Supporting families and professionals through research, education, practice, and policy
Annual Report Contents

Co-Directors’ Report .............................................. 3
Vision, Mission, and Purposes ................................. 6
Principles of Operation .......................................... 7
Project Criteria ...................................................... 8
National Advisory Board ......................................... 8
Local Advisory Board .............................................. 9
Office of Child Development Collaborative Model ...... 11
Office of Child Development Divisions ..................... 12
Office of Child Development Organizational Chart .... 15
Office of Child Development Collaborators ............... 16
Reports and Publications ....................................... 18
Presentations ....................................................... 19
Training Workshops and Conferences Sponsored ....... 21
New Grants Awarded .............................................. 22
Continuing Grants in Force ..................................... 22
Grant History Summary ......................................... 24
Office of Child Development Awards ........................ 25
Office of Child Development Staff ............................ 25
Co-Directors’ Report

We are pleased to review a few highlights from the University of Pittsburgh Office of Child Development’s 24th year of operation.

Action Plan
After a thorough strategic planning year in 2008–2009, OCD has now completed its immediate action plan to be carried out over the next 1–3 years. OCD used its process model—a community-driven, responsive, collaborative course of action involving integration between divisions—to evaluate the various strategic planning recommendations. It was decided that OCD should focus on the areas of health, education, and welfare and use communications and evidence-based information to increase the outcomes for children, youth, and families while simultaneously providing professional development opportunities for staff and students. OCD is retaining the elements that have made us successful and is expanding in ways that will allow us to increase our reach to children, youth, and families.

More specifically, OCD will take what works in child development and couple it with what works in communications to create individual and social change. One example of this initiative is OCD’s publication *3 Simple Questions*, a guide for communication on behalf of children, youth, and families. Another is the updating and expansion of our internal and external websites.

Program Highlights
- **OCD joined forces with The University of Pittsburgh Early Childhood Partnership (ECP).** ECP is a university-hospital-community leadership collaborative dedicated to innovative interdisciplinary consultation, direct service, professional development, mentoring, technical assistance, policy development, and program evaluation within diverse early care and education, and early intervention, settings and programs. The new OCD will continue to work to improve the lives of children and families by conducting a variety of multidisciplinary, community-driven, responsive, collaborative projects that turn knowledge into action.
- **Stories Worth Telling.** Public information about children and youth often fails to evoke emotions of caring and hope. The Stories Worth Telling project will produce communications and a clear strategy about how to change the way the voices of children and youth are represented in communications to better stimulate individual action and reframe the public agenda.
- **Communities of Excellence: Ready FreddyTM.** The entry into kindergarten is one of the most significant events of a child’s education. This project builds comfort and confidence for children and families by fostering early positive relationships between families and teachers which promote parent engagement and are critical to school success. Transition events are planned by transition teams including school professionals, parents, early childhood care providers, and community partners. The Ready FreddyTM logo was created to give the transition process a recognizable identity and be child-friendly. Ready FreddyTM materials include a six-week parent-child interactive school readiness curriculum, school transition and enrollment events, and a children’s book about starting school. Currently, the project is implementing a train-the-trainer model and is creating a Ready FreddyTM website.
- **Partnerships for family support.** OCD continues to support the infrastructure of the family support system in Allegheny County, which serves more than 7,000 families in 32 support centers and has more than 800 staff who receive professional training and technical assistance.
- **Environmental health.** In partnership with Women for a Healthy Environment, OCD has begun working with community groups to encourage the collaboration of organizations concerned with children, youth, and families in low-resource communities to address environmental health risks.
• **Family Support Conference.** OCD coordinated its 17th annual Family Support Conference with the Pittsburgh Association for the Education of Young Children. The conference is an opportunity for family support center families, staff, and other stakeholders to attend workshops conducted by regional specialists in family support services.

• **STARS TA.** OCD, as the STARS TA organization for the Southwest region, had the highest percentage of Early Childhood Education (ECE) sites advancing to a higher star level of all the Pennsylvania regions providing TA. Also, ECE centers and home-based programs are twice as likely to increase the quality of their programs and advance to a higher star level if they receive the TA that OCD provides.

