Partnerships through 27 years
Supporting families and communities through research, education, practice and policy
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Co-Director’s Report

The Power Of Partnerships

This report brings to a close the University of Pittsburgh Office of Child Development’s 27th year, and it features an enduring theme of the Office’s work over its entire history, namely collaboration with a variety of partners.

A History of Partnerships

Nearly all of OCD’s projects over the years have been conducted in partnership with funders, policy makers, agencies, researchers, parents – even frogs (see Ready Freddy in this report)! There are good reasons for this. First, the Office is primarily an intermediate unit. The Office “brings knowledge to life.” More specifically, many of our projects fund, create, organize, coordinate, manage, provide technical assistance, and evaluate services, primarily for lower-resourced families and children of all ages. But Office staff do not deliver the core services – the Office partners with licensed professionals and agencies in the community to do that.

Second, many of the Office’s projects are multifaceted, requiring diverse scientific, technical, and service skills as well as intimate knowledge of the community to be served. We need to partner with organizations and individuals who can provide those resources.

Third, society’s needs change over time. Community priorities have shifted over our 27 years from a need to identify and screen children at risk, to comprehensive child development services, to reducing gang violence, to encouraging kindergarten attendance, and so forth. To be constantly relevant and responsive to each new issue, the Office needs to partner with those who can bring the needed knowledge and skills to the table.

Fourth, although collaborative projects bring their own challenges and sometimes take longer, if competently created and managed they produce better results.

From our inception 27 years ago, many of the Office’s major projects have capitalized on wonderful and fruitful partnerships. Early on, the Office organized training programs, for example in abuse and neglect, that partnered across disciplines within the University and incorporated service professionals from the community. The Comprehensive Child Development Program orchestrated a broad array of community-based services that case managers brought to individual families with young children depending on their strengths and needs. This program evolved into the current Early Head Start program that operates with community partners in six Pittsburgh neighborhoods.
Similarly, the Office coordinated and managed Partnerships for Family Support with 30+ family support centers in the region, which is one of the largest such networks in the country.

When the nation mandated outreach to families with children with disabilities and those at risk for disabilities, the Office coordinated social workers, neonatologists and pediatricians to create the nation’s first community-wide outreach, identification, screening, and referral service that is now the independent Alliance for Infants and Toddlers. Subsequently, President Bush Sr. identified infant mortality and morbidity as a national priority, and the Office coordinated the Allegheny County Health Department and other County departments with hospitals and service agencies to create and launch what is now the independent Healthy Start program.

The Office also assembled one of the country’s first university-based interdisciplinary units devoted to working with community agencies to evaluate the implementation and effectiveness of their service programs, which is now the Office’s Division of Applied Research and Evaluation (DARE).

When international adoptions became prevalent and the unfavorable conditions of orphanages in other parts of the world became known, the Office partnered with professionals and institutions in Russia to create an institutional environment that was more family-like. As a result of its success, the Office collaborated with funders and agencies in Latin America and China to evaluate similar interventions. Subsequently, the Office became the only training program for prospective adoptive parents across the USA sanctioned by the Russian government.

This tradition of partnering with diverse professionals continues, and this annual report features several more recent and continuing projects in which the Office – including Ready Freddy the frog – collaborates with a variety of organizations. We hope you find these statements, which have been contributed by our partners, to be informative.

### Administrative Issues

The Office faces two types of administrative challenges. The first is succession, because many of the Office’s senior staff members are nearing retirement. We have been busy planning for these transitions for several years, in part by mentoring younger professionals within our ranks to increase their responsibilities.

The second challenge is the funding environment. The Office has benefited from having one or two large federal grants, often to create, manage, and evaluate innovative service programs, throughout most of its history. During the last decade, new federal initiatives of these sorts have been reduced, and as the themes of less government and sequestration gained prominence, federal funding for research and services as well as state and local resources have been curtailed. As can been seen in the financial report included in this document, the Office’s total operating budget decreased this year because certain large projects ended. Nevertheless, this decline was after two consecutive years in which the Office’s budget was essentially at its historical peak, and the current budget remains in the range of $6-8.5 million per year that has been maintained for the last 12 years.

Finally, the Office’s publication rate has remained high, and it is recognized among scholars and applied professionals across the country as a major applied research, service, and policy center. This would not be possible without the support of our funders and the energetic commitment of a wonderful and diverse staff – and, of course, our partners.

*Christina J. Groark, Ph.D.*  
*Robert B. McCall, Ph.D.*  
*Co-Directors*
This Year’s Theme

Highlighting Partners

Each year, the Office of Child Development chooses a theme for the annual report. The theme is based upon a common thread that resonates with each of us and our projects throughout that particular year.

This year’s theme is “Celebrating Partners”. We know that our Office’s impact would not be the same if we did not have so many fantastic partners by our side and in collaborations for the past 27 years.

We hope that this annual report captures the essence of what partnership has meant to the Office throughout its history. We reached out to a sampling of our partners to showcase some of their work in collaboration with us. However, we know that no report can truly portray the extent of work, dedication and care of our partners and the relationships that have been formed around them.

We would simply like to say thank you to our partners, without which the work would not have touched the lives of as many.
Organizational Chart

University Provost
Patricia E. Beeson

School of Education
Alan Lesgold, Dean

Robert McCall, Co-Director
Office of Child Development (OCD)
Christina Groark, Co-Director

Local and National Advisory Boards

Division of Service Demonstrations
Laurie Mulvey
- Project Manager
- Early Head Start
- Partnerships for Family Support
- STARS Programs
- School Age Care
- Early Childhood Mental Health
- Pathways to Kindergarten Success, Ready Freddy

Division of Applied Research and Evaluation
Milena Nigam
Joan Eichner (Interim)
- Director of Applied Initiatives
- Evaluation Managers
- International Projects

Division of Policy Initiatives
Ray Firth
Division of Early Childhood Partnerships
Stephen Bagnato
Division of Administrative Operations
Roger Fustich

Division of Applied Research and Evaluation
Milena Nigam
Joan Eichner (Interim)
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- Evaluation Managers
- International Projects

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- Project Manager
- Early Head Start
- Partnerships for Family Support
- STARS Programs
- School Age Care
- Early Childhood Mental Health
- Pathways to Kindergarten Success, Ready Freddy

Division of Early Childhood Partnerships
Stephen Bagnato

Division of Administrative Operations
Roger Fustich

Division of Communications
Kerry Ishizaki
- Communications Specialist

* senior and manager level personnel and faculty are included
Service Demonstrations Division

Bringing Research To Life Through Piloting Innovative Programming And Providing Training And Technical Assistance

General Purpose
The Service Demonstrations Division works with partners to develop and implement quality service models that improve the lives of children and families using best practices based on research. We especially promote programs designed and governed by participants and communities to build their capacity to improve outcomes for children.

