enhanced Safety for South Pittsburg Communities* - Pittsburgh Action Against Rape - (Jan 01-Dec 02) - \$27,000.
- Pelkowski, J.: *Evaluation of Women with Disabilities Project* - Pittsburgh Action Against Rape - (Apr 01 - Jun 03) - \$7,500.

Table 13. Grant History Summary

Grants to Office*	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
Office Core Program	140,000	140,000	130,000	175,000	175,000	125,000	200,000	200,000	200,000
Special Project Grants	10,000	151,334	621,275	1,587,059	2,132,023	2,773,340	3,359,758	4,363,056	4,741,951
Total Grant Support	\$150,000	\$291,334	\$751,275	\$1,762,059	\$2,307,023	\$2,898,340	\$3,559,758	\$4,563,056	\$4,941,951
<i>University Support to Office</i>	<i>\$134,388</i>	<i>\$131,929</i>	<i>\$119,340</i>	<i>\$162,113</i>	<i>\$143,254</i>	<i>\$156,470</i>	<i>\$150,495</i>	<i>\$161,066</i>	<i>\$165,755</i>
Total Office Budget	\$284,388	\$423,263	\$870,615	\$1,924,172	\$2,450,277	\$3,054,810	\$3,710,253	\$4,724,122	\$5,107,706
Indirect Costs to University included in above	\$0	\$2,185	\$9,597	\$26,600	\$109,249	\$109,463	\$163,805	\$209,478	\$231,335

Grants to Office*	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Office Core Program	100,000	100,000	200,000	200,000	200,000	280,000	305,000	300,000
Special Project Grants	4,513,906	4,522,197	4,227,441	4,576,292	4,906,605	5,202,003	6,901,872	7,844,701
Total Grant Support	\$4,613,906	\$4,622,197	\$4,427,441	\$4,776,292	\$5,106,605	\$5,482,003	\$7,206,872	8,144,701
<i>University Support to Office</i>	<i>\$160,415</i>	<i>\$168,557</i>	<i>\$172,771</i>	<i>\$173,074</i>	<i>\$191,930</i>	<i>\$194,430</i>	<i>\$270,950</i>	<i>370,337</i>
Total Office Budget	\$4,774,321	\$4,790,754	\$4,600,212	\$4,949,366	\$5,298,535	\$5,676,433	7,411,113	8,515,038
Indirect Costs to University included in above	\$210,768	\$279,971	\$288,370	\$277,080	\$241,357	\$254,844	\$198,646	\$119,087 **

* Figures represent non-University fund sources but include University graduate student support remission and grants for Special projects. Figures are based upon Office budget years September through August and represent funds granted but not actually spent during the periods listed. Lump Sum Funds are averaged over years and months within years, and endowment funds that cannot be spent are included. Heinz Memorial funds are placed in current year, and grants renewed annually are projected at level funding for three additional years. These figures do not represent the Office's actual annual budget, because funds granted for a year may not be spent in that year because University allocations of cash and salary support are not included (see University Support to Office).

** As we are now Off-Campus 25.5% rate applies instead of 49%.

Table 14. Staff of the Office of Child Development

Directors

Christina J. Groark

Robert B. McCall

Associate Director

Carl N. Johnson

Division Directors

Anne E. Farber, Planning and Evaluation

Roger Fustich, Administrative Operations

Laurie A. Mulvey, Service Demonstrations

Robert Nelkin, Policy Initiatives

Community & Internal Services

Kathryn L. Rudy

Project Directors

Sheila Beasley-Wright, *Family Support Outreach*

Ernie Dettore, *Early Childhood Initiative Demonstration Project*

Wendy Etheridge, *Assistant Director, Policy Initiatives*

Ray Firth, *Behavioral Health Policy*

Vivian Herman, *Early Head Start Program*

Nancy Kuritzky, *Partnerships for Family Support*

Bryce Maretzki, *Family Support Policy Board*

Debra L. Stark, *Partnerships for Family Support Evaluation,*

Maria Z. Townsend, *Child and Family Indicators*

Administrators

Peggy A. Maloney

David M. Nicoll

Executive Administrative Assistants

Mary Ellen Colella

Mary Louise Kaminski

Staff

Wendy Barnard
Bernadette Bennermon
Mary Bell
Mary Galbraith
Sharon Harper
Cheryl Huggins
Angela Koval
Lucas Musewe
Jennifer Pelkowski
Tyletta Stiller
Emie Tittnich

Maria Barron
Ann Bisceglia
Larry Fish
Giesha Glass
Annette Harris-Bush
Susan Jones
Kelly Mehaffie
Charlene Nelson
Donna Saresno
Jeanne Taylor

Graduate Students and Interns

Doris Dick
Prisca Moeti
Carrie Rishel
Melinda Tomei

Linda Jones
Mary Ohmer
Shannah Taylor
Sufang Yao

Undergraduate Students

Jessica Degel
Jocelyn Horner
Tom McGough

Mary Guidry
Jeremy Lupo
Tiffany Pesyna

Table 15. Office of Child Development Awards

The Society for Research in Child Development 2003 Award for Distinguished Contributions to Public Policy of Children was presented to Robert B. McCall at the SRCD convention in Tampa, Florida in April 2003. He was also elected by the SRCD membership to its Governing Council.