A program of the School of Education

University of Pittsburgh

Office of Child Development

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**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 the greater Pittsburgh area, throughout the Commonwealth of Pennsylvania, across the nation, and around the world.

**Who We Serve**

We function as 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, as well as public and private funders.
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We are pleased to present the University of Pittsburgh Office of Child Development’s 28th Annual Report. Some of the highlights of the year’s activities include the following.

Program Activities
The Office collaborated with the state’s Office of Mental Health and Substance Abuse Services and the Allegheny County Department of Human Services to write a successful application to the federal Substance Abuse and Mental Health Administration (SAMHSA) for a LAUNCH project (Linking Actions for Unmet Needs for Children’s Health). The project, which began October 1, 2014, provides several infrastructure supports to expand and improve mental health services in a variety of contexts for children birth to 8 years of age and pregnant women.

Ready Freddy, the Office's program to encourage children to attend kindergarten from the first day of school, continues to expand. In addition to working with parents, teachers, and children directly, the project is encouraging policy changes across the district and building capacity within schools and communities to improve the experience of starting kindergarten for all children and families. The Ready Freddy approach is currently being used in 10 local schools and in school systems in three other states, and part of the model is being used in schools in 20 states.

The Office produced two important policy reports this year. Supporting Adults and Families to THRIVE in Allegheny County: Community Impact Investment Strategy for Financially Struggling Adults and Families provided the United Way of Allegheny County with a needs assessment of adults who face a variety of circumstances, some short- and others more long-term, that prevent them from being financially self-sufficient and what could be done to help them achieve that goal. The report provides essential background information for the United Way’s new Helping Families thrive program. The Allegheny County Out-of-School Time Funding Inventory reported on federal, state, and local government and foundation financial support for out-of-school programs for preschool through high-school-aged children for Allegheny Partners for Out-of-School Time (APOST), an initiative of the United Way. The report shows that funding for such programs tended to increase over the last two years but fell far short of being able to provide these programs for every child who needs them.

The Office is collaborating with Dr. Thomas Akiva, School of Education, to evaluate a training and technical assistance program for youth that is being implemented in eight local youth-serving organizations.

A new project is focused on understanding how the City of Pittsburgh utilizes crossing guards for school children and how to improve their deployment and performance to protect children walking between home and school.

The Office is conducting several evaluation projects. For example, the Office is assessing the early school success of children whose families are served by the network of family support centers in the County for the Department of Human Services. Heritage Community Initiatives asked the Office to create an ongoing
monitoring and evaluation system in all its early childhood and after-school programs, and we are also evaluating the effectiveness of our own COMET model, which provides training to mentors for early childhood teachers and administrators in the Rising Stars program in Western Pennsylvania. The Office will be conducting a three-year evaluation of the capacity and programming activity of the Bhutanese Community Association of Pittsburgh, which is aimed at facilitating the resettlement of recent refugees, reducing stress in families, improving physical and behavioral health, learning English, increasing access to resources, and enhancing their youth activities.

The Office has recently received funding to continue its HealthyChild behavioral support program with the Pittsburgh Public Schools and the Northern Panhandle of West Virginia Head Start and to initiate a similar program for younger children called HealthyInfants in these sites. These projects use a mobile, interdisciplinary team of professionals to provide on-site consultation, modeling, mentoring, and support to teachers, administrators, and parents with children in early intervention, preschool, and child care settings who are have limiting medical conditions, challenging behaviors, or learning difficulties.

The Office’s Include Me From the Start program received continuation funding to evaluate the outcomes of this mentoring initiative that enables regular education teachers to make instructional and environmental accommodations to help include children with severe disabilities into Pre-K through High School classrooms.

The listings in this Annual Report of publications, presentations, and trainings document the substantial contributions that Office staff make to knowledge, especially of the development of institutionalized children, and to improving the skills of professionals at numerous service agencies in Pittsburgh and elsewhere.

**Financial Status**

The Report also lists new and continuing grants to the Office as well as a financial summary covering the Office’s 28-year history. During the fiscal year beginning in June 2013 the Office received 16 new grants, had 11 grants continued, plus support from the University for a total budget of $8,085,743 in force for the year. The Office’s annual total budget has remained between $6,000,000 and $8,000,000 for the last 12 years.