• **Juvenile justice.** Working with the National Center for Juvenile Justice (NCJJ), OCD continued its work to improve the quality of interventions for juvenile offenders in Pennsylvania by aligning delinquency interventions with best practices. OCD finalized all of the quality improvement materials, including a User’s Manual to help providers get started, a Quality Self-Assessment Guide, a glossary, a Quality Improvement Plan template, and other supporting materials. Although OCD’s involvement in the QII ended in June 2010, NCJJ continues to expand the program throughout Pennsylvania.

• **Early Head Start.** OCD’s Early Head Start (EHS) program has obtained an expansion grant to provide additional services to 140 pregnant mothers, infants, and toddlers in addition to the 170 who are currently served by EHS, nearly doubling the program.

• **Early Childhood mental health project.** Early care and education providers in five counties receive on-site support to strengthen children's healthy social-emotional development and linkages with specialized services for the child and family. OCD has joined with The Education Law Center, the Allegheny Intermediate Unit, Allegheny County Department of Human Services, the Homeless Children's Education Fund, and the Heinz Endowments to address the practice and policy enhancements needed to support providers of protective supports for these children. OCD is also supporting the evaluation of Allegheny County’s early childhood system of care, SET.

• **Out of school time.** In conjunction with the Pittsburgh Public Schools afterschool improvement initiative, OCD surveyed providers to identify their priorities for program improvement. This information has been integrated with research on successful programs and standards for quality to generate quality improvement projects. The United Way commissioned OCD to inventory the public and private funding of afterschool programs to support their efforts to create a coherent system of such programs in Allegheny County.

• **Public policy related to children’s services.** OCD took the opportunities offered by the American Recovery and Reinvestment Act of 2009 (stimulus funding) and upcoming governor's election to educate policy makers on research related to numerous publically funded services.
• **DocYOUmenting Hope: The Stories of Young Learners.** The purpose of this film is to develop a creative communication tool that portrays multiple perspectives on early childhood development and learning, including the voices of young children. The goal is to increase public understanding of child development while inspiring adults to recognize that they have something worth giving to nurture the youthful hope of early childhood.

• **International projects.** OCD continues its follow-up study of children who were in its 5-year orphanage intervention project in Russia and subsequently placed in families, either in U.S. adoptive families or St. Petersburg adoptive, foster, or biological families. The project will determine if the interventions have longer-term benefits. OCD is also providing assessment instruments and consultation on the quality of orphanage environments in China. In addition, OCD has completed training assessors for the second phase of evaluation of interventions conducted by Whole Child International in orphanages in Managua, Nicaragua.

**Financial Highlights**
In spite of the recent harsh economic climate, OCD received seven new grants this year totaling $1,811,465. OCD’s total outside grants in force during the year was $7,109,725, which represents an increase of 12.9 percent over last year.

**Conclusion**
OCD continues to thrive in a constantly changing social and funding environment, thanks to a creative and dedicated staff, and wonderful and supportive collaborators whom we very much appreciate.

Sincerely,

Christina J. Groark, PhD  
Co-Director

Robert B. McCall, PhD  
Co-Director
Vision, Mission, and Purposes

Office of Child Development Vision
All children, youth, and families will develop in safe and supportive environments and achieve their life potentials.

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

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

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

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

Specific Purposes
- To create and maintain a supportive and facilitative atmosphere for its constituencies within which interdisciplinary and collaborative activities may be conceived, nurtured, implemented, and managed.
- To provide guidance, assistance, and management for the planning, funding, development, implementation, and operation of innovative collaborative systems, projects, and programs in its domains of activities.
- To provide balanced, non-partisan, research-based information on service needs and program effectiveness communicated in a clear and useful format to those who can apply such information.
- To provide information, technical assistance, and a wide range of interdisciplinary and management services to collaborative projects, locally and elsewhere, pertaining to university-community partnerships; collaborative demonstration service and policy projects; strategic planning and systems analysis; program monitoring, evaluation, and needs assessments; interdisciplinary and applied scholarship, education, and training; and other activities that promote the welfare of children, youth, families, and the communities in which they live.
- To disseminate research and professional information on children, youth, and families through publications, presentations, the popular media, and personal contact to those individuals who can use that information, including academics, service professionals, policy makers, parents, and citizens.
- To be an exemplar of a university-community partnership and to explore, demonstrate, and communicate to other universities and communities how such a venture can be beneficial to all partners.
Principles of Operation

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

- **OCD emphasizes interdisciplinary or collaborative projects among its constituencies.** If a project resides essentially within a single discipline or is in the proper domain of another single organization, OCD typically defers to that discipline or organization.

- **OCD does not focus its efforts exclusively on one or two problems, issues, or content themes.** Instead, OCD represents an infrastructure and a support facility for educational, scholarly, service, evaluation, and policy projects on any topic pertaining to children, youth, and families and does not focus exclusively or primarily on any single issue.

- **OCD prefers to operate collaborations with its constituencies in a partnership manner.** This means that collaborators share in the rights, responsibilities, and credit in selecting a topic, planning and implementing a project, operating it, and reporting its results.

- **OCD tends to be responsive and flexible in the selection of special projects.** Because of its partnership style, new projects are typically selected when OCD and its constituencies find that a need exists, agencies and personnel are available, and funding for the project is possible. Consequently, while OCD does initiate projects, its agenda is often set in collaboration with its constituent partners.

- **OCD is prepared to operate in a timely, often rapid, manner.** Many of OCD’s partners operate on short deadlines and OCD attempts to maintain the capability and flexibility to meet such needs.

- **OCD attempts to facilitate, coordinate, and help others meet their goals and objectives and does not necessarily need to play a lead or continuing role in a project.** While OCD does operate numerous projects, when the collaborators request that the office play such a continuing role, OCD enhances capacity in other organizations and individuals so that they, not OCD, will operate the project as appropriate.

Consequently, OCD will play any appropriate role in a collaborative project consistent with its mission and principles regardless of whether the funding comes to OCD or to another organization. Further, OCD spins off or transfers projects when they no longer need OCD or do not fit OCD’s project criteria.

- **As long as core funding permits, OCD does not charge or extract quid pro quo benefits from participating groups or projects.** This policy attempts to preserve trust and confidence in OCD as a fair and independent manager of collaborations. However, funded projects that request OCD to perform a continuing administrative or technical service typically pay OCD for that service.

- **OCD does not operate direct services.** Since OCD attempts not to compete with its constituencies, OCD does not deliver routine professional or human services, although OCD may coordinate existing services and supervise case-management functions in situations in which it is necessary or desirable to do so.

- **OCD has no formal membership.** Its services and assistance are available to any of its constituencies, and anyone is eligible to be a partner in its collaborative projects.

- **OCD promotes the welfare of children, youth, and families, but it is not a partisan political advocate.** OCD prefers to operate as an independent, credible, unbiased, and balanced source of information and administrative manager of service demonstrations, program evaluations, needs assessments, and policy projects on behalf of children, youth, and families, rather than as an advocate for specific pieces of legislation or partisan issues.

- **OCD tends to be responsive and flexible in the selection of special projects.** Because of its partnership style, new projects are typically selected when OCD and its constituencies find that a need exists, agencies and personnel are available, and funding for the project is possible. Consequently, while OCD does initiate projects, its agenda is often set in collaboration with its constituent partners.

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Project Criteria

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

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

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- 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.

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

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

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

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

Dr. Michael S. Wald, Jackson Eli Reynolds Professor of Law (Emeritus), Stanford University, Stanford Law School, 559 Nathan Abbott Way, Stanford, California 94305.

Wald has held the position of senior advisor to the president on Evaluation, Policy, and Children and Youth, the William and Flora Hewlett Foundation; 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.

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

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

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

Chair

- **Mr. Thomas Michlovic**, Commissioner, PA Securities Commission, Commonwealth of PA, 1010 N. Seventh Street, Harrisburg, PA 17102-1410
  
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- **Ms. Barbara Chait**, 605 Whispering Pines Drive, Pittsburgh, PA 15238
  
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- **Mr. Marc Cherna**, Director, Allegheny County Department of Human Services, One Smithfield Street, Suite 400, Pittsburgh, PA 15222-2225
  
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- **Mr. Ronald R. Cowell**, President, Education, Policy, & Leadership Center, 800 North Third Street, Suite 408, Harrisburg, PA 17102
  
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- **Mr. Mike Hepler**, President and CEO, Boys and Girls Clubs of Western PA, 5432 Butler Street, Pittsburgh, PA 15201
  
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• **The Honorable Timothy F. Murphy**, Congressman, U.S. House of Representatives, 504 Washington Road, Pittsburgh, PA 15228
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• **Mr. Robert Nelkin**, President and Chief Professional Officer, United Way of Allegheny County, 1250 Penn Avenue, Pittsburgh, PA 15222
  Phone: 412-456-6800; Fax: 412-394-5376

• **Ms. Margaret M. Petruska**, Senior Program Officer and Director, Children, Youth & Families Programs, Howard Heinz Endowment, Dominion Tower, Floor 30, 625 Liberty Avenue, Pittsburgh, PA 15222
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• **W. Russell Robinson**, Council Member, County of Allegheny, Room 119, 436 Grant Street, Pittsburgh, PA 15219
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• **Mr. Frederick W. Thieman**, President, the Buhl Foundation, Centre City Tower, Suite 2300, 650 Smithfield Street, Pittsburgh, PA 15222
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**Ex-Officio**

• **Dr. Alan M. Lesgold**, Dean, School of Education, University of Pittsburgh, 5605 Wesley Posvar Hall, Pittsburgh, PA 15260
  Phone: 412-648-1773; Fax: 412-648-1825

• **Dr. Carl N. Johnson**, Associate Professor, School of Education, University of Pittsburgh, 5941 Wesley Posvar Hall, Pittsburgh, PA 15260
  Phone: 412-624-6942; Fax: 412-624-7231
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.

While these functions are often implemented in the above sequence, projects can start with any function and move in any sequence with continuous reciprocal influence between functions.
Office of Child Development Divisions

Applied Research and Evaluation

General Purpose
The Applied Research and Evaluation team aims to improve the capacity of our non-profit and governmental partners to serve children and families by engaging partners in an iterative cycle of understanding, improving, and evaluating their work. The team helps partners develop sensible and feasible evaluation plans, integrate research evidence into practice in a pragmatic manner, and identify impact opportunities where the social needs, research knowledge, and organizational missions converge. The interdisciplinary team is composed of experienced professionals, with expertise in developmental, educational, social, and community psychology; program evaluation; business management; social work; teaching and instruction; and statistics. The team collaborates with partners across practitioner, policy, and research arenas. The current portfolio of projects pertains to youth development, out of school time, family support, kindergarten transition, international orphanages, and communication methods and issues relating to the children’s agenda.

Illustrative Activities
The division continues to collaborate with community partners to make data make sense, make research relevant, and make evaluation useful in serving children and families. In program evaluation and technical assistance, the aim is to steer work toward providing learning opportunities for programs being evaluated, rather than having evaluation serve merely as an instrument of accountability and reporting. The team emphasizes the process of planning and designing programs based on a sound theoretical and research basis. It also helps organizations invest in monitoring and improving the quality of implementation, rather than focusing solely on distant outcomes that can be both under-informative and difficult to measure. It is working with after-school stakeholders to develop a quality improvement and technical assistance framework around key ingredients identified in research as integral to improving outcomes for youth in these programs. It is also conducting a multidisciplinary exploration into how we can best communicate children’s needs to the public and engage the public in the children’s agenda. The team is partnering with organizations that engage youth voices, promote volunteerism, and specialize in communication and design to develop and test strategies that creatively integrate children’s voices and experiences with systemic efforts for change. It also continues its efforts to provide research, evaluation, and other assistance to various youth development agencies. Lastly, the team is developing research and funding ideas with the Fred Rogers Company to transform what is well-known in basic research about children’s self-belief and achievement into useful tools to communicate to children, parents, and teachers.

Current Projects
The team continues on two tracks with our projects:
1) provide quality improvement and evaluation support to our core base of partners, including Allegheny County Department of Human Services (Family Support, System of Care) and various local non-profits serving youth; and
2) build partnerships and proposals to seek new opportunities to apply research to practice.

Junlei Li, director of Applied Research
Jennifer Zajac, associate director of Program Evaluation and Technical Assistance
Service Demonstrations

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

Illustrative Activities
Early Head Start (EHS) is a 15-year project that provides intense, individualized, comprehensive services to pregnant women, infants/toddlers (up to age 3), and their parents to promote positive child outcomes. Through a competitive process, in 2010, EHS was awarded federal resources to expand services to 310 families through much of Allegheny County, with offices in Clairton, McKees Rocks, Triboro/Braddock, and the city, with offices in the Hill District, East Liberty, and the North Side. Services are provided in collaboration with four host community-based agencies and several other specialty agencies.

Current Projects
Communities of Excellence works in collaboration with multiple community partners to align and focus energy, activities, and programs on supporting the transition into kindergarten. Built upon the lessons learned from the Family Centers of Excellence project, this project expands efforts to all children in the Hill and Northview communities, and works in collaboration with Pittsburgh Public Schools, neighborhood and school leaders, community parents, and other residents. The purpose is to facilitate and integrate community wide school readiness, transition to school, and parent involvement strategies to establish a strong foundation for school success.

The Early Childhood Mental Health Project provides on-site support to early care and education practitioners in Allegheny, Greene, Fayette, Washington, and Westmoreland counties. An early childhood mental health specialist, at the invitation of a facility's director and with the permission of the parents, observes an infant or toddler in the classroom, develops an individual plan to address the child’s social and emotional development, communicates concerns to parents, and provides referral information to families with children who may need specialized services.

Partnerships for Family Support (PFS) provides professional development and support to the 30 family support centers of Allegheny County and the infrastructure of the family support system. This includes the Family Support Policy Board and its committees (executive, quality assurance, and advocacy), the Roundtable, Site Directors Network, and Community Voices. Close to 7,000 families are enrolled in family support centers, and over 800 staff receive opportunities for professional growth through this program.

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

The School Age Care (SAC) Project is part of the Keystone STARS quality enhancement programs. Professional development and hands-on technical assistance is made available to practitioners who are caring for school-age children and are seeking to enhance their program quality and improve outcomes for the children in their care. This program delivers and coordinates professional development and technical assistance to practitioners in Allegheny, Greene, Fayette, Washington, and Westmoreland counties.

Laurie Mulvey, director
**Policy Initiatives**

**General Purpose**
The Division of Policy Initiatives 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 related public policy, funding, and professional practices. The initiatives include families, related organizations, interested professionals, educators, and public officials.

**Current Projects**
Policy Initiatives is continuing prior work in policy development, systems reform, public engagement, program improvement, and public/private partnerships. Policy Initiatives is currently active in the following areas.

*Maternal and Child Health.* OCD is a partner in Helping Families Raise Healthy Children, a unique and innovative initiative to help families face the challenges of parental depression and early childhood developmental delays.

*Young Children’s Behavioral Health.* Efforts are underway with several partners to enhance services and improve public policy to meet the needs of children who are homeless or living in unstable housing. Our partners currently include the Education Law Center, the Allegheny Intermediate Unit, the Homeless Children’s Education Fund, Allegheny County Department of Human Services, and the Heinz Endowments.

*Afterschool Services.* Policy Initiatives is working with the United Way of Allegheny County and Allegheny Partners for Out-of-School Time to identify the funding resources available to providers and address the policy issues needed to strengthen afterschool services in Allegheny County.

*Environmental Health.* In partnership with Women for a Healthy Environment, OCD will be working with community groups to address their concerns about risks to their health from consumer products.

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

*Ray Firth, director*

**Administrative Operations**

**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.

**Current Projects**
Administrative Operations is continuing to update the OCD internal website.

It is investigating the use of virtual desktops and virtual servers as a cost-effective solution in maintaining our information technology environment.

It is investigating video conferencing alternatives as a way to enhance communications with the School of Education and international partners. Also, this will allow administrative operations to enhance and expand its training and technical assistance.

*Roger Fustich, director*
Office of Child Development Collaborators

DARE Collaborators

**Communications, Design, Community Change**
*Suguru Ishizaki,* Associate Professor of Rhetoric and Communication Design, Carnegie Mellon University
CREATE Lab, Carnegie Mellon University
*Larry Berger,* Saturday Light Brigade

**Various Community-based Evaluations**
*Tanner Wallace,* Assistant Professor, Applied Developmental Psychology, School of Education, University of Pittsburgh
*Rita Catalano,* Executive Director, Fred Rogers Center for Early Learning and Children's Media, Saint Vincent College
*Julie Downs,* Assistant Research Professor, School of Social and Decision Science, Carnegie Mellon University

**International Projects**
*Rifkat Muhamedrahimov and Oleg Palmov,* St. Petersburg State University
*Natasha Nikiforova,* Director, Baby Home 13, St. Petersburg
*Karen Gordon,* Founding Director, Whole Child International
*Victor Groza,* Mandel School of Social Work, Case Western Reserve University
*Marinus van Ijzendoorn and Femmie Juffer,* University of Leiden
*Fanlin Zeng and Fei Zan,* East China Normal University

Policy Initiatives Collaborators

**Maternal and Child Health**
RAND-University of Pittsburgh Health Institute
*Pam Long,* Allegheny County Health Department.
*Margaret L. Watt-Morse,* Associate Professor Obstetrics & Gynecology, Division of Maternal Fetal Medicine, University of Pittsburgh School of Medicine, Magee-Womens Hospital of UPMC
*Robert C. Cicco,* Pediatrics, Neonatal-Perinatal Medicine, The Western Pennsylvania Hospital
The Alliance for Infants and Toddlers
Starting Early Together, Allegheny County Department of Human Services
Pittsburgh Association for the Education of Young Children
Goodwill Industries

Half the Sky Foundation (serving orphans in China)
Chinese Ministry of Civil Affairs
Service Demonstrations Collaborators

Partnerships for Family Support
Allegheny Intermediate Unit
Children's Hospital of Pittsburgh of UPMC
Family Resources
Focus On Renewal Sto-Rox Neighborhood Corporation
Jubilee Association
Kingsley Association
Primary Care Health Services, Inc.
Providence Connections, Inc.
Rankin Christian Center
South Hills Interfaith Ministries
Urban League of Greater Pittsburgh
YMCA of Homewood-Brushton

Pathways to School Success
(Communities of Excellence in School Readiness, Transition to Kindergarten Projects)
Beginning with Books
Family Resources
Hill District Transition Team
Northview Transition Team
Pittsburgh Public Schools
Urban League of Greater Pittsburgh
City of Pittsburgh Housing Authority
City of Pittsburgh Parks and Recreation
United Way Caught Being Good
Carnegie Library
Family Communications Inc.

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

Keystone STARS TA, School Age Care, Early Childhood Mental Health Consultation
Beginning with Books
Early Head Start, Head Start, Pre-K Counts Coaches
Pittsburgh Association for the Education of Young Children
Shady Lane School
Pittsburgh Public Schools
Early Intervention Technical Assistance
Reports and Publications


Groark, C. J. (June 2009). “Early Intervention Practices for Young Children with or At-Risk for Delays.” Presented at East China Normal University, Shanghai, China.


Training Workshops and Conferences Sponsored

**Family Support Conference**

**Creativity: Where the Future Begins**

**May 14 and 15, 2010**

This conference, presented in collaboration with Allegheny County Family Support and the Pittsburgh Association for the Education of Young Children, brought together parents, child care practitioners, educators, human service providers, policy makers, and community members to explore the role of arts and creativity in early childhood development. Presented topics explored the impact of arts and play on social, emotional, and cognitive development, showcasing the ways in which arts can strengthen parent-child relationships and classroom environments. Presentations by OCD staff at the conference included:


- Ashman, S., & Engel, J. (May 2010). “Exploring the Continuum of Developmental Tasks of School-Age Children from 5-12 Years: Implications for Programming.”


- Dettore, E. (May 2010). “Why Is There Disagreement about the Value of Play


**New Grants Awarded**


**Continuing Grants in Force**

Bachman, H. “Identifying Child Care,” The Spencer Foundation, (May 2008 – August 2010), $449,800.


Mulvey, L. “School Age Care,” YMCA of Pittsburgh, (July 2009 – June 2010), $85,875.


## Grant History Summary

### Grants to Office

<table>
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<tr>
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<td>140,000</td>
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<td>4,513,906</td>
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<td>4,576,292</td>
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<th>2009–10</th>
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<td>Office Core Program</td>
<td>260,848</td>
<td>166,667</td>
<td>148,606</td>
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<td>Special Project Grants</td>
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<td>6,128,198</td>
<td>6,961,119</td>
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<tr>
<td><strong>Total Grant Support</strong></td>
<td>$6,462,275</td>
<td>$6,294,865</td>
<td>$7,109,725</td>
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<td>University Support to Office</td>
<td>314,045</td>
<td>327,489</td>
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<tr>
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**University IDC Included**:

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**University IDC Included**:

Grant history assumptions:

Based on a budget year September 1 through August 30 with lump sum funds averaged over years and months.

Only a representation of OCD’s annual budget, as funds granted for a period may not be spent in that period.

Includes graduate student support remission, and special project grants.
Office of Child Development Awards

Dr. Mark A. Nordenberg, Chancellor, presented the 2010 Chancellor’s Award for Staff Excellence in Service to the Community to Ernie Dettore, Ed.D. on May 11, 2010. The Chancellor’s Award recognizes staff members whose work in the community surpasses the expectation of the organizations they serve and whose commitment and effort have made a significant impact on the community.

In July 2010, Sheila Beasley MA, MS was awarded and recognized as one of 50 Pittsburgh’s Women of Excellence by the New Pittsburgh Courier for distinctive contributions in education and communications.

Office of Child Development Staff

Co-Directors
Christina J. Groark
Robert B. McCall

Associate Director
Carl N. Johnson

Division Directors
Ray Firth,
Policy Initiatives
Roger Fustich,
Administrative Operations
Junlei Li,
Applied Research and Evaluation
Laurie A. Mulvey,
Service Demonstrations

Project Directors
Sheila Beasley,
Family Support Outreach
Bernadette Bennermon,
STARS TA
Doris Dick,
Assistant Director,
Administrative Operations
Joan Eichner,
Children’s Policy Director
Sharon Geibel,
Early Childhood Mental Health
Sharon Harper,
Partnerships for Family Support, Training and Technical Assistance
Vivian Herman,
Early Head Start
Ruth Kolb,
Family Support Policy Director
Lucas Musewe,
Family Support Database
Louann Ross,
Youth and Family Policy Director
Ken Smythe-Leistico,
Centers of Excellence
Janell Smith-Jones,
System of Care Evaluation
Jennifer Zajac,
Evaluation & Technical Assistance

Executive Administrative Assistants
Mary Ellen Colella
Mary Louise Kaominski

Graduate Students and Interns
Amber Harris-Fillius
Brandi Hawk
Megan Julian
Krissy Kline
Emily Merz
Claudia Ovalle-Ramirez
Johana Rosas
Robin Sweitzer
Susan Thomas
Shayna Watson

Staff
Suzanne Ashman
Ann Bisceglia
Carol Davis
Ernie Dettore
Chris Dunkerley
Maura Falchetti
Larry Fish
Barbara French
Amy Gee
Stephanie Groark
Dannai Harriel
Annette Harris
Gordon Hodnett
Cheryl Huggins
Regina Jones
Margaret Matesa
Miriam Messick
Kaitlin Moore
Milena Nigam
Kalani Palmer
Sajith Pillai
Gloria Rodriguez-Ransom
Andrea Rudek
Donna Sarneso
Jessica Shirey
Emie Tittnich
Chunyan Wang
Amanda Wright
Colleen Young