



Developments

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Health Scan Findings Reported

Adolescent Girls Doing Okay, But Is 'Okay' Good Enough?

Young women in Pittsburgh and Allegheny County are a vulnerable population at high risk of developing behavioral and health problems that place in jeopardy their chances of living productive adult lives, a recently-released study reports.

Although they are no worse off than young women elsewhere in the state and nation in terms of health outcomes, the prevalence of sexually-transmitted diseases, depression, school failure, smoking, and other risk factors among young women in the city and county is high enough to warrant concern, according to "Promising Futures," a health scan of adolescent girls funded by the Heinz Endowments.

A range of services for young women are available in their communities, yet most agencies report that services are under-used, suggesting insurance limitations and concerns over privacy as reasons.

"If you're looking for alarming data that galvanizes people to move in a certain direction, the information

we found isn't really it. Young girls appear to be doing okay. But is okay good enough? Many of us believe the answer to that is 'no'" said Marge Petruska, Program Director, Children Youth and Families, the Heinz Endowments.

Despite the risks these young women face, there are relatively few gender-related or age-specific data collected to profile them at the county, state, and national levels.

The health scan -- produced by the University of Pittsburgh Office of Child Development with Magee-Womens Hospital and Children's Hospital of Pittsburgh -- establishes baseline

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New Graduate Program Addresses Shortage Of Evaluation Specialists

The University of Pittsburgh recently announced it will offer interdisciplinary graduate training in program evaluation, a field that in recent years has been marked by a sharp increase in demand and a severe shortage of professionals capable of doing the job.

Beginning this fall, the Interdisciplinary Fellowship Program in Policy and Evaluation will train students in a range of issues essential to designing and conducting the kinds of sophisticated evaluations those who fund human services increasingly insist be performed on the programs they contribute to.

Fellowships will be awarded to four graduate students under the new program, which is coordinated by the Office of Child Development (OCD), a program of the University Center for Social and Urban Research. Courses in policy and evaluation, however, will be open to employed professionals and graduate students from any relevant discipline.

"Funders and policymakers now routinely require systematic monitoring and evaluation of educational and human service programs," said Robert B. McCall, Ph.D.,

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data on female adolescents to better assess their risks for poverty, early childbearing, poor pregnancy outcomes, delinquency, substance abuse, and other factors.

“When a group of foundations met around this, there was real interest in figuring out what we could do together to move this agenda,” Petruska said. “All of us had funded bits and pieces of programs that just were not that impressive. They were disconnected efforts, a little bit here, a little bit there.”

Neighborhood Level

The health scan sought answers to the following questions in an effort to assess the status of city and county female adolescents:

- How do adolescents fare across a number of risk factors?
- What do they think about existing health services?
- Are these services available in their communities?
- What are the gaps in available services?
- How can needs and problems be better addressed?

The health scan examined data at the neighborhood level. Five indicators of overall well-being for females were chosen. They were:

- Percent of children under 18 in poverty from the 1990 Census.
- Female Juvenile Court dispositions per 1,000 females age 10-17 from 1991-1993. These dispositions were arrest cases that were heard by the court.
- Percent of births to mothers age 10-19 as a percent of total births from 1993-1995.
- Percent of low-birthweight births to mothers 10-19 years old from 1993-1995.

Nine target communities were selected for closer

study -- three in each category representing low-, medium-, and high-risk areas for adolescent females.

Communities that fell into the high-risk categories were the Northview Heights and Garfield neighborhoods of Pittsburgh, and McKees Rocks. Medium-risk communities included East Liberty, Hazelwood, and Franklin Park. Low-risk communities were Shadyside, Brookline, and Fox Chapel.

Comparisons show stark differences in neighborhood characteristics. For instance, nearly 86% of the youths in Northview Heights are poor, while in Franklin Park and Fox Chapel less than 1% live in poverty.

Risks

When adolescent girls in the city and county are compared to young women across the state and nation, their health outcomes are as good, and, in some cases, better. But the health scan suggests that broad scale measures can be deceiving.

After looking at risks on a neighborhood level, the health scan found that countywide indicators, in particular, tend to obscure the severity of problems within high-risk communities. For example:

- Countywide, the juvenile court disposition rate is 6.9 per 1,000 young women. But in Garfield, a high-risk city neighborhood, the rate is 99.2 per 1,000 young women.
- Although the countywide female arrest rate for violent offenses is 5.3 per 1,000 young women, the rate in Northview Heights is 45.2 per 1,000 young women. And in East Liberty, classified as a medium-risk neighborhood, the rate is 35.7 per 1,000.

Such findings suggest that addressing problems on a broad scale risks failing to target resources to neighborhoods and people in greatest need.

Focus groups

Six focus groups of girls between the ages of 10 and 19 were conducted as part of the health scan. The young women were grouped by age: 10-12 years old, 13-16, and 17-19.

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Discussions included topics such as their problems, health concerns, where they would seek help for problems, barriers to health care, and the types of health services they would like to have available.

The focus groups revealed:

- Young women, in general, are reluctant to seek health services. For example, most groups expressed reluctance to seek help from either family or medical providers for STDs and HIV/AIDS. In one of the older groups, they agreed unanimously that teens should tell no one, not even their best friends, if they have HIV or AIDS.
- Fear, embarrassment, and possible unwanted parental involvement are the chief reasons young women do not seek professional help for health concerns.
- Transportation and hours of service are not seen as barriers to getting help. But young women say insensitive treatment by health care professionals is a major deterrent.
- Young women experience relatively high levels of depression, including thoughts of suicide. The older they are, the greater the incidence of these experiences. More than one in four 17-19-year-olds reported personal or peer experience in “feeling depressed most of the time or thinking about suicide.”
- School-based health services, “one-stop” clinics with a variety of health services, hotlines for information or referral, and clinics for girls to teach them about their health are among the services young women say would help them with their concerns.

Services

Agencies in the nine target communities make a wide variety of services available to adolescent females. And most agencies report having adequate capacity.

However, none of the surveyed agencies reported that their services were highly used by young women. Most reported low to moderate levels of participation. The majority of services offered to young women are information, education, and referral, rather than direct health care.

Available types of services included those that address behavioral risks, such as smoking cessation,

nutrition, and substance abuse prevention; crime-related services, such as hospital services for the medical needs of victims, and support services, such as the Center for Victims of Violent Crimes; mental health services provided by the county and agencies, such as Whale’s Tale; and family planning services.

Agencies address the issues of poverty and single-family households in many different ways. Some provide aid, such as food and furniture. Others make referrals to resources such as the County Assistance Office, WIC, or local food banks.

Several reasons were given for why services are under-used. Young women cited lack of information about community-based health services, and insensitive treatment of teens by health professionals as barriers. Agencies suggested that many young women prefer to seek help outside their community because of concerns over privacy. Limited provider choice among health insurance plans was another issue mentioned by agencies.

Recommendations

Drawing from its examination of information gathered from surveys, data, focus groups, and other sources, the Female Adolescent Health Scan Advisory Committee offered the following general recommendations to providers, schools, parents, public officials, the news media, and adolescents themselves:

- Take steps to make the health and human service delivery system more open and responsive to teens’ health needs and concerns.
- Enhance the role of the schools in promoting adolescent health.
- Engage female adolescents in development and implementation of peer-group interventions and dissemination of information about risky behaviors and their consequences.
- Include parents and other caregivers in all interventions with adolescent females.
- Encourage funders to collaborate in drafting a prevention/wellness agenda for female adolescents and raise support among public officials and policymakers.

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Announcements . . .

New Grants To Support OCD Basic Operations

The University of Pittsburgh Office of Child Development (OCD) was recently awarded grants from two major foundations to support its basic operations.

A grant of \$300,000 from the Richard K. Mellon Foundation and a portion (\$300,000) of a grant from the Howard Heinz Endowment will inaugurate OCD's creative sustainability plan that will underwrite its basic operations for the next three years and help it start new projects that the Office will ultimately try to fund separately.

"We are pleased to have the support and investment of these two major local foundations," stated Christina J. Groark, Co-Director of the Office of Child Development. "The creative sustainability plan will allow us greater flexibility to respond to the changing needs of the University and community, sometimes on an on-call basis."

Another \$396,000 of the grant from the Howard Heinz Endowment will be used to develop the Interdisciplinary Fellowship Program in Policy and Evaluation, which will offer students training in the sophisticated type of evaluation often required today in the human service field.

The OCD mission is to blend the knowledge and abilities of University and community professionals to improve the well-being of children, youth, and families. OCD facilitates, coordinates, and manages interdisciplinary and university-community educational, research, human service demonstration, and policy projects, needs assessments, and program evaluations. ■

Sexuality Education Resources Offered By Planned Parenthood

Planned Parenthood of Western Pennsylvania, Inc. offers a range of educational resources to help families communicate on the issue of sexuality, including information packets and a special video kit.

Among the resources available are:

- *Family Facts Packs*. These packets of information are designed to help parents initiate family discussions at home about sexuality and family life issues. They are available in three age groups: young children, preteens, and teenagers. Each packet contains age-appropriate brochures, bibliographies, workbooks, and suggested videos.
- *Talking About Sex: A Guide for Families*. This video kit was developed by the Planned Parenthood national education department. The innovative kit includes a 30-minute animated video, a 60-page resource guide for parents, and an activity book for children. It was created to help parents share accurate information and their own values in the privacy of their home. The video kit sells for \$29.95.
- *All About Sex: A Family Resource on Sex and Sexuality*. This new encyclopedia for families provides parents with up-to-date information on human development and helps stimulate family discussions on a variety of sexuality topics. *All About Sex* is sold in bookstores for \$20, but is available for \$18 through the Planned Parenthood of Western Pennsylvania resource center.

FOR MORE INFORMATION, contact Planned Parenthood of Western Pennsylvania, 209 Ninth Street, Suite 400, Pittsburgh, PA 15222; phone: (412) 434-8957; fax: (412) 434-8974. ■

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- Increase public awareness of the problems of adolescent females through the news media and public forums.
- Establish a collaborative countywide data system for accurate and gender-specific reporting of health, education, and risk indicators for adolescents.
- Work with schools of social work, education, public health, medicine, and nursing to improve training of professionals who will be working with female adolescents, with particular attention to having them be more sensitive to the needs of young women.

The Advisory Committee suggested establishing a leadership council to oversee a holistic approach to female adolescent health and to advocate for a prevention and awareness agenda. The Committee recommended an agenda that embraces a proactive wellness approach that promotes protective factors and healthy behaviors, instead of one focused only on reducing risks.

The complete report, Promising Futures: A Health Scan of Adolescent Girls in Pittsburgh and Allegheny County Neighborhoods with Recommendations for Action, can be found at the University of Pittsburgh Office of Child Development's site on the World Wide Web, www.pitt.edu/~ocdweb/. ■



KEYS TO SUCCESSFUL COLLABORATION

Special Report

University of Pittsburgh Office of Child Development
Serving Children and Families By Promoting
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A collaboration is a mutually-beneficial and well-defined relationship among two or more organizations to jointly develop structure and share responsibility, resources, authority, accountability, and rewards for attaining common goals.

Why Have A Collaboration?

To accomplish a common goal that none of the units alone can attain as well or at all.

To prevent teenage pregnancy in a town, the schools offered sex education and program prevention classes, a few hospitals opened teenage health clinics, and other agencies offered life skills and decision-making workshops. But few teenagers knew about or could easily access all these services, and research indicates that the more of these different services high-risk teens received, the greater the pregnancy-prevention benefit. Since no one organization could offer all the services, they formed a collaboration to help teenagers access all the services in a coordinated manner.¹

To serve more clients, offer more services and reduce duplication.^{2,3}

The demand for early intervention in a city was growing rapidly. There were two independent early intervention agencies providing services, but the caseworkers had reached their capacity in time, energy, and resources. The two agencies met and discussed joining together to share the increasing demand for services. Caseworkers were able to take cases closer to their homes or offices; therefore, they had more time to serve more clients. Further, children who moved out of one service area were able to transition smoothly between the agencies without losing services or repeating time-consuming paperwork.

To help agencies share information, resources, staff, and equipment to achieve a common purpose.

Teachers at a rural school needed technical assistance to explain their new computers to the students. A

company with many computer experts offered free assistance by teaching in the classrooms once a week for at least one semester. The school gained computer expertise and the company gained advertisement of their product in a wider territory as well as information on how to improve their product for educational purposes.⁴

To create an awareness of needs, problems, or opportunities in the environment.

A neighborhood faced problems of deteriorating housing, poor landlords, and high unemployment. Neighborhood organizations formed a collaboration to deal with their problems. First they met with police, social service agencies, politicians, and a neighborhood redevelopment agency to alert them to the problems and explore solutions. Second, the group developed common goals and objectives and coordinated these resources to improve the neighborhood.⁵

Characteristics Of Successful Collaboration

A successful collaboration develops clear, concrete, achievable goals.

- Clear, achievable goals provide direction, purpose, and cohesiveness, while ambiguous or unachievable goals diminish enthusiasm for collaborative work.
- Well articulated goals help to produce realistic timelines.
- Achievement of a sequence of clear short-term and long-term goals motivates future action and helps to sustain the collaboration.

Successful collaborations operate in a receptive environment that facilitates its work.

In general, a collaboration must determine what support is necessary to advance its mission (e.g. political leaders, opinion-makers, persons who control resources, and the general public). It must also:

- Convince key leaders of the worthiness of its mission.
- Set realistic goals to satisfy political and social expectancies as well as service needs.
- Implement goals and processes of the collaboration that are cost-effective and do not compete or conflict with other community endeavors.
- Monitor and act on the changing political and social climate, including mid-course reviews (and revisions, if appropriate) of the vision and goals of the collaboration as well as adjustments in its activities and intended outcomes.
- Regular meetings are essential for establishing and maintaining clear roles, policy guidelines, and responsibilities.
- Agencies and individuals must be committed to be present at each collaboration meeting. Generally, participating individuals should be selected according to their role in the organization, their interest in collaborating with other agencies, and their commitment to devote time and expertise to a team approach to problem solving.
- An implementation plan that includes policy guidelines helps to clarify the roles and responsibilities for members of the collaboration.

Goals should be tailored to the specific community. When the community becomes involved in the efforts of the collaboration, the collaboration receives more information on how to work best in that community.

In communities that have not had collaboratives before, considerable networking and political and grassroots preparation may be necessary before a collaboration will be accepted, supported, and perceived as capable of being effective.

Successful collaborations have good leadership.

- Strong leaders generate political influence and support.^{6,7,8}
- Good leaders get things started and people interested and involved.
- Effective leaders treat participants fairly and help the partners in the collaboration to get along. Such leadership must understand the differences between participants but emphasize their similarities.
- Effective leaders have good interpersonal skills, know the subject matter, and maintain flexibility.
- Strong leaders monitor the progress of the group, keep it on task and on time, and help conquer obstacles.
- Roles and responsibilities of participants should be decided after the collaboration clearly specifies functions it will need to perform, including goals, services and activities to be offered, resources available, program implementation and fiscal management requirements, monitoring and evaluation needs, time frame available, etc.
- Formal agreements between participating agencies should be written to define roles and responsibilities. These can include memoranda of understanding, bylaws if the collaboration is large and complex, a policies and procedures manual, and regular review of the purposes, goals, roles, and procedures of collaboration.
- Appropriate, sufficient, and obtainable resources are necessary for the implementation of guidelines, roles, and responsibilities.
- Periodic evaluations of the collaboration are necessary to maintain guidelines, roles, and responsibilities.
- Shared decision-making by leaders and members consistent with designated roles and responsibilities is essential to the success of a collaboration.
- When members know their own and others' roles and responsibilities, open communication more effectively helps the group focus on a common purpose, increases trust and sharing of resources, and allows members to express and resolve misgivings about planned activities.^{9,10,11}

Successful collaborations understand and respect each member for their different individual role and responsibility.

Successful collaborations build cooperative teams.

Team dynamics are improved through knowing and respecting each member's role and contribution to the group and having a clear understanding and respect for the team's goals.

The collaboration must discuss and resolve issues on which members disagree. To do so, members need to:

- be present at all meetings, especially those at which controversial issues will be decided;
- voice their opinions honestly, frankly, and clearly, and accept such behavior by other members;
- listen and understand a point of view before criticizing it;
- thoroughly discuss all points of view before deciding; and
- accept the resolution attained by the group process.

Fair and open participation in discussions contributes to a feeling of responsibility among all members for the group's decisions and a stronger team spirit.

Typical Challenges To Be Solved In A Collaboration

- **Differences among collaborators** must be understood and acknowledged. Some of these differences can include: *jargon* (different terms used for similar things; *forms* (for billing, hiring procedures, client enrollment, etc.); *staff development* (training staff and licensing requirements); *funding* (restrictions on expenditures); and *regulations* (for facilities, services, staff, etc.).
- **Mixed loyalty** that some members may have to their own organizations rather than to the collaboration can cause problems.¹²
- The **merging of agencies into a collaboration** can cause conflict depending on the nature and style of the collaboration (e.g., confrontation or cooperation in the power structure).¹³

- A **lack of clarity about a collaboration's purpose**, for example, as a means for a specific change or a model for sustained interorganizational cooperation can cause conflict.
- A **lack of awareness of other agencies' functions and operational style** can produce a lack of understanding of different points of view. Visiting other agencies in the collaboration is a good way to become aware of these differences.

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OCD Goes Internet, Launches New Site

With a computer and an Internet connection, anyone with an interest in children, youth, and families now has access to the expertise and publications of the University of Pittsburgh Office of Child Development.

Its new site on the World Wide Web, www.pitt.edu/~ocdweb/, was launched earlier this year to provide easy access via the Internet to a range of topics, projects, events, organizations, and publications related to children and families.

"It's another way of reaching policymakers, the University, professionals, members of the community, and others with what we have to offer," said Anne Farber, Research Associate with OCD's Policy and Evaluation Project and chairperson of the Web site committee. "This is something we've been kicking around for several years."

Much of the information focuses on local issues, projects, initiatives, organizations, and events. But the site also includes information on broader issues, such as those covered in OCD Special Reports.

Online Resources

Resources available at the site include:

- Publications such as the *Developments* newsletter; parenting information on a range of topics; parenting columns; training materials; policy and research projects; and Special Reports on a number of issues, including home-based child care, school transition, preventing teen pregnancy, the impact of television violence on children, and others.
- Information on current partnerships, including those related to Policy and Evaluation, international projects, policy development, service demonstration projects, and human service networks.

- Information on OCD itself, including its mission, vision, history, constituencies, services, and contacts within the Office.
- Links to information about Early Head Start, the Family Support Policy Board, Family Services System Reform, Partnerships for Family Support, and Starting Points.

The site makes liberal use of .pdf files, which allow for easy viewing of large documents and maintains them in their original formats. These files are viewed using the program "Adobe Acrobat Reader," which can be downloaded free of charge from Adobe. The OCD site provides an Internet link to the free download for users who don't already have Adobe Acrobat Reader on their hard drive.

The OCD site was built over the last half of 1998 with support from the University Center for Social and Urban Research. The Webmaster and chief architect is Lucas Musewe. Musewe, a Graduate Research Assistant when he began work on the site, is currently Data Coordinator/Manager for the Partnerships for Family Support.

The site, which began as a kind of grassroots effort within the Office, is overseen by a committee first chaired by Debra Stark, Research Associate with the Policy and Evaluation Project. A team of liaisons help supply the site with updates and other information from various OCD offices and branches. These include Mary Ellen Colella at OCD's office in the Cathedral of Learning, Cathy Kelley at OCD's 121 University Place office; and Annette Harris-Thomas and Cheryl Barnes-Huggins at OCD East on Penn Avenue.

Visit the Office of Child Development on the Internet at www.pitt.edu/~ocdweb/. ■

30 Months of Data Studied

Family Support Children Make Developmental Gains

A recent study reports improved developmental outcomes among children enrolled in ten Allegheny County family support centers that embrace a prevention-based approach to human service delivery and focus on child development issues.

The study looked at 30 months of data on children ages birth to five years who were enrolled in family centers. Although the majority tested on par with or above their chronological age at their first assessment, 31% tested below.

All groups of children showed improvement in developmental levels at their final assessment, according to the study conducted by the University of Pittsburgh Office of Child Development Policy and Evaluation Project.

The study did not include a control group of children, which prevented the evaluation team from precisely measuring the impact family centers had on the children's improved outcomes.

The evaluation team noted, however, that the improved developmental scores are contrary to what researchers typically find, which is a decline in developmental and intellectual scores of at-risk children between the ages of two and five years. "The fact that we found improvement indicates that something is going on that is a positive for the children who are enrolled in family support centers," said Debra Stark, a Research Associate with the Policy and Evaluation Project.

The evaluation started in 1997 as part of an effort by the Family Support Policy Board to determine and document the impact family centers are having on the development of children in at-risk families.

Findings

The study examined data gathered from ten family centers on 249 children ranging in age from birth to five years who were enrolled in family centers between January 1, 1995 and June 30, 1997. Of those children, 142 were assessed with the E-LAP/LAP, and 107 were assessed with the Denver II Screening Tool.

Regardless of the assessment tool used, significant numbers of children were found to have made developmental progress.

For example, the evaluation team reported:

- The number of children assessed with E-LAP/LAP who tested below their chronological age fell from 54 (37.2%) at the first assessment to 37 (25.5%) at the last assessment. The number of children who tested on par with or above their chronological age increased from 91 (62.8%) to 108 (74.5%).
- The number of children assessed with the Denver II Screening Tool who tested below their chronological age fell from 23 (21.1%) at the first assessment to 14 (13.5%). The number of children who tested on par with or above their chronological age in all domains increased from 81 (77.9%) to 87 (83.6%).

The study reported significant improvement among children in all six E-LAP/LAP domains and all four domains of the Denver II Screening tool. For example, the percentage of improvement for children assessed with E-LAP/LAP ranged from 65% in the language domain to 92% in the fine motor domain.

The data also show that not only did children who were functioning below their chronological ages at initial assessment make significant improvement in their developmental functioning, but children who were functioning on par with their chronological ages made significant gains as well.

A broader effort to gather and analyze data on a wider range of child and family indicators is underway at all 23 family support centers in the county. ■

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Co-Director of the Office of Child Development. "But there is a shortage of specialists in program evaluation and professionals who hold other administrative and policy positions who can conduct or supervise these required evaluations. This training program is intended to train people to fulfill this need."

The training program was established with \$390,000 from a grant awarded by the Howard Heinz Endowment. Another \$300,000 of the grant will be used to support OCD's basic operations.

The new training program will be directed by Hidenori Yamatani, Ph.D., Professor of Social Work, with the advice of a faculty-community professional advisory board chaired by William Bickel, Ph.D., Professor of Education.

Changing Scene

Not only is the demand for evaluation specialists outstripping the supply, but the role of the evaluator is changing and the evaluations used for human services, particularly community-based services, are growing more sophisticated.

Evaluators are asked to work with community-based programs in a collaborative style and become part of the effort to improve services. For example, they are often asked to provide ongoing feedback so agencies can fine-tune their programs during the evaluation process, rather than wait for the final report.

"The classical evaluation techniques of control group and experimental group design are not acceptable today with human services," Dr. Yamatani said. "A lot of people are taught to just do experimental control group design. But you can't say to a poor neighborhood, 'We are going to evaluate the day care program, but some families cannot receive the services for the sake of conducting the evaluation.'

"And human services are not only asking for effectiveness assessment, but they are also asking for information that can help them directly and immediately optimize the benefits to their clients.

"So, while the demand for evaluation is going up, what they are asking the evaluator to produce is also changing. They want something that will help them with the process of services, how to empower clients, and how to collaborate with other agencies in order to maximize the outcome of clients."

Soliciting community input on assessing and improving community-based services adds to the

complexity of the evaluation. "There is two sides to that," Dr. Yamatani said. "If a researcher succeeds, the information is going to be used and will likely be benefiting clients immediately. On the other hand, it takes time and a lot of commitment to incorporate a lot of different opinions, suggestions, and concerns into that research design."

Such changes present evaluators with complex challenges that require sophisticated evaluation design. "It takes a much better trained evaluator to conduct that kind of evaluation," Yamatani said. "A lot of statistical assessments and different strategies are incorporated."

Training Program

The new training program is intended to supplement regular degree curricula for graduate students in Education, Graduate School of Public and International Affairs (GSPIA), Psychology, Public Health, Social Work, and other disciplines concerned with children, youth, and families.

The principles guiding the new training program include the following:

- Training will be interdisciplinary and collaborative. Course work and weekend seminars will be taught by faculty from Education, Psychology, Social Work, Public Health, and GSPIA, as well as by employed professionals. The intent is to expose students to the values and perspectives of diverse orientations. Emphasis is also placed on integrating disciplines.
- Student apprenticeships in applied contexts will be emphasized to help students learn how to partner with a variety of stakeholders and how to collaborate with professionals from a range of disciplines.
- The primary focus of the program is on local community agencies. However, the academic course work and experience offered students will be national in scope and quality to expose students to specialists in domains not represented by the University of Pittsburgh faculty.

Students will take a one-semester credit course in Child Welfare Service and Policy and another in Advanced Human Service Program Evaluation and Policy. Weekend institutes will be offered.

Students will also participate in a Capstone seminar, where they will share their work with each other

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Announcements . . .

Report Profiles Violent Juvenile Offenders

Preventive interventions for young children at risk of becoming serious and violent juvenile offenders can be effective and should be implemented at an early age, according to a report released by the U.S. Department of Justice.

The report, a product of the Office of Juvenile Justice and Delinquency Prevention's Study Group on Serious and Violent Juvenile Offenders, examines risk and protective factors related to juvenile offenders, and intervention and prevention programs. The study group consisted of 29 top juvenile justice and criminology researchers, including Rolf Loeber, Ph.D., Professor of Psychiatry, Psychology, and Epidemiology at the University of Pittsburgh.

The report focuses on both violent and serious personal and property offenders. Violent crimes include homicide, rape, robbery, aggravated assault, arson, and kidnapping. Serious offenses include burglary, theft, drug trafficking, and extortion.

Conclusions drawn in the report include:

- Serious and violent juvenile offenders are a distinct group whose criminal behavior tends to start early in life and continue late.
- From childhood to adolescence, these juveniles tend to develop behavior problems, including aggression, dishonesty, property offenses, and conflict with authority figures.
- Many potential serious and juvenile offenders below the age of 12 are not routinely processed in juvenile court, and services for them in the community appear to be unnecessarily fragmented, leading to a lack of public accountability for young potential juvenile offenders.
- Many known predictors of serious and violent juvenile offending could be incorporated into screening devices for early identification.
- Prevention interventions are known to be effective and should be put in place early. For known juvenile

offenders, interventions and sanctions can reduce the chances of them engaging in repeat offenses.

- Evaluations of interventions often are inadequate and usually do not provide information specifically about changes in the rate of offending by these youths.
- An integrated and coordinated program of research is needed on the development and the reduction of serious and violent juvenile crime.

FOR MORE INFORMATION, copies of the Research Summary on Serious and Violent Juvenile Offenders is available from the Office of Juvenile Justice and Delinquency Prevention Juvenile Justice Clearinghouse; phone: (800) 638-8736. For other questions, contact the Research and Program Development Division; phone: (202) 307-5929. ■

National Database Seeks Childhood Materials

The Culturally & Linguistically Appropriate Services (CLAS) Institute is seeking early childhood special education materials that can be used with children from birth to 5 years old from a variety of backgrounds.

Funded by the U.S. Department of Education, CLAS collaborators collect, evaluate, test, and catalog early childhood education materials. The information will be made available in print form and on the Internet.

Materials sought include information that seems to be effective across cultural and linguistic backgrounds, or which has been translated into other languages. The bank of materials will contain staff training materials; information packets and brochures for parents; Child Find materials; child and family assessment tools; and resource or curriculum materials in areas that include behavior management, cognitive development, communication, emerging literacy, motor development, parent-infant interaction, deafness, social support networks, and others.

FOR MORE INFORMATION, contact The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589, Attn: Harriet Gray, Acquisitions Coordinator; phone: (703) 264-9488; fax: (703) 620-2521; e-mail: harrietg@cec.sped.org. ■

(Program continued from Page 10)

and learn about contemporary projects in the area. The idea is to enable students to learn about actual programs in human services, policy issues, and evaluation projects being conducted in the area.

The fellowship program provides a two-year apprenticeship for four students. Each receives a stipend of \$1,200 per month for 11 months per year, plus tuition

benefits. These students are expected to spend 20 hours per week working on applied projects. The requirement is intended to give them hands-on experience conducting program evaluations, working with human service programming, and being part of the policy process – experience that will help them develop the skills necessary to design and conduct the challenging types of program evaluation required in the field today. ■

Focus on Foundations and Corporations

Kresge Foundation

The Michigan-based Kresge Foundation offers non-profit organizations challenge grants for construction, renovation, major capital equipment purchases, and real estate acquisition.

About \$70 million is awarded each year. Grants typically range from \$100,000 to \$300,000. Applicants should have at least a 20% – preferably 50% – match prior to applying. Only one grant per institution will be awarded in any 12-month period.

Eligible for grants are nonprofits with 501(c)(3) status including secondary schools that only service those with physical and developmental disabilities. There are no deadlines for applications. The Foundation board meets in February, June, September, and December to review proposals.

FOR MORE INFORMATION, contact the Kresge Foundation, 3215 W. Big Beaver Road, P.O. Box 3151, Troy, MI 48007-3151; phone: (248) 643-9630; fax: (248) 643-0588. ■

Note to University of Pittsburgh Faculty

It is University policy that foundation and corporate funding sources may be approached only through, in cooperation with, or with the approval of the Vice Chancellor for Institutional Advancement. Interested faculty should contact Al Novak, Associate Vice Chancellor for Corporate and Foundation Relations at 624-5800.

Coming Events . . .

Mark Your Calendar Now For The Sixth Annual Family Support Conference

Celebrate family support by attending the sixth annual Family Support Conference, *Mobilizing Partnerships: Family Support and Community Economic Development*, on Monday, May 17, 1999 at the Sheraton Hotel, Station Square, Pittsburgh. Hours of the conference are 8:30 a.m. to 4:00 p.m.

This year's Family Support Conference will focus on mobilizing partnerships between family support and community economic development. Keynote panelists include Timothy McNulty, Executive Deputy Secretary for the Pennsylvania Department of Community and Economic Development; Anita Miller, former Program Director for the Comprehensive Community Revitalization Initiative, South Bronx, New York; and William Strickland, President and CEO of Bidwell Training Center, Pittsburgh.

Highlights of the conference will include "Speak-Outs," the keynote panelists, interactive working groups to formulate community action steps, and 28 workshops.

FOR MORE INFORMATION, contact Tarsha Lagrone, Conference Coordinator, University of Pittsburgh Office of Child Development, 2017 Cathedral of Learning, Pittsburgh, PA 15260; phone: (412) 383-7603; fax: (412) 624-1187.

Celebrate Family Support!

Developments

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