About Us
The Service Demonstrations Division is the biggest Division in the Office. It has the most varied number of projects, each with their own brand identity. It is a division that is teeming with activity and energy and new ideas. From workshops to home visits to school visits to one-on-one engagement to focus groups to parent & staff leadership, Service Demonstrations is truly on the ground building relationships and collaborating with partners for the betterment of the lives of children and families, and those who serve them.

Current Projects

• Family Foundations Early Head Start (EHS)
• Ready Freddy – Pathways to Kindergarten Success (RF)
• Allegheny County Partnerships for Family Support (FS)
• Keystone STARS Technical Assistance (STARS TA)
• School Age Care (SAC)
• Early Childhood Mental Health (ECMH)

Please turn to the following pages to get a snapshot of what each project does through our series of spider diagrams.
Getting to Know the Service Demonstrations Projects

Collaborate with community agencies to strengthen families

Create emotional well-being, through the parent-child relationship, for later school success

Focus on preventative health, nutrition and development in the early years

Offer leadership opportunities for parents

Ready Freddy – Pathways to Kindergarten Success

Ready Freddy – Pathways to Kindergarten Success

Reaches out through outreach, we find children of kindergarten and pre-kindergarten age and give parents enrollment, transition, and attendance information

Reaching together through kindergarten teams, kindergarten clubs, and kindergarten parent workshops, we connect with schools, communities, and families in multiple ways to share the important message that kindergarten matters!

Reaches early through well publicized events, we support schools and parents so that enrollment is easy and accessible

Reaches forward by raising awareness about the connections between attendance and academic achievement, we help schools, parents and communities work to improve kindergarten attendance

Family Foundations Early Head Start

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Getting to Know the Service Demonstrations Projects

Supports and enhances parent leadership, advocacy and governance

Provides training and technical assistance for Allegheny County family support staff

Facilitates a cross county network of families, centers, lead agencies, funders and policy makers

Develops and maintains countywide data system

On site consultation with Directors and Teachers around concerns for the social/emotional development and/or behavior of a specific child

Both program director and parent sign permission for consultation to occur

Parents are included in consultation process

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Getting to Know the Service Demonstrations Projects

Keystone STARS Technical Assistance partners with Early Childhood Organizations to...

- Enhance the quality of early childhood programs
- Guide leadership and teacher development
- Strengthen family engagement
- Build family and community partnerships

School Age Care Technical Assistance (SAC TA)

SAC TA partners with “Out of School Time” programs to...

- Enhance the learning environment for “Out of School Time” Youth
- Build mutually supportive relationships with community partners
- Provide professional development opportunities for school age practitioners
- Disseminate a bi-monthly newsletter to connect the school age community, provide access to resources and exchange creative ideas
Commentary

We are truly grateful for the opportunity to work with our community partners to provide high quality home visiting services to expectant families, infants, and toddlers. Our partnerships support the program’s mission to develop and support healthy, positive relationships within families, communities and schools, as well as ensure that we are able to provide comprehensive services to the family as a whole. It is because of these partnerships that we are able to continue to grow and develop and provide the highest quality Infant Mental Health services to families.

Chris Dunkerly
Program Director
Family Foundations Early Head Start

Project: Family Foundations Early Head Start
Showcase Partner: Alliance for Infants & Toddlers

The partnership between OCD and The Alliance for Infants and Toddlers began in 2001. The Office of Child Development and the grants it has been awarded have made working together a natural fit. The Alliance for Infants and Toddlers Executive Director, Michele Myers Cepicka, wanted to consider the mental health of infant and toddlers and the families that care for them. The Office of Child Development led the way bringing professionals from The Staunton Farms Foundation, Pennsylvania Infant Mental Health Association, Allegheny County and Heinz Foundation together as a cohesive group working to improve services for the youngest children in Allegheny County.

The work with The Office of Child Development has provided the opportunity to expand the work of The Alliance for Infants and Toddlers into outreach with community programs such as Early Head Start. This collaboration has enabled a greater number of children to receive Early Intervention services and increased the ways Early Head Start and The Alliance for Infants and Toddlers work together. This multidisciplinary approach enables Principles of Infant Mental Health strongly supported by Early Head Start to be woven into the work of Early Intervention.

Continued >>>
Continued >>>

Collaboration has happened in Community based Mental Health through the Healthy Families Raising Healthy Children Project, Homeless Shelters for women and children in Bright Spaces and a Childcare Initiative. It has helped expand services for families Birth to Three. We have seen the earliest relationships of babies and parents change which is worth the work. The work has been innovative, exciting and life altering for many.

About our Partner
The Alliance for Infants and Toddlers provides service coordination, screening, tracking, assessment, family support, and resource coordination for Allegheny County families and their children ages birth-3 years who are determined to be developmentally delayed or at risk for developmental delays based on an independent vendor assessments. Services are provided in home and community settings.

Kelly Kubant-Nee
Alliance for Infants and Toddlers
Commentary

Without the strong partnership we have with Pittsburgh Public Schools we wouldn’t be able to do this work or reach the children and families most in need of quality kindergarten transition. Everyday, I’m impressed by the commitment and dedication of the PPS staff I meet and work with as well as the parents who are so invested in their children’s success. We sincerely appreciate this partnership and look forward to working with the district for years to come.

*Aisha White*
*Program Director*
*Ready Freddy*

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Project: Ready Freddy

Showcase Partner: Pittsburgh Public Schools

PPS has worked with the Ready Freddy program since its inception. The Ready Freddy program has been very beneficial and fills a unique gap that the School District experiences. Initially Ready Freddy helped to get the children enrolled in Kindergarten on time. In the schools in which the Ready Freddy staff worked, an increase in early registration was evident. With a new emphasis on school attendance, the Ready Freddy program is even more beneficial to the Pittsburgh Public Schools, because the district experiences a large number of Kindergarten children that are chronically absent. It is important to assure that the Kindergarten students come to school on the first day and every day after, and the Ready Freddy program is positioned to do this work!

About our Partner

Serving children from birth to five, the Pittsburgh Public Schools (PPS) Early Childhood Education Program offers a comprehensive, educational experience designed to support and respond to the unique strengths and needs of the child and family. Children who attend the PPS Early Childhood Program receive the supports that they need to be successful in Kindergarten. These children benefit from partnerships with local libraries, artists and other community organizations, such as the Office of Child Development Ready Freddy program.

*Carol Barone-Martin*
*Executive Director*
*Pittsburgh Public Schools*
Commentary

Partnerships for Family Support thrives on the opportunities to build strong partnerships that support the Family Support Infrastructure. Through these partnerships, we continue to expand our network of services and grow relationships between agencies and families.