We very much appreciate the diligent work of our staff and the faculty and agencies with whom we collaborate—they make it possible for the Office to contribute to the well-being of countless children and families each year.

Christina J. Groark, Ph.D.  Robert B. McCall, Ph.D.

Co-Directors
INTERACTIONS BETWEEN ADULTS AND CHILDREN are at the heart of every classroom, youth program, and child center. Not only can positive interactions help these organizations run more smoothly, they can create lasting bonds that make a difference in the lives of young people. The goal of the Simple Interactions (SI) approach is to support staff in developing skills that encourage more productive interactions with children and youth.

Recent research focuses on four essential ingredients present in the most productive developmental interactions: **connection**, adults and youth communicating with one another in a positive way; **reciprocity**, back-and-forth interactions, a balance of give and take; **progression**, providing challenges and giving appropriate support; and **participation**, inviting and involving all children, especially those who may be least likely or able to participate.

**Four essential ingredients**

Recent research focuses on four key elements present in the most productive interactions:

- **Connection** – Being emotionally in tune with the child
- **Reciprocity** – Back and forth communication/interaction between adult and child.
- **Progression** – Providing skill challenges while giving the child appropriate support.
- **Participation** – Inviting and involving all children, especially those who may be least likely or able to participate.

Using inexpensive video cameras, short video clips are captured of staff engaged in positive developmental interactions with children. Then, the clips are shared in the context of short workshops, emphasizing the four essential elements. These clips become conversation starters for discussing effective interaction strategies. The key is to focus on positive interactions, and to discuss what works in these instances and why. By its very nature, SI training is unique to each site.
The video clips should be short—1 to 3 minutes in length. The key is to capture the “triangle” of interaction—the adult, the child(ren), and the activity they are doing together. And to remember to focus on the positive.

When discussing the clips, the adult being recorded should speak first. From their perspective they should talk about what went well in this particular interaction. And then, the discussion is opened to the rest of the staff.

With three workshops in the SI process, goals should evolve:

- The first session focuses on fun clips to allow staff to feel comfortable about being recorded and then watching themselves.
- The second workshop allows for deeper analysis as staff discuss positive interactions and set goals for themselves.
- The final workshop features recordings of each staffer working toward the goal(s) they set in the second session.

The long-term goal is to empower teachers, afterschool staff, childcare workers, and anyone working with children and youth, to continue this professional development strategy on an ongoing basis.

The Simple Interactions Approach is a collaborative effort of APOST (Allegheny Partners for Out-of-School Time), Fred Rogers Center, and the University of Pittsburgh School of Education and Office of Child Development. The project was made possible through grants from The Grable Foundation and The Heinz Endowments.
Making an Impact

The LEND program educates a new generation of leaders in the field of disabilities and forges partnerships to improve the lives of individuals with disabilities and their families.

Early Childhood Partnerships Assistant Director, Tracy Larson (center), reviews progress of LEND trainees, Cydney Quinn (left) and Sara Gamble (right).

In the United States alone, there are at least 3.8 million children with developmental disabilities, including autism spectrum disorders. It is increasingly difficult for them to obtain appropriate medical treatment because of the limited number of health care providers trained to work with this population. The Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs were developed to better meet their needs and those of their families.

Interdisciplinary training is at the heart of LEND. Faculty and trainees represent 14 core academic disciplines (see list at left), but can include others such as assistive technology, rehabilitation, law, and psychiatry. All LENDs promote coordinated care and integrate families in all aspects of training and service.

LEND programs operate within a university system and are commonly affiliated with local university hospitals or health care centers, as in the case of The LEND Center at the University of Pittsburgh which is affiliated with Children’s Hospital of Pittsburgh of UPMC. This collaboration provides LEND with expert faculty and state-of-the-art facilities to enhance the ability of clinicians to diagnose, treat, and manage complex disabilities in youth and adolescents.