Regina Jones-Dailey
Director
Partnerships for Family Support

Project: Partnerships for Family Support
Showcase Partner: Gateway to the Arts

The Gateway to the Arts believes that the arts is a powerful tool for achieving human potential. The skills that the arts teach foster healthy development in many domains, especially for young children. Participation in the arts also fosters valuable life and career skills such as critical thinking, persistence, tolerance of the views of others, creative expression, communication, collaboration and cooperation.

We began partnering with the Office of Child Development Partnerships for Family Support in 2009. This partnership helped Gateway to extend its mission and reach under-served families in need of positive, creative experiences to foster bonding, learning and developing a sense of community. Children and adults took pride in their individual and group accomplishments and developed skills in the arts.

Our Conference presentation – “The Power and Potential of Art-Making with Children” – was very well-received and introduced us to a new audience receptive to and eager for quality arts experiences for children, adults and those who support them. This led to a series of artist residencies in Family Support Centers in Allegheny County in which artists used children’s literature as the focus for creative experiences, emphasizing not only the importance of early literacy but how the arts can engage learners by bringing books to life.

>> Continued
About our Partner
Since 1957, Gateway to the Arts has transformed the lives of over 7,500,000 pre-K–12th grade students through active participation in the arts. Dedicated to serving children, educators, artists and families throughout western Pennsylvania, Gateway to the Arts partners with professional performing and visual artists to provide quality participatory arts experiences in schools and community settings.

Carol Wolfe
Director of Education
Gateway to the Arts
Project: STARS TA
Showcase Partner: Kiddie Academy

Our experience with the Office has been wonderful. Working with the STARS TA team over the past four years has helped us to maintain our high quality standards of care and education by giving us tools and resources to create a strong sense of community.

Professional development sessions like Mind in the Making gave me the skills and tools to mentor my staff so improvement, organization and design of our environment can be modified based upon our children’s needs and interests.

I was named the “Director of the Year” for the 2012 nationwide Kiddie Academy Franchise, thanks to the Office of Child Development, which helped me maintain awareness of best practices in early childhood education and the child care industry.

It is our job as caregivers to educate, motivate and inspire children to value lifelong learning. This partnership helps support us in bringing a strong foundation to kids at the early stages of life.

About our Partner
The Kiddie Academy is a family owned and operated branch of a national franchise of childcare centers. We opened in October, 2008 being virtually unknown and have since then established a strong awareness in the community.

Mona Bhatia
Center Director, Kiddie Academy of Wexford
Service Demonstrations Division

Current Partners

Partnerships for Family Support
Adagio Health
Allegheny County Department of Human Services
Allegheny Intermediate Unit
Carnegie Science Center
Center for Victims of Violence and Crime—EVE Project
Chatham University
Children’s Hospital of Pittsburgh of UPMC
Family Resources
Focus on Renewal Sto-Rox Neighborhood Corporation
Gateway to the Arts
Hosanna House
Jubilee Association
Kingsley Association
Penn State Cooperative Extension
Phipps Conservatory
Pittsburgh Association for the Education of Young Children
Pittsburgh Center for Creative Reuse
Primary Care Health Services, Inc.
Providence Connections, Inc.
Rankin Christian Center
Second United Presbyterian Church
South Hills Interfaith Ministries
The Outdoor Classroom
Urban League of Greater Pittsburgh
Women for a Healthy Environment
YMCA of Homewood-Brushton

Hill District Education Council
Homewood Children’s Village
Pittsburgh Association for the Education of Young Children
Pittsburgh Promise
Pittsburgh Public Schools
Reading Is Fundamental - Pittsburgh
United Way of Allegheny County
UPMC
Urban League of Greater Pittsburgh
YMCA of Greater Pittsburgh, Hill District location
Youngstown City Schools

Early Head Start
Allegheny County Children, Youth and Families
Allegheny County Health Department
Alliance for Infants and Toddlers
Chatham University
Children’s Hospital Dental Program
Community Human Services Corporation
Family Services of Western Pennsylvania
Focus On Renewal Sto-Rox Neighborhood Corporation
Head Start Collaborative (COTRAIC, AI, and Pittsburgh Public Schools)
Mercy Behavioral Health
The Consortium for Public Education
Turtle Creek Valley MH/MR

Ready Freddy
A+ Schools
Brashear Association
Buffalo NY Erie 1 Board of Cooperative Educational Services
Carnegie Library of Pittsburgh
Children’s Museum of Pittsburgh
City of Pittsburgh Housing Authority
City of Pittsburgh Parks and Recreation
Family Resources of PA
Fred Rogers Company
Current Partners Continued

Keystone STARS TA, School Age Care, Early Childhood Mental Health Consultation
Allegeny County Dept. of Human Services – SAFE START Grief Support
Allegeny County Intermediate Unit
Branagh Information Systems
Carnegie Library of Pittsburgh – Homewood Branch
Children’s Museum – Sense of Place Learning
Community College of Allegheny County
The Children’s Museum – Sense of Place Learning
Community PlayThings
Department of Public Welfare – Bureau of Child Care Certification
Early Head Start
Early Intervention Technical Assistance
Great Lakes Behavioral Research Institute – Safe Start Head Start
Hill House Association
Lakeshore Learning Materials
Office of Child Development and Early Learning
Penn State Cooperative Extension
Pennsylvania Office of Child Development and Early Learning
Pittsburgh Association for the Education of Young Children (PAEYC)
Pittsburgh Public Schools
Pre-K Counts
Shady Lane Schools
Sojourner House
SW Pa. Food Security Program
Southwest Regional Key YWCA
United Way of Allegheny County
United Way of Westmoreland County
Westmoreland County School Readiness Group
YWCA of Greater Pittsburgh

Allegheny County:
ABC’s for Children
Arsenal Family & Children’s Center
Beth Shalom Preschool
Blessed Assurance Christian Child Care Center
Christ United Methodist Church Child Care
Creative Minds Learning Center
Georgia Ford’s Day Care
Homewood Brushton Child Care YWCA
Hug Me Tight Child Life Center, Inc.
Jewish Community Center South Hills
Kiddie Academy
Kinder Care, Inc. Bridgeville
Kinder Care, Inc. Downtown
Kinder Care, Inc. Ross
Martha Lavigne Child Care
MUSA Little Lambs
Peanuts Day Care
Robin Puhalla’s Family Day Care
Rodman Street Missionary Baptist Child Care
Sewickley Valley YMCA Child Care
Starter Blessings
TLC Learning Center
Training Wheels
UPMC Passavant Children’s House
Westminster Child Development Center

Westmoreland County:
Care Bear Day Care
JB’s Bright Beginnings
Jeanette Early Care & Education Center
Ligonier Valley YMCA
Little Blessings Child Care
New Horizons
Valley Points Family YMCA

Washington County:
Happy Face Learning Center
Kellie Moore’s Family Day Care
Kids World
Theresa A. Wright's Family Child Care Home
Village of FPC

Fayette County:
ABC School House
Koonce Care Day Care
Little Kid Zone
Mary Tressler’s Faith Learning Center
Our Buddy’s Place
Rainbow Dreams
Division of Applied Research & Evaluation

Helping Programs Best Understand The Impact Of Their Work & Identify Future Directions

General Purpose
The Division of Applied Research and Evaluation continues to serve its partners in the areas of program evaluation and applied research. Our interdisciplinary team collaborates with community program providers, academic researchers, policymakers, intermediary organizations, practitioners, funding agencies, and families to produce relevant, useful, evidence-based, and applied work. In most instances, we focus on process and the quality of implementation, and we always emphasize appropriate outcomes so that programs can best understand the true and important impact of their work. When possible, we combine qualitative and quantitative data analyses to best understand complex systems, community needs and resources, service delivery, and service recipients. Our work is strongest when we listen to families, staff, teachers, and others who most closely experience the programs or interventions. We aim to serve children and families by engaging our partners in an iterative cycle of understanding, improving, and evaluating their work.

About Us
Anything worth doing is worth evaluating. This small team works with a variety of nonprofits to help them identify their strengths and program outcomes. DARE works one on one with partners and caters its menu of expertise to each partner and their project. One of the team’s strengths as an evaluation team is how community-centric they are. This team handles it all: from tight deadlines to out of the box projects to custom designed theories of change. They are able to step into any stage of a project’s life-cycle and get their evaluation caps on.
Getting to Know DARE

D A R E
The Division of Applied Research & Evaluation

- Improve the capacity of our community partners to serve children, youth and families
- Work with partner agencies to develop sensible and feasible evaluation plans
- Integrate research and best practices into current practice
- Provide teaching, training and support on applied research, program evaluation, and applying research to practice
- Identify opportunities to change practice and policy to improve outcomes for children, youth, and families
Commentary

We have the honor of working with partners who support and enrich the region by building on communities’ strengths while addressing their goals and needs. They spearhead change by closely listening to community voices, utilizing their expertise, and establishing excellence as an overarching goal. Our work together includes information gathering, problem solving, critical analysis, and planning. We thank them for opportunities to be part of their journeys.

Janell Smith-Jones
Evaluation Manager
Division of Applied Research & Evaluation (DARE)

Showcase Partner: The Consortium For Public Education (CPE)

The Office of Child Development Division of Applied Research and Evaluation (DARE) has been a true collaborative partner sharing ideas and offering suggestions, working together with CPE to develop materials and procedures and to engage our partner schools. DARE has provided both formative and summative data in supporting CPE in achieving its goals over the past two years.

By providing expertise and independent formative feedback, DARE has helped CPE use data to inform both program and product creation and revision. This has been particularly true of CPE’s purpose-driven personalization and My Action Plan for Success (MAPS) initiatives.

We do the work that we do to support public schools in creating school environments that empower all students to graduate with a viable plan for and the skills needed to achieve post-secondary success. Working with the Office has proven to be a viable credible partnership with skilled personnel, and the constant ability to provide solid insight and feedback.

About our Partner

The Consortium works with school districts on initiatives strategically designed to strengthen schools, communities and students. We bring resources and support to public schools and advocate for excellence.

Tom Shipley
Research, Data and Program Associate
The Consortium for Public Education
Showcase Partner: The Fred Rogers Center

The Office's DARE team helped us to complete our formative and summative evaluation of our new website, the Fred Rogers Center Early Learning Environment (Ele). They were instrumental in helping us to develop a theory of change, identify questions and activities that informed the development of the site, and measure outcomes related to the use of Ele by early childhood educators, family childcare providers, and families.

The staff at the Office has been extremely easy to work with, and were very good at helping us to develop a feasible evaluation that answered many of the questions we had about how Ele could be used, how it was actually being used, and what impact it was having. We’ve worked with many people at OCD over the last three years, but our primary contact has been Stephanie McCarthy, and she has been an excellent bridge between our organizations since September 2010.

About our Partner

As a national and international resource for addressing emerging issues affecting children from birth to age 5, the Center continues Fred Rogers’ commitment to building bridges between early learning and children’s media.

Michael Robb  
Director of Education and Research  
The Fred Rogers Center
Division of Applied Research & Evaluation

Current Partners

Consortium for Public Education
Family Links
CMU Dept. of Social and Decision Sciences; WVU; Office of Adolescent Health; Mathematica
Fred Rogers Center at St. Vincent’s University
McAuley Ministries, Schenley Heights, Hill House, School to Career, Center that C.A.R.E.S., Pittsburgh Public Schools
Ready Freddy team, DHS DARE
Holy Family Institute: Residential Services, Allegheny County In-Home Family Services, Support Hours of Recovery Ensure Sobriety (SHORES), Stop Now and Plan (SNAP)
Manchester Youth Development Center, Manchester Academic Charter School, Mary Zubrow
Propel Schools, Mesmin Destin
Ready Freddy team, Pittsburgh Public Schools, DHS, Hillman
United Way of Allegheny County
Fred Rogers Company (Junlei Li), PAEYC (Ernie Dettore), Heinz

International Collaborators

Russia
Oleg Palmov, St. Petersburg State University
Natalia Nikiforova, Baby Home #13, St. Petersburg
Riftat Muhamedrahimov, St. Petersburg State University

China
Half the Sky Foundation
Dr. Zeng Fanlin, East China Normal University
Dr. Wang Zhenyao, Beijing Normal University

Nicaragua
Karen Gordon Spencer, Whole Child International
Meghan Lopez, Whole Child International Nicaragua In-Country Director
Policy Initiatives Division

Being At The Table & Informing Best Practices At The Policy Level To Improve Child & Family Outcomes

General Purpose
Our Policy Initiatives Division focuses on improving outcomes for children and families by informing policy makers of relevant research, best practices, and evaluation results. The goal is to effect change in public policy and professional practices. Partners in these initiatives include families, related organizations, interested professionals, educators, and public officials.

About Us
Lasting change comes when systems adapt to recognize best practices and create environments that help best practices flourish. This team of two keeps abreast of research and policy relating to children and families, especially under-served children in adverse environments such as those experiencing homelessness. They also analyze systems to suggest reforms that help more services reach more people. This team has a very complete view of the interconnectedness of issues and helps the Office think about the big picture for the sake of lasting change.

Current Partners
Allegheny Intermediate Unit, Homeless Children’s Initiative
Bridges
Bright Spaces/Bright Horizons Foundation
Campaign for What Works
Community Care Behavioral Health
Consumer Health Coalition
Early Childhood Mental Health Advisory Committee
Early Intervention Coalition of Advocates
Education Law Center
Homeless Children’s Education Fund
Maternal and Child Health, Allegheny County Health Department
Peoples Emergency Center
Pittsburgh Association for the Education of Young Children
RAND-University of Pittsburgh Health Institute
The Alliance for Infants and Toddlers
The Center for Victims
United Way of Allegheny County
Commentary

Our collaboration with the Education Law Center of Western PA “works” because of the shared goal of improving outcomes for children. By utilizing the strengths of all involved and sharing resources, that goal is more likely to be achieved.

Ray Firth
Director
Division of Policy Initiatives

Project: Policy Initiatives
Showcase Partner: Education Law Center (ELC)

As thought leaders with timely, accurate resources and research on critical issues ranging from policy and child development to the operation of child service systems and parent and family support, the Office of Child Development (OCD) has helped us create, develop and implement a wide range of state and local systemic reforms that simply would not have been possible without the collaboration of OCD personnel.

Specifically, OCD personnel (Ray Firth and Joan Eichner, among others) worked closely with ELC staff and others to press for critical state and local policies to improve educational outcomes for young children experiencing homelessness. Our work together resulted in a new – first ever – state policy on the young children experiencing homelessness promulgated by the PA Office of Child Development and Early Learning and the inclusion of preschool children in the legislative task force on homeless education.

We have also worked closely with OCD in support of our work with the Statewide Coalition of Early Intervention Advocates on a wide range of policy and implementation issues impacting young children with developmental delays and other disabilities, including regulations and policies having to do with eligibility, service delivery and transition.

Continued >>
ELC partners with OCD because we share a vision of systems change. We are able to integrate and inform our legal, rights-based approach to systemic reform with the expertise of OCD’s research and policy development knowledge and experiences creating a stronger, more effective systems change strategy. OCD’s personnel are also well-respected and amicable collaborators who challenge and support us in all aspects of our shared work.

The results of our collaboration are the “proof in the pudding” of the effectiveness of this collaboration. ELC and the Office of Child Development (OCD) have had a long-standing partnership, over ten years of collaborative work on behalf of Pennsylvania’s most vulnerable children. ELC considers OCD one of its most valued partners in all of its work on behalf of Pennsylvania’s youngest, most vulnerable children. OCD has been an indispensable resource, engaged partner and dedicated collaborator on a number of specific projects involving children with disabilities, children experiencing homelessness and children involved in the child welfare system.

About our Partner
The Education Law Center (ELC) is a non-profit public interest law center dedicated to ensuring that all Pennsylvania children have access to a quality public education – beginning in early childhood. ELC’s work focuses on the most at risk and under-served populations of children and families, including children with disabilities, children experiencing homelessness, children in poverty, and children involved in the child welfare system.

Nancy Hubley
Managing Director of Western Pennsylvania Office Education Law Center

Our work together resulted in a new – first ever – state policy on the young children experiencing homelessness...
Early Childhood Partnerships Division

General Purpose
Early Childhood Partnerships (ECP) is a community-based consultation, mentoring, direct service, and applied research collaborative. We work within and among The University of Pittsburgh (Departments of Pediatrics & Psychology-in-Education, Applied Developmental Psychology), and we are affiliated with the Children's Hospital of Pittsburgh of UPMC and The LEND Center at the University of Pittsburgh. We have been collaborating with a diverse array of community partners since 1994.

We are dedicated to working with early childhood professionals and preschoolers. We strive to provide innovative and effective prevention, intervention, and resources, which are delivered on-site and in natural community settings, and backed with an undercurrent of research. We support our professional colleagues to implement “best practices” to help young children and families, particularly those at developmental risk and with delays/disabilities during the early childhood period, from birth to eight years of age.

Current Projects
• Scaling Progress in Early Childhood Settings (SPECS) - Include Me From the Start (IMFS)
• HealthyCHILD—School-Linked Developmental Healthcare Partnership
• HealthyINFANTS
• Center On Mentoring for Effective Teaching (COMET)
• Center to Investigate Violence and Injury in Communities (CIVIC)
• Early Childhood Research Systems
Getting to Know the Early Childhood Partnership Projects

Linkages and alignment with state and federal early learning outcome standards and indicators

Scaling Progress In Early Childhood Settings

Authentic measurement strategies and participatory action research methods to forge the evidence-base for effective early childhood intervention programs

Longitudinal research focusing upon the complex interrelationships among child, family, program, community, and health factors which predict early school success outcomes

Application of "response-to-intervention" methods of graduated interventions and prevention supports

Healthy Child

Collaborative Health Interventions for Learners with Differences) School-Linked Developmental Healthcare Partnerships

Preschoolers with medical conditions, challenging or atypical behaviors, and developmental/learning difficulties

Developmental healthcare support through a mobile transdisciplinary team

Nurse, psychologists, consulting physician, behavioral specialists, early interventionists, and teachers

On-site consultation, modeling, mentoring, and support within early childhood intervention classrooms and settings for teachers, administrators, and parents
Getting to Know the Early Childhood Partnership Projects

Community-university partnership, focused on supporting Birth to 3 providers and at-risk families

Empowers families and caregivers to support the growth and development of infants and young children

Uses various video cell phone and Skype technologies to enhance and make real the consultation of professionals with teachers, caregivers and parents

Working to increase parents and caregiver’s understanding of child development

Working to improve quality in early care settings and support families in the day-to-day challenges of raising young children

healthyINFANTS

National research center grant from the US Department of Health and Human Services, Administration on Children and Families (ACF), Office of Planning, Research, and Evaluation; (2008-2012)

Professional development training and mentoring on developmentally-appropriate practices in assessment, instruction, management, and care of young children

Center On Mentoring For Effective Teaching (Comet)

University-Head Start Partnership grant to conduct research on promoting effective teaching practices in Head Start classrooms in the Appalachian region of Pennsylvania and West Virginia, through a newly developed and validated COMET model for structured and individualized mentoring
Early Childhood Partnerships Division

Words From Partners

Commentary

We are privileged to work with highly committed partners in the tri-state region. Whether schools, agencies, early childhood intervention programs or government departments, all are devoted to practicing and proving how good they are at what they do for children, youth, and families.

Stephen Bagnato
Director
Division of Early Childhood Partnerships

Project: Early Childhood Partnerships
Showcase Partner: The Arc of Pennsylvania

The Arc of PA has had the privilege of working with Drs. Steve Bagnato, Director of the Division of Early Childhood Partnerships, and Eileen McKeating, SPECS Research Manager, as collaborators in SPECS for the Include Me From the Start (IMFS) program since 2010. The Office of Child Development was chosen as the independent evaluator of Include Me as a result of a statewide RFP and anonymous review process.

The Office of Child Development has helped the Include Me program identify programmatic strengths, including specific practices that impact student improvement. Working with the wonderful team at the Office has also enhanced our program practices by identifying support gaps evident in classrooms. Additionally, research and data evaluated by the Office have helped the program secure numerous grants, strengthening our funding base.

About Our Partner

The Arc of Pennsylvania (The Arc of PA) is part of the largest grassroots advocacy organization for people with disabilities in the United States. Include Me From the Start (IMFS) is the inclusive education initiative of The Arc of PA; this program focuses on offering in-classroom support to teachers and students so that students with disabilities are effectively educated in regular education classrooms.

Rita M. Cheskiewicz
Program Director for Include Me
Ashlinn Masland-Sarani
Policy & Development Director, The Arc of PA

Working with the wonderful team at the Office has also enhanced our program practices by identifying support gaps evident in classrooms.
**Commentary**

All our partners are open to designing and implementing innovative interventions, mentoring their staff to high quality standards, or working with teen mothers and families in unique ways. The staff in ECP value our collaborations and are committed to supporting our partners in their demanding work in rural and urban communities. Uniformly, our partners are stellar in their work and we in ECP in OCD get to shine as a reflection of our partner’s high quality work.

*Stephen Bagnato*
Director
Division of Early Childhood Partnerships

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**Project: HealthyCHILD**

**Showcase Partner: Northern Panhandle Head Start (NPHS)**

NPHS believes that good behavioral health plays a crucial role in how a child interacts with peers in the classroom, at home and within their communities. This is why we began our partnership with The Office of Child Development’s Early Childhood Partnerships division in 2002. Through this partnership the children and families enrolled in our program are afforded a positive early learning environment supported by mental health professionals.

We have continued our partnership with HealthyCHILD for over 8 years because of the high quality mental health services they provide year after year, and because of the unique and innovative models that we have developed together, most notably the COMET teacher mentoring initiative and the HealthyInfants model program. Our NPHS Head Start program has received numerous high quality ratings from the federal Office of Head Start in their on-site reviews. We believe that HealthyCHILD provides that important value-added to immeasurably enhance our overall program.

**About Our Partner**

NPHS provides high quality, comprehensive and family-focused, infant/toddler and early childhood programs. NPHS serves pregnant women and families with children, birth to five years old across many counties.

*Marlene Midget*
Executive Director
Northern Panhandle Head Start Inc.
Early Childhood Partnerships Division

Current Partners

**SPECS**

SPECS for the Early Childhood Congress (ECC) – Montgomery County Public Schools and Department of Health and Human Services; (2006-2008)
SPECS for South Side – South Side School District, Beaver County; (2009).
SPECS for Include Me From the Star – ARC of PA, PA DOE; (2009-2012)
SPECS for Barber National Institute – Barber National Institute, Erie, PA; (2010-2012)

**HealthyCHILD**

Pittsburgh Public Schools Board of Education, Early Intervention Program; (1994-present)
Pittsburgh Public Schools Board of Education, Head Start and Pre-Kindergarten Programs; (2001-present)
Beaver County Head Start and Aliquippa School District; (2004-present)
Northern Panhandle WVA Head Start-; (2005-present)

**TRACE**

European Union-US Department of Education joint grant for: Atlantis – A Transatlantic Consortium for International Education In Early Childhood Intervention; Collaboration with University of North Carolina, University of Colorado, University of Pittsburgh, and European universities (Germany, Sweden, Portugal, Finland); (2006-2010)
Fedrico II University Medical School, Campania Public Health Region, and Down Syndrome Congress, Naples, Italy: (2003-2009)
Early Childhood Intervention Councils, Ministries of Education in Australia and New Zealand; (2009)
Minnesota Department of Education, Office of Early Childhood; (2009-2010)

**COMET**

Northern Panhandle of West Virginia Head Start
Beaver County Head Start
Pittsburgh Public Schools Early Childhood Education Programs
Office of Child Development and Early Learning (OCDEL), Keystone Stars, Commonwealth of Pennsylvania, Departments of Education and Public Welfare
Philadelphia field office of ACF

**CIVIC**

Allegheny County Injury Surveillance System (ACISS) – Allegheny County Department of Human Services, Allegheny County Health Department, University of Pittsburgh Graduate School of Public Health, University of Pittsburgh Medical Center, West Penn Allegheny Health System; (1994-present)
Large Scale Natural Experiment of Community Economic Development: Effect on Violence Patterns – Centers for Disease Control and Prevention, University of Pittsburgh; (2009-2014).
Impact of Housing Relocation Initiatives on Community-Level Violence – Centers for Disease Control and Prevention, Carnegie Mellon University, University of Pittsburgh; (2005-2010)

**Early Childhood Research Systems**

Kent State University
Paul Brookes Publishers
University of North Carolina
Administrative Operations Division

*Keeping The Office On Track With Grants, Finances & Internal Administration*

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

**Illustrative Activities**
The Division supports all phases of grant management including budget development, expenditure processing, and budget monitoring. It provides financial information and reports both internally and to funders. Administrative Operations facilitates computer services, facilities management, policy and procedural issues, and telecommunications. Additionally, it coordinates all aspects of human resources, including the writing and revising of job descriptions, the hiring process, orientation of new employees, and benefit information. The division links OCD with other University administrative departments, such as the Office of Research, Payment Processing, Research/Cost Accounting, and Human Resources.
Communications Division

Communicating Research, Best Practices & Organizational Knowledge In A Form That Makes Sense And Matters To Those Consuming It

As a new division created in early 2012, we began our first year by creating a strategic communications plan for the next 5 years – focusing on making the Office’s activities more visible to external stakeholders and promoting more communication among staff members. Our particular emphasis was to incorporate electronic communication and social media into the Office’s repertoire.

General Purpose
The Communications Division was created for two primary purposes:

(1) External Communication
We plan, develop and create a broad range of communication materials that inform the Office’s external stakeholders about our activities.

(2) Dissemination of Knowledge from Research to Practice
We support projects by planning and creating the communication tools, artifacts and activities they need to transfer knowledge from research to practice.

What We Do
• We develop communication artifacts and activities for service demonstration projects like calendars, brochures, email blasts and infographics
• We develop external communication presentations and reports for all divisions.
• We develop external communication materials for projects and the Office as a whole.
• We enhance internal communication and organizational knowledge management.
• We facilitate strategic communications thinking in workshops and meetings.
• We support staff and build communication capacity.
• We maintain mailing lists, eNewsletters and websites.
• We edit and create short videos when needed.
Communications Division

Current Interdisciplinary Project

• Communication Alliance

Works with nonprofits to increase their capacity to communicate more effectively with their audiences.

Is a team of researchers, communication experts, and business professionals.

Holds workshops to connect research to practice by offering practical approaches to developing effective communication strategies and crafting effective messages.

Integrates recent findings from emerging research on giving and best practices in communication design.

Offers workshops to nonprofits in the Pittsburgh region.

Strives to create a more connected community.
Commentary

The Communication Alliance is only an alliance to the extent of the partnerships that we gain. We have worked with over fifty partners in the past year and we are so grateful for their enthusiasm and eagerness. Collaborations like APOST who champion the best practices of communication and decision-making science that we present will hopefully make our community a better place. Their commitment and positive attitude has been extremely encouraging.

Stephanie McCarthy
Program Director
The Communication Alliance

Project: The Communication Alliance
Showcase Partner: APOST

Over a series of three workshops, the Communication Alliance helped the Allegheny Partners for Out-of-School Time (APOST) identify a new and more positive way to communicate our work to the broader community. Through the interactive and practical workshops, we established a more accurate and impactful framework that better captures the importance of out-of-school time (OST). Our new messaging represents our work more accurately, is more positive, promotes hope and progress and ultimately inspires more people to join us in our cause. Because of these workshops, we are more aware of the critical importance of sequence, words and imaging in delivering a positive message.

The concepts learned at the workshops transformed the way we think about our work in the OST field. APOST and its stakeholders continue to practice and refine the skills and techniques we learned at the session daily, as this is a new approach for many of us that requires time and constant practice.

About Our Partner

APOST is a collaborative effort of nonprofits, government, foundations, and other stakeholders to increase quality and access of afterschool and summer programs for youth throughout the county.

Mila Yochum
Director, Allegheny Partners for Out-of-School Time (APOST) at United Way of Allegheny County
Communications Division

Communication Alliance Project

Ongoing Collaborators
Carnegie Mellon University Department of English
SPARK
The United Way of Allegheny County

Early Engagements
The Boys and Girls Club of Western Pennsylvania
Kidsburgh
The Mentoring Partnership of Southwestern Pennsylvania
Pittsburgh Cares
The Pittsburgh Project
The Pittsburgh Promise
Social Venture Partnership - Pittsburgh

Workshop Engagements
A+ Schools
Allegheny County Library Association
Allegheny Intermediate Unit 3
American Red Cross
Animal Friends
ASSET STEM Education
Carnegie Library of Pittsburgh
Center for Victims
Children’s CLP Main Library
CLP Knoxville
Community Day School
Dollar Energy Fund
Emmaus Community
Fred Rogers Center
Greater Pgh Community Food Bank
Greater Pgh Literacy Council
Greater Pgh NonProfit Summit
Hillel JUC
Holy Family Institute
Homewood Children’s Village
Islamic Center of Pgh (ICP)
Jewish Community Center (JCC)
Jefferson Hills Library
Kent E Arts Alliance
Laughlin
McKeesport Area S.D.
Miracle League of South Hills
Oakland Planning & Development Corporation
Pace School
Pittsburgh Association for the Education of Young Children (PAEYC)
PICT Theatre
Pittsburgh Cares
Reading Is Fundamental (RIF)
Sarah Heinz House
SLB Radio Productions
Spina Bifida Association of Western PA
Social Venture Partnerships - Pittsburgh
Strong Women Strong Girls
The Sprout Fund
Ujamaa Collective
The United Way of Allegheny County
Village Theater
Wilkinsburg
Women’s Center Shelter of Greater Pgh
WQED
Youth Works
Vision, Mission, Purpose

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

**Who We Are**
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.

**Our Constituents**
We are an intermediate organization serving those who work to improve the lives of children, families, and communities. These constituents include faculty and administrators of the University, service professionals, and agencies, policy makers, and public and private funders.

**Our Mission**
Through mutually beneficial partnerships with our constituents, we facilitate and develop new knowledge, services, and policies to improve the lives of children and families. We do this work 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**

- Creating and maintaining a supportive and facilitative atmosphere for its constituencies so that interdisciplinary and collaborative activities may be conceived, nurtured, implemented, and managed.
- Providing guidance, assistance, and management for the planning, funding, development, implementation, and operation of innovative collaborative systems, projects, and programs in its domains of activities.
- Providing and clearly communicating balanced, non-partisan, research-based information on service needs and program effectiveness to our constituencies.
- Providing information, technical assistance, and interdisciplinary and management services to collaborative projects 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.
- Disseminating research and professional information about children, youth, and families through publications, presentations, the popular media, and having personal contact with those individuals who can use this information, including academics, service professionals, policy makers, parents, and citizens.
- Exemplifying a university-community partnership and exploring, demonstrating, and communicating to other universities and communities how such a venture can be beneficial to all partners.
Principles of Operation

Collaboration and Partnership
We work in collaboration with organizations or members of the community in a partnership manner. We partner with them on mutually beneficial projects funded by external agencies. Our partners share the rights, responsibilities, and credit as we select a topic, plan and implement a project, operate it, and report its results.

We construct interdisciplinary groups to work in and with. We support educational, scholarly, service, evaluation, and policy projects on any topic pertaining to children, youth, and families. We do not focus exclusively on one or two problems, issues, or content themes.

We facilitate, coordinate, and help others meet their goals and objectives. As a result, we do not necessarily play a lead or continuing role in projects. While we do operate numerous projects when collaborators request that we play a continuing role, we also enhance capacity in other organizations and individuals so that they, not OCD, can operate the project. We plan an appropriate role consistent with a project’s mission and principles, regardless of whether the project’s funding comes to OCD or to another organization. We spin off or transfer projects when they no longer need us or do not fit our project criteria.

As long as core funding permits, we do not charge or extract quid pro quo benefits from participating groups or projects. We want to preserve trust and confidence in OCD as a fair and independent manager of collaborations.

Responsiveness and Flexibility
We are responsive and flexible in selecting special projects. Because of our partnership style, new projects are typically selected when a need is recognized, agencies and personnel are available, and funding for the project is possible. We often collaborate with our partners to set project agendas.

We are prepared to operate in a timely, often rapid, manner. We try to maintain the capability and flexibility to meet our partner’s needs.

Neutrality and Openness
Our services and assistance are available to any of our constituencies, and anyone is eligible to be a partner in our collaborative projects.

We do not operate direct services. Since we try not to compete with our constituencies, we do not deliver routine professional or human services. We may coordinate existing services and supervise case-management functions in situations in which it is necessary or desirable to do so.

We promote the welfare of children, youth, and families, but we are not a partisan political advocate. Instead of advocating for specific pieces of legislation or partisan issues, we operate as an independent, credible, unbiased, and balanced source of information and as an administrative manager of service demonstrations, program evaluations, needs assessments, and policy projects on behalf of children, youth, and families.
Project Criteria

We consider the following criteria before taking on a project:
• The project pertains to children, youth, families, or the communities in which they live.
• The project contains an innovative demonstration of new knowledge, techniques, best practices, and state-of-the-art activities intended 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’s 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.

Chair

**Dr. Frances Degen Horowitz**, President Emerita, The Graduate Center, The City University of New York. Horowitz, a developmental psychologist, was president of the City University of New York Graduate Center for 14 years (1991-2005) after serving 30 years at the University of Kansas, the last 13 of which she was Vice Chancellor for Research, Graduate Studies and Public Service and Dean of the Graduate School. She was President of the Society for Research in Child Development, Scientific Advisor to the American Psychological Association, and Vice Chair of the Board of Trustees of Antioch College.

Email: fdhorowitz@gc.cuny.edu

Members

**Dr. J. Lawrence Aber, former Director**, National Center of Children in Poverty, Professor of Applied Psychology and Public Policy, NYU/The Steinhardt School of Education. Aber is a prominent specialist in child development, especially low-income children and families, and social policy.

Email: lawrence.aber@nyu.edu

**Dr. Michael S. Wald**, Jackson Eli Reynolds Professor of Law (Emeritus), Stanford University. Professor Wald has also held the position of Senior Advisor to the president of The William and Flora Hewlett Foundation on Evaluation, Policy, and Children and Youth; Executive Director, Department of Human Services for the City and County of San Francisco; and Deputy General Counsel of the U.S. Department of Health and Human Services during the Clinton administration.

Email: mwald@law.stanford.edu

**Dr. Heather B. Weiss**, Director, Harvard Family Research Project, Harvard Graduate School of Education, Harvard University. Weiss’s project provides information about the development, implementation, and evaluation of family support and education programs for policymakers, program directors, and evaluation researchers. She is a consultant to numerous organizations dealing with family programs and their evaluation.

Email: hfrp_pubs@gse.harvard.edu and/or weisshe@gse.harvard.edu.
Local Advisory Board

The 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 four times 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

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University of Pittsburgh Office of Child Development
Local Advisory Board

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Ex-Officio

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The mission of the Office of Child Development (OCD) is to improve the lives of children and families.

Most of OCD’s projects involve four basic functions:

- **Analyze** information from research and professional practice.
- **Innovate** with service demonstrations and applied research.
- **Learn** and improve through monitoring and evaluation.
- **Change** practice and policy based on knowledge.

Although these functions often occur in this sequence, they can interact and overlap with each other throughout the process of developing, implementing, and evaluating projects.
Reports and Publications


Presentations


McCarthy, S. (2013, April). Russian adoption training. Training to Canadian adoption agency on requirements for adopting from Russia. Pittsburgh, PA.


Presentations Continued


Smythe-Leistico, K. (2013, June). *Cuyahoga County (Cleveland) kindergarten transition: Systems approach*. Cleveland, OH.
Workshops and Training


Conferences & Professional Activities


Stephen Bagnato, director of the Early Childhood Partnerships, was an invited expert panel member and consultant, for UNICEF Global Child Disability Assessment Initiative and an invited panel member and consultant for HELIOS Early Childhood Assessment Initiative.

Stephanie McCarthy, director of Applied Initiatives, has been accepted into Leadership Pittsburgh Inc.’s Leadership Development Initiative XXI class. This 10 month long leadership training program consists of approximately 50 local professionals across industries who are committed to positive community change.

Kalani Palmer, Evaluations Manager, has been accepted to the Society for the Psychological Study of Social Issues 2013 Summer Policy Workshop.
Awards

Laurie Mulvey, Director of Service Demonstrations at the Office of Child Development, was honored by Community Human Services (CHS) at the 4th Annual Community Ally Dinner and Benefit Auction in celebration of her nearly 40 years of leadership in working with family services.

Ken Smythe-Leistico, Assistant Director of the Office of Child Development, was a selected honoree for 2013’s Pittsburgh’s 40 under 40.

The Policy Division accepted an award from the Education Law Center on behalf of Bridges for our (Bridges’) leadership on young children experiencing homelessness.

Videos Developed


Grants

New Grants Awarded
Nigam, M. “MYDC Evaluation,” Manchester Youth Development Center, (June 2012 – October 2012), $10,000.
Nigam, M. “ELE,” Fred Rogers Center, (August 2012 – August 2013), $50,000.

Continuing Grants in Force
D’Antonio, J. “Community Econ Development,” CDC, (September 2012 – August 2013), $30,714.
# Grant History Summary

All amounts are in US Dollars.

<table>
<thead>
<tr>
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<td>$140,000</td>
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</table>
Office of Child Development Staff

Co-Directors
Christina J. Groark
Robert B. McCall

Associate Director
Carl N. Johnson

Assistant Director
Kenneth Smythe-Leistico

Division Directors
Stephen J. Bagnato Early Childhood Partnerships
Ray Firth Policy Initiatives
Roger Fustich Administrative Operations
Kerry Ishizaki Communications
Laurie Mulvey Service Demonstrations
Milena Nigam Applied Research and Evaluation

Project Directors
Sheila Beasley Family Support Outreach
Bernadette Bennermon STARS TA
Joyce D’Antonio Associate Director of ECP
Doris Dick Assistant Director, Administrative Operations
Joan Eichner Children’s Policy Director
Sharon Geibel Early Childhood Mental Health
Regina Jones Partnerships for Family Support, Training and Technical Assistant
Chris Dunkerley Early Head Start
Laura Townsend Family Support Policy Director
Lucas Musewe Family Support Database
Janell Smith-Jones System of Care Evaluation
Aisha White Ready Freddy

Graduate Students and Interns
Katherine DeVoursney
Maranda Eversole
Brandi Hawk
Paul Hooper
Megan Julian
Sumeyye Esra Koten-Guclu
Afron Kirk
Madison Kraus
Jenn Kutzner
Maggie Leathers
Amy Marz
Madeline MacMurdo
Julie Messick
Chelsea Pallatino
Jacqueline Petruzzi
Shannon Ritchie
Johana Rosas
Jai Wha Seo
Laura Stevens
Ashley Stuck
Annie Wang
Hilary Warner
Brooke Watterson
Maurena Woodbury

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Denise Casino
Chris Chavlick
Maura Falchetto
Stacy Flowers
Barbara French
Annette Harris
Amanda Harrison
Jennifer Harris Tepe
Candace Hawthorne
Reem Hobeldin
Cheryl Huggins
Medina Jackson
Regina Jones
Pamela Lang
Jessica Langan
Tracy Larson
Pat Lehnhardt
Junlei Li
Margaret Matesa
Stephanie McCarthy
Eileen McKeating-Esterle
Miriam Messick
Kaitlin Moore
Kalani Palmer
Audra Redick
Gloria Rodriguez-Ransom
Andrea Rudel
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