LEND leadership trainees include:

- Graduate students and pre- and post-doctoral students in professions related to Maternal and Child Health (audiology, communication disorders, dentistry, developmental psychology, early intervention, education, medicine, nursing, occupational therapy, physical therapy, public health, and social work)

**LEND Core Disciplines**

- Audiology
- Family
- Genetics
- Health Administration
- Nursing
- Nutrition
- Occupational Therapy
- Pediatrics/Medicine
- Pediatric Dentistry
- Physical Therapy
- Psychology
- Social Work
- Special Education
- Speech-Language Pathology
Strength in Numbers

The LEND Center at the University of Pittsburgh is one of 43 LEND programs across the country that form a national network for sharing information and resources that maximize their impact. While LENDs have the same overall mission—to improve the lives of those with disabilities and their families—each program has a unique focus and individual strengths. At the University of Pittsburgh the LEND program strengths are augmented in its collaboration with the University of Pittsburgh’s Applied Developmental Psychology program and the Office of Child Development—essentially an innovative partnership between the Schools of Education and Medicine. These combined strengths include: community-based internships with agencies serving children and families at-risk and with disabilities; collaborations with university students from Pitt, Chatham, Duquesne, and IUP who become LEND trainees; development of innovative new models for serving children and families in real-life settings beyond the hospital and clinic.

The program offers the following development opportunities for trainees:

- Increase their knowledge about neurodevelopmental and related disabilities and acquire leadership expertise in communication, cultural competency, and interdisciplinary team skills.
- Better understand the role of socioeconomic, racial, cultural, geographic, linguistic, and financial factors on service delivery and utilization by children and their families.
- Facilitate their understanding of the importance of advocacy for services.
- Understand the implications of legislation and policy on program funding, planning, and development and patterns of service delivery.
- Demonstrate leadership skills in clinical, mentored research and/or community-based training.
- Demonstrate effective communication skills in academic course work, clinical settings, and communication with families.

The Office of Child Development, as part of this training, hosts LEND trainees under the guidance of Early Childhood Partnerships Director and LEND faculty member, Stephen J. Bagnato, EdD, NCSP. For 20 years, Dr. Bagnato has enabled university students to become LEND Trainees via engagement in service, research, and policy activities in his Division for Early Childhood Partnerships.
Broadening Our Reach

The Communication Alliance

THE SOMETHING WORTH GIVING (SWG) PROJECT was an interdisciplinary effort to use effective techniques in communication and design to promote “what works—what prompts people to action” for children, youth, and families in the Pittsburgh area. As the SWG effort broadened its reach and added partners throughout the region, our efforts became known as the Communication Alliance.

During the course of the three-year project, feedback was gathered from partners. We learned, what needs exist; what were the challenges; what assistance would be most helpful; and what formats for learning are most efficient.

The Communication Alliance marks the next phase in growing participants communications skills. The strategy is to promote communication in collaboration rather than in competition among those working on behalf of the same populations and similar issues. Using consistent messaging across organizations acts as a catalyst to increase awareness, interest, and to further the overall cause.

The Communication Alliance will continue to engage the Pittsburgh community on behalf of children and youth by improving and expanding non-profit community-based organizations’ capacity to develop and apply research-based communication and engagement strategies as an integral part of their efforts to improve the lives of children and youth. In the absence of creating this sustainable model, our local child- and youth-serving nonprofits will eventually lose the knowledge gained through the Something Worth Giving project by way of unpracticed skills and staff turnover.

The Communication Alliance is a one-year project aimed at building a sustainable model of offering communication resources, capacity building, networking across organizations, and a fee-for-service model for communication technical assistance.

At the close of the Something Worth Giving project (May 2014), all of the project’s original goals had been met, including reviewing existing research, developing efficient processes for working closely with organizations on communication.
issues, identifying the “active ingredient” in the work being done, creating an introduction workshop for broad reach of key principles and practices, and creating a trainers’ manual. With these tools, the Something Worth Giving project is currently well poised to take the work to the next level to meet the existing needs of partner organizations. We hope to do so by forming a stronger and more intentional Communication Alliance that will offer ongoing support and peer networking to partner organizations. This next phase will build upon the lessons learned from the Something Worth Giving project and will strive to meet the following objectives:

- Foster networks between organizations and support consistent and ongoing communication on similar issues.
- Create a sustainable model for offering individualized, or issue-specific, technical assistance.
- Continue to draw on additional outside expertise in what works in communication and what works in child development through guest speakers and in-person trainings.
- Offer communication resources to partner organizations and educate on the use of science-based communication strategies to continue to build communication capacity within organizations.

To achieve project objectives, the Communication Alliance will implement the following approaches:

Support a network of nonprofit partners that will likely take the form of an online social media group where ideas and questions can be easily shared and responded to in real time to meet today’s fast-paced communication needs. An online format also allows for The Communication Alliance team to easily monitor and offer feedback where and when appropriate. This format is cost effective and provides for long-term sustainability after the grant period ends.

Offer professional development opportunities focusing on communication best practices. Professional development opportunities will consist of hands-on workshops and lecture series on various topics related to what works in communications and what works in child development. Participants will be asked to share in the cost of the trainings through a small fee for admittance. This also helps to demonstrate the value of the opportunity for organizations.

Offer additional resources to help partners stay engaged. Additional resources may include, but are not limited to, monthly e-newsletters or email blasts featuring communication tips, helpful resources, upcoming professional development opportunities, featured Communication Alliance partners, and recent work of the Communication Alliance. Online communications are a cost effective way to share information without requiring a lot of effort on the partners end.

Offer communication technical assistance to individual organizations or collaborative groups addressing similar issues. Providing technical assistance to a group is a successful cost-sharing approach that can make this high-quality consultation affordable for many organization that otherwise could not afford such support. The Communication Alliance team will create and offer a menu of services for organizations, and will also offer an hourly rate for larger efforts requiring a more customized approach.

The Communication Alliance project is funded by The Grable Foundation, which also funded its predecessor, Something Worth Giving.
The Next Wave

Working with the Bhutanese immigrant community

PITTSBURGH HAS LONG BEEN A DESTINATION FOR IMMIGRANTS. Neighborhood names like Deutschtown, Little Italy, and Polish Hill attest to the waves of newcomers who came before and settled near others sharing the same language and customs. Regardless of where they come from, most immigrants face the same challenges—finding quality employment, good schools, and affordable housing while adjusting to a new language and culture. So it is with the Bhutanese community—part of the latest wave of immigrants to call the Pittsburgh area home.

The Bhutanese community in Allegheny County numbers about 4,000 and spans 13 neighborhoods. The majority live in the neighborhoods of Prospect Park and Carrick. Many came to Pittsburgh having been displaced from their homeland by ethnic strife. Others hearing by word of mouth about the opportunities that existed here joined them.

The Bhutanese Community Association of Pittsburgh (BCAP) formed to facilitate adjustment and integration into the Pittsburgh community while preserving Bhutanese culture. The Office of Child Development (OCD) is evaluating BCAP’s project to strengthen their capacity to address issues for which members of the community itself have expressed a need. These issues include:

- Learning English (for all ages).
- Health and behavioral health problems, especially suicide prevention.
- Older members who are isolated and depressed.
- Younger adults unable to find meaningful employment.
- Alienated teens and young adults who are at risk for engaging in criminal activity and/or substance abuse.

BCAP is currently transitioning to a non-profit organization. Leadership training and funding for key staff positions would enhance their ability to initiate and coordinate efforts on behalf of the community, including:

- Outreach support to families with preschool- and school-age children through counseling and parent education.
- Establishing neighborhood-based “clubs” that teach Nepali language and culture to children and English language and culture to adults.
- Culturally-appropriate outreach to socially isolated Bhutanese youth to engage and direct them toward positive learning choices and career opportunities.
- Behavioral health interventions and social support groups to address the increase in suicides in the community.

Communication Challenges

- About 40% of the adults are not literate in either English or their native Nepali.
- Many households do not have access to a computer.
- Weekly telephone “robo calls” are used to deliver news such as weather advisories, school delays, death notices, community projects, etc. They only reach 80% of the community and they don’t lend themselves to daily updates.

Work on this project will serve as a model for other area refugee communities.
There is also a need for support to address everyday issues such as access to health care, legal matters, child care, obtaining a driver’s license, educational access, professional development, resources for senior citizens, and services for individuals with special needs.

Another critical component to successful integration into American society is neighborhood-based ESL (English as a Second Language) instruction. It is difficult for many Bhutanese to participate in conventional ESL programs because of family responsibilities, work schedules, and transportation issues, particularly on the part of socially-isolated older adults. And it is their lack of English language skills that in part keeps them socially isolated. This neighborhood-based instruction is happening in several neighborhoods. But the goal is to offer expanded programming in at least 5 additional locations. ESL instruction is especially needed to prepare adults for naturalization classes and to make them more employable.

An Engaging Environment

Neighborhood-based “clubs” that teach Nepali language and culture to children and youth and English language and culture to their parents and elders would bridge the gap that contributes to friction and mistrust between the generations. These “clubs” would address the concerns of parents that they can’t communicate with their children. And address the concern that youth are losing a connection with their Bhutanese culture.

The three year grant-funded plan proposes to:

- Secure office and meeting space that will serve as a “home” for BCAP events.
- Recruit and hire staff from the emerging leadership of the Bhutanese community.
- Develop a volunteer program of 25-30 volunteers also from the community.
- Develop neighborhood support services including “clubs” that promote education and social activities.
- Offer weekend activities that celebrate Nepali and American traditions to improve communications between children and parents.
- Establish an outreach program to promote education and its link to career opportunities, including out-of-school programs, GED coursework, Junior Achievement, Job Corps, college and university education.
- Partner with Greater Pittsburgh Literacy Council to organize ESL instruction in the Bhutanese communities.
- Partner with other community-based organizations to promote mutual understanding and respect.
- Work with the Squirrel Hill Health Center, the major provider of physical and behavioral health care to refugees and immigrants in Allegheny County.
- Design and implement a system for financial management to professionalize BCAP operations and increase its competiveness for grants and foundation dollars.

Work on this project will serve as a model for BCAP’s partners among other area refugee communities—Somali, Sudanese, Congolese, Iraqi—who are seeking to establish similar programs to address their specific needs.

The three-year grant for this project is funded by the Office of Refugee Resettlement.

Vision
The opportunity for all children, youth, and families to develop in safe and supportive environments and achieve their life potentials.

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.

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

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. However, funded projects that ask us to perform a continuing administrative or technical service typically pay us for that service.

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 agenda. 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 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.
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.

National Advisory Board

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 is now Vice Chair of the Board of Trustees of Antioch College.

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.

Dr. Michael S. Wald, Jackson Eli Reynolds Professor of Law (Emeritus), Stanford University. 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.

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.
Local Advisory Board

Chair
Mr. Thomas Michlovic, Commissioner, Pennsylvania Securities Commission, Commonwealth of Pennsylvania, 1010 N. Seventh St., Harrisburg, PA 17102-1410
ph 717-783-4389 • fax 717-783-5125 • tomichlovic@comcast.net

University of Pittsburgh
Dr. Clifford Brubaker, Dean, School of Health and Rehabilitation Sciences, University of Pittsburgh, 4029 Forbes Tower, Pittsburgh, PA 15260
ph 412-383-6561 • fax 412-383-6535 • cliffb@pitt.edu

Dr. N. John Cooper, Dean, Faculty of Arts and Sciences, University of Pittsburgh, 917 Cathedral of Learning, Pittsburgh, PA 15260
ph 412-624-6090 • fax 412-624-6089 • cooper@pitt.edu

Dr. Jean Ferketish, Secretary of the Board of Trustees and Assistant Chancellor, University of Pittsburgh, 159 Cathedral of Learning, Pittsburgh, PA 15260
ph 412-624-6623 • fax: 412-624-9147 • ferkjean@pitt.edu

Dr. Kevin Kearns, Professor, Graduate School of Public and International Affairs, University of Pittsburgh, 3E17 Posvar Hall, Pittsburgh, PA 15260
ph 412-648-7621 • fax 412-648-2605 • kkearns@pitt.edu

Kanu Sahni, MPPM, SPHR, Director for Community Relations, Community and Governmental Relations, University of Pittsburgh, 4227 Fifth Ave., 710 Alumni Hall, Pittsburgh, PA 15260
ph 412-624-7709 • fax 412-624-7707ksahni@pitt.edu.

Mr. Kenneth P. Service, Vice Chancellor for Communications, 400 Craig Hall, 200 South Craig St., Pittsburgh, PA 15260
ph 412-624-2795 • fax 412-624-0855 • kservice@pitt.edu

Community and Human Services
Dr. Diego Chaves-Gnecco, Program Director and Founder, Salud Para Ninos, UPMC Children’s Hospital, 3420 Fifth Ave., Pittsburgh, PA 15213
ph 412-692-6000 • 412-692-6600

Mr. Marc Cherna, Director, Allegheny County Department of Human Services, One Smithfield St., Suite 400, Pittsburgh, PA 15222-2225
ph 412-350-5705 • fax 412-350-3414 • mcherna@dhs.county.allegheny.pa.us

Mr. Ronald R. Cowell, President, Education, Policy, & Leadership Center, 800 North Third St., Suite 408, Harrisburg, PA 17102
ph 717-260-9900 • fax 717-260-9903 • cowell@eplc.org

Dr. James L. Di Costanzo, Vice President and Director, Marketing Research, PNC Bank (Retired), 99 First Avenue, Pittsburgh, PA 15229
ph 412-613-0423 • home 412-364-0719 • jldmsd1@verizon.net

Dr. Karen W. Feinstein, President, Jewish Healthcare Foundation of Pittsburgh, Centre City Tower, Suite 2330, 650 Smithfield St., Pittsburgh, PA 15222
ph 412-594-2555 • fax 412-394-5464 • Feinstein@jhf.org

Office of Child Development • ocd.pitt.edu
Community and Human Services (continued)

Dr. Heidi Feldman, Professor of Pediatrics and Neonatology, Stanford University, 750 Welsh Rd., Suite 314, Palo Alto, CA 94304
ph 650-723-5711 • fax 650-723-2829 • hfeldman@stanford.edu

Mr. Leon Haynes, Executive Director, Hosanna House, 807 Wallace Ave., Suite 101, Wilkinsburg, PA 15221
ph 412-243-7711 • fax 412-243-7733 • LeonH@Hosannahouse.org

Mr. Mike Hepler, President and CEO, Boys and Girls Clubs of Western PA, 5432 Butler St., Pittsburgh, PA 15201
ph 412-782-5710 • fax 412-782-5720 • bgcwpa@cs.com

The Honorable Dr. Timothy F. Murphy, Congressman, U.S. House of Representatives, 504 Washington Rd., Pittsburgh, PA 15228
ph 412-344-5583 • fax 412-429-5092 • murphy@mail.house.gov.

Mr. Robert Nelkin, President and Chief Professional Officer, United Way of Allegheny County, 1250 Penn Ave., Pittsburgh, PA 15222
ph 412-456-6800 • fax 412-394-5376 • bnelkin@uwac.org

Ms. Margaret M. Petruska, Senior Program Director, Children Youth & Families Program, The Heinz Endowments, Dominion Tower, Floor 30, 625 Liberty Ave., Pittsburgh, PA 15222
ph 412-338-2615 • fax 412-281-5788 • mpetruska@heinz.org

Mr. W. Russell Robinson, Council Member, County of Allegheny, Room 119, 436 Grant St., Pittsburgh, PA 15219
ph 412-350-6570 • fax 412-350-6499 • billrobinso@aol.com

Mr. Frederick W. Thieman, President, The Buhl Foundation, Centre City Tower, Suite 2300, 650 Smithfield Street, Pittsburgh, Pennsylvania 15222
phone 412-566-2711 • fax: 412-566-2714 • thieman@buhlfoundation.org.

Ms. Kristy Trautmann, Executive Director, FISA Foundation, 535 Smithfield St., Suite 710, Pittsburgh, PA 15222
ph 412-456-5550 • fax: 412-456-5551 • kristy@fisafoundation.org

Ex-Officio

Dr. Carl N. Johnson, Chair, Department of Psychology in Education, School of Education, University of Pittsburgh, 5941 Wesley W. Posvar Hall, Pittsburgh, PA 15260
ph 412-624-6942 • fax 412-624-7231 • johnson@pitt.edu.

Ms. Lisa Kuzma, Senior Program Officer, R K Mellon Foundation, BNY Mellon Center, 500 Grant St., Suite 4106, Pittsburgh, PA 15219
ph 412-392-2800 • lkuzma@rmf.org

Dr. Alan M. Lesgold, Dean, School of Education, University of Pittsburgh, 5605 Wesley W. Posvar Hall, Pittsburgh, PA 15260
ph 412-648-1773 • fax 412-648-1825 • al@pitt.edu
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


Lang, P. (2014, May) Seasonal Activities for Your Classroom. Presentation to staff of Keystone STARS Southwest Regional Key family day care providers, Pittsburgh, PA.

Lang, P. (2014, June) Room Arrangement. Presentation to staff of Keystone STARS Southwest Regional Keys After School Programs, Pittsburgh, PA.


Workshops and Training


Dell, B. (2013, November) Child Development Pre-Service. Training presented to all newly employed staff of Family Support Centers in Allegheny County, Pittsburgh, PA.


Dell, B. (2014, June) Child Development Pre-Service. Training presented to staff of Family Support Centers in Allegheny County at the beginning of their employment, Pittsburgh, PA.


Eichner, J.C. (2013, November). Young Children Experiencing Homelessness and Trauma in Allegheny County. Training presented to staff of Allegheny County Department of Human Services, Pittsburgh, PA.


Jackson, M. (2014, April 28) Kindergarten Readiness. Workshop presented to parents at the Hilltop Community Children’s Center, Pittsburgh, PA.

Jones, R. (2013, November) Home Visiting. Training presented to all newly employed staff of Family Support Centers in Allegheny County, Pittsburgh, PA.

Jones, R. (2013, November) Tying It All Together: Documenting Services. Training presented to all newly employed staff of Family Support Centers in Allegheny County, Pittsburgh, PA.


Jones, R. (2014, June) Tying It All Together: Documenting Services. Training presented to all newly employed staff of Family Support Centers in Allegheny County, Pittsburgh, PA.
Larson, T., & Cantwell, P. (2013, November 5) *Communicating with Families*. Provided for Pittsburgh Public School Early Childhood/Early Intervention Program staff, Pittsburgh, PA.


Larson, T., & Cantwell, P. (2014, January 22 - two sessions) *Helping Children and Families Deal with Grief and Loss*. Provided for Pittsburgh Public School Early Childhood/Early Intervention Program staff, Pittsburgh, PA.


Larson, T. (2014, January 22 - two sessions) *How to Handle Stress*. Provided for Pittsburgh Public School Early Childhood/Early Intervention Program staff, Pittsburgh, PA.


Workshops and Training (continued)


Riegelnegg, J. (2013, Fall) *CLASS Training.* Provided for ECP Student Interns, Pittsburgh, PA.


Tepe, J., & Reddick, A. (2013, Fall) *Texting Teens: An Overview of Healthy Infants and Technology.* For Office of Child Development staff, Pittsburgh, PA.


Tepe, J., & McKeating, E. (2013, Fall) *Healthy Infants Overview.* Provided for the LICC, Pittsburgh, PA.


Tepe, J. (2013, Fall) *Coping with Feelings Regarding Violence in the Schools.* ELECT–Advisory Meetings/Trainings, Pittsburgh, PA.


Conferences & Professional Activities

Jackson, M. (2014, May) Dr. Barbara A. Sizemore Summer Conference, Duquesne University, Pittsburgh, PA.


White, A., & Jackson, M. (2013, October 3) Ready Freddy Pathways to Kindergarten Success. Program overview presented to University of Pittsburgh psychology class, Pittsburgh, PA.
Grants

New Grants Awarded

Bagnato, S., Include Me From the Start ARC, The Arc of Pennsylvania (July 2013 – June 2014), $60,000.
Bagnato, S., SPECS Jeremiah’s Place, Jeremiah’s Place (July 2013 – June 2014), $80,000.
Mulvey, L., Ready Freddy Hillman, Hillman Foundation (July 2013 – June 2015), $600,000.
Nigam, M., Propel, Propel Schools Foundation (July 2013 – Oct. 2015), $50,000.

Continuing Grants in Force

Bagnato, S., Healthy Child NPHS WVA, Northern Panhandle Head Start Inc. (July 2013 – June 2014), $90,000.
Mulvey, L., ECMH 1314, YWCA (July 2013 – June 2014), $73,200
Mulvey, L., ECMH 1314, Berks IU (July 2013 – June 2014), $117,600.
Mulvey, L., MIM 1314, YWCA (July 2013 – June 2014), $20,800.
# Grant History Summary

All amounts are in US Dollars.

## Grants to Office (1986-87 to 2009-10)

<table>
<thead>
<tr>
<th>Year</th>
<th>Office Core Program</th>
<th>Special Project Grants</th>
<th>Total Grant Support</th>
<th>University Support to Office</th>
<th>Total Office Budget</th>
<th>University IDC Included</th>
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<tbody>
<tr>
<td>1986-87</td>
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## Grants to Office (1999-00 to 2009-10)

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## Grants to Office (2009-10 to 2013-14)

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<th>Year</th>
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<td>2009-10</td>
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</tbody>
</table>
Office of Child Development

Staff Listing

Co-Directors
Christina J. Groark
Robert B. McCall

Assistant Director
Kenneth Smythe-Leistico

Division Directors
Stephen J. Bagnato
   Early Childhood Partnerships
Joan Eichner
   Applied Research and Evaluation
Roger Fustich
   Administrative Operations
Laurie A. Mulvey
   Service Demonstrations

Project Directors
Sheila R. Beasley
   Family Support Outreach
Bernadette Bennermon
   STARS TA
Leigh Carlson-Hernandez
   Family Support Policy Board
Doris A. Dick, Assistant Director
   Administrative Operations
Christopher J. Dunkerley
   Early Head Start
Sharon L. Geibel
   Early Childhood Mental Health
Regina Jones
   Partnerships for Family Support
Penny K. Lang
   School Age Care
Tracy K. Larson, Assistant Director
   Early Childhood Partnerships
Stephanie McCarthy
   Applied Initiatives
Lucas O. Musewe
   MIS Director, PFS
Janell Smith-Jones
   System of Care Evaluation
Aisha White
   Ready Freddy
Colleen Young, Assistant Director
   Service Demonstrations

Staff
Michael S. Bagnato
Ann M. Bisceglia
Felecia Brown
India Brown
Denise A. Casino
Christine Chavlick
Amanda B. Cross
Betty Lee Dell
Denise Esposto
Maura Falchetti
Antonio Fevola
Stacy Flowers
Barbara F. French
Annette Harris
Amanda Harrison
Medina Jackson
Rebecca Kronk
Pat Lehnhardt
Kelly M. Martin
Margaret M. Matesa
Amy K. Matz
Miriam T. Messick
Gloria Rodríguez Ransom
Audra C. Redick
Judith Riegelmann
Jennifer Lee Salaway
Donna G. Sarneso
Barbara R. Stolarz
Michael Tarquinio
Jennifer Tepe
Emie Tittnich
Angela Y. Tookes
Carol Whitacre
Iris Winter

Graduate Students and Interns
Katy Borden
Montia Brock
Suzannah Chatlos
Margaret Clingan
CJ Flieschmann
Sara Gamble
Rodney Glover
Mandy Graft
Kelley Keenan
Taylour Kimmel
Afton Kirk
Yuki Nagano
Laurel Lee Neale
Keely O’Dell
Kimberlee Orman
Cydney Quinn
Esteban Galvis Serna
Giselle G. Torralba
Amy E. Walzer
Hilary Warner
Lois Watkins
Rachel Whitman